

INSPECTION REPORT

THE MARLBOROUGH PRIMARY SCHOOL

Macclesfield

LEA area: Cheshire

Unique reference number: 111027

Headteacher: Mr Clive Bates

Reporting inspector: Mr John D Eadie
20191

Dates of inspection: 8th - 11th July 2002

Inspection number: 196342

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tytherington Drive Tytherington Macclesfield Cheshire
Postcode:	SK10 2HJ
Telephone number:	(01625) 423938
Fax number:	(01625) 612918
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Whalley
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20191	Mr J D Eadie	Registered inspector	Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9981	Mr S Hussain	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?
29688	Mr M Brammer	Team inspector	Equal opportunities Science Religious education	How good are the curriculum and other opportunities offered to pupils?
21020	Ms T Galvin	Team inspector	English Geography History	
14816	Mrs S Gordon	Team Inspector	The Foundation Stage Special educational needs English as an additional language Music	
32021	Mr A McClean	Team Inspector	Mathematics Art and design Design and technology	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16 - 17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Marlborough Primary School is situated in the outskirts of the town of Macclesfield, a quite prosperous old market town in the north of Cheshire. The school takes children from the ages of four to 11. There are 448 pupils in the school, of whom 49 are in the Reception classes. The majority of the pupils come from a number of estates of privately owned houses in the locality. The proportion of pupils eligible for free school meals is below the national average. Almost all the pupils are of white British heritage and only seven do not speak English as their first language. The proportion of pupils with special educational needs is average and the number of pupils with statements of special need is about what one would expect to find in a school of this size. There is a range of special needs represented. On entry to the school most children have levels of attainment in line with those expected nationally.

HOW GOOD THE SCHOOL IS

The Marlborough Primary School is a good school. The pupils achieve well, largely because of the good quality of teaching. The leadership of the school is good, supported by sound management. The school gives good value for money.

What the school does well

- Standards in English and mathematics are above average by the time the pupils leave.
- The quality of teaching is good overall.
- The headteacher provides good leadership; the deputies work hard and support him very well.
- The school is a very caring and happy community and the pupils' attitudes and behaviour are very good.
- The school provides rich opportunities for the pupils through the excellent range of extra-curricular activities, visits and residential visits.
- The school nurtures the very good relationships with parents and provides them with excellent information.

What could be improved

- Systems for assessing the pupils' progress.
- Some aspects of the management of the school, particularly the role of the co-ordinators and the effectiveness of monitoring and evaluation of teaching and learning.
- The use of curriculum time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997 and has made satisfactory progress since then. However, progress has been slowed by the absence of the headteacher for four of the last six terms. Two of the four key issues from that report have been addressed effectively. For example, there are now clear schemes of work for all subjects. However, although procedures have been put in place to monitor and evaluate the quality of teaching and learning, these are not yet effective in ensuring consistency. The fourth key issue regarding systems of assessment, has not been addressed as there is still no manageable, consistent way of assessing and recording the pupils' attainments. Standards have been variable over the years, but the trend is generally upward. There is a good shared commitment to improve.

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
	1999	2000	2001	2001
English	A	B	B	C
mathematics	B	C	B	C
science	C	C	C	D

Key

well above average A

above average B

average C

below average D

well below average E

Standards in recent years in the tests at the end of Year 6 have been variable but the trend is generally upwards. However, the proportion of pupils attaining the higher levels in the tests has been below what one would expect. Statistics show that the group who took the tests in 2001 made satisfactory progress overall from their scores in the National Curriculum tests at the end of Year 2 in 1997. The indications are that standards have risen this year, particularly in relation to the proportion of higher levels attained. The judgement of the inspection team is that standards are above average in English and mathematics and average in science by the time the pupils leave. Challenging targets were set for the tests in 2001 and these were exceeded in English and met in mathematics. The targets are equally challenging this year and look likely to be met in mathematics, though not in English. Standards in the National Curriculum tests at the end of Year 2 have been better than those in Year 6 over the years. The judgement of the inspection is that standards at Year 2 are above average in English and mathematics. Standards in information and communication technology are above average by the end of Year 6. Those in religious education are below average. Standards in art are well above average throughout the school and those in design and technology are above average. Standards in all other subjects are average by the time the pupils leave. Bearing in mind their average levels of attainment on entry to the school, the children achieve well in the Reception classes to reach above average levels of attainment by the time they start in Year 1. The pupils generally achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. The pupils with English as an additional language make similar progress to their peers. Those with special educational needs make good progress relative to their abilities owing to the very good support they receive. Overall, the pupils achieve well during their time in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils enjoy coming to school and have very good attitudes to their work.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. There have been no exclusions in recent years.
Personal development and relationships	The pupils are developing well into responsible young citizens. Relationships at all levels in the school are very good.
Attendance	Rates of attendance are well above the national average. Almost all pupils arrive at school punctually.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. The teaching is more consistently good in the Reception classes and in Years 1 and 2 than it is in Years 3 to 6. In particular the teachers of the younger children have more uniformly high expectations of their pupils' performance. The teachers throughout the school know their pupils well and generally meet their needs well. The quality of teaching in English and mathematics is good and the pupils learn the skills of literacy and numeracy well. This is partly because the teachers teach these and other basic skills well. In most lessons the teachers manage their classes very well, creating a calm and orderly learning environment. However, there are occasions when the teachers do not insist on this order, particularly when the pace of lessons is slower and the teaching does not interest the pupils. The teachers have good knowledge of the subjects that they are expected to teach and this ensures that they deliver their lessons with confidence, retaining the interest of their pupils. The marking of the pupils' work is inconsistent and in most cases does not help the pupils to see what it is that they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities for the pupils. The curriculum is significantly enhanced by a very good range of visits out of school and an excellent range of extra-curricular activities. Some curriculum time is not used well.
Provision for pupils with special educational needs	Very good provision is made for those pupils with special educational needs. They are well supported in class and clear targets are set for their progress.
Provision for pupils with English as an additional language	Good provision is made for those pupils with English as an additional language. They receive good support and are quickly able to take a full part in all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for the pupils' personal development. This provision is very good for their moral and social development. However, the pupils are not given sufficient awareness of the range of cultures represented in society today.
How well the school cares for its pupils	The school is a very caring, safe and happy environment for the pupils. There are no consistent systems of assessment to give the teachers sufficiently detailed information on what pupils have achieved or what they need to learn next.
How well the school works in partnership with parents	The parents have very positive views of the school and there is a very effective partnership between parents and school. This is significantly enhanced by the work of the Parent Teacher Association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, clear leadership for the school. He is very well supported by the hard-working deputy headteachers. The management role of the curriculum co-ordinators is unsatisfactory.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are knowledgeable, well informed and supportive of the school.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory. Although the headteacher is well aware of many of the areas for development in this report, insufficient action has been taken to address these. There is insufficient monitoring of teaching and learning.
The strategic use of resources	There are sufficient staff. Resources for learning are good. Although the accommodation is satisfactory, there are shortcomings as some

	classrooms are cramped and there is no secure, suitably equipped outdoor space for the pupils in the Reception classes. All resources are used effectively and the school applies the principles of best value well.
--	--

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The staff are approachable. • The school is well led and managed. • Their children are expected to work hard. • Teaching is good. • Their children are making good progress. • Behaviour is good. 	<ul style="list-style-type: none"> • The information they receive about their children's progress. • The school working more closely with parents.

As can be seen from earlier sections of this report the inspectors agree with all positive parental comments. With regard to the areas that some parents would like to see improved, the judgement of the inspection team is that:

- the school provides very good information to parents about their children's progress; and
- there are very effective links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of work seen in the inspection in English and mathematics are above average by the end of Year 6. Standards are average in science. The pupils of all ability levels achieve well during their time in the school. Standards have improved since the last inspection.

Strengths in standards achieved are:

- standards achieved in the National Curriculum tests in Year 2 in 2001 were well above average in writing and above average in reading;
- standards in English and mathematics are above average in Year 6, as they were in the National Curriculum tests in 2001;
- the pupils, including those with English as an additional language (EAL) and those with special educational needs (SEN), make good progress through the school;
- standards are well above average in music in Years 1 and 2 and in art and design throughout the school;
- standards are above average in information and communication technology (ICT) and design and technology (DT) throughout the school, as are standards in history in Years 1 and 2; and
- standards are above average by the time the children leave the Foundation Stage¹.

Areas for development are:

- levels of challenge for higher attaining pupils in science in Years 1 and 2; and
 - standards in religious education (RE) in Years 3 to 6.
2. The results in the National Curriculum tests in 2001 in Year 6 were above average in English and mathematics and average in science. When compared with schools with a similar proportion of pupils eligible for free school meals they were average in English and mathematics and below average in science. However, a significant number of the pupils who took the tests in Year 6 had joined the school since the tests in Year 2 in 1997. The major reason for these results not being better was that there were too few pupils attaining at the higher levels. Taking the pupils that had completed the course through from Year 2 to Year 6, statistics show that these pupils made satisfactory progress overall. Standards in the tests in Year 6 have been rather variable in recent years, but the general trend has been upwards. The unconfirmed results for 2002 show a significant improvement in performance with respect to the proportion of pupils attaining the higher levels in science. Children join the school with average attainment so the pupils of all ability levels make good progress through the school to attain above average standards by the time they leave. This progress is variable, being good in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3 to 6.
 3. Inspection evidence shows standards to be above average in English and mathematics and average in science by the end of Year 2. In the National Curriculum tests in 2001, standards in writing were well above average, in reading they were above average and in mathematics they were average when compared with all schools nationally. When compared with schools with a similar proportion of pupils eligible for free school meals, standards were above average in writing, average in reading, but well below average in mathematics. Standards in the tests in Year 2 have been variable in recent years, though consistently above average in reading and writing, but not in mathematics. The unconfirmed results for this year show a great improvement in mathematics and small improvements in reading and writing.
 4. From an average starting point, the children in the Foundation Stage make good progress to attain

¹ The Foundation Stage contains the children in the Reception classes.

above expectations in most areas of learning by the time they start the subjects of the National Curriculum in Year 1. In communication, language and literacy the teachers organise their lessons well to ensure that they are meeting the needs of individual children. Although attainment overall in this area of learning is in line with expectations by the time the children join Year 1, the more able children attain at above expected levels. The children make good progress in the Reception classes in communication, language and literacy. Attainment in mathematical development is in line with expectations by the time the children join Year 1. They make satisfactory progress in this area of learning as there is insufficient challenge for the pupils. In all other areas of learning the children make good progress in the Reception classes and attain at above the expected levels by the time they join Year 1.

5. Standards in English and in literacy are above average by the end of Year 2. They are above average in speaking and listening and reading and well above average in writing by this age. In speaking and listening the pupils have a wide vocabulary, both of everyday language and of words relevant to the subjects they are learning in Years 1 and 2. They are given good opportunities to practise their speaking and listening skills in lessons, with many opportunities given to work in pairs, for example. In reading there is good teaching of reading within the literacy hour resulting in the standards attained. The teaching of the specific skills of writing is very good in Years 1 and 2 and the pupils are consequently attaining well above average standards. The pupils make good progress in English in Years 1 and 2.
6. The standards that the pupils achieve in English and literacy are above average by the end of Year 6. The pupils make satisfactory progress from Year 3 to Year 6. This progress is variable between year groups due to the variability of teaching from Years 3 to 6. For example, the pupils' skills in speaking and listening are not extended as they should be as the teachers do not give the pupils sufficient opportunities to practise these skills. The oral part of too many literacy lessons is predominantly question and answer without giving opportunities for extended answers or discussion. The pupils' attainment in reading in Year 6 is average. Their progress is held back in Years 3 to 6 as reading assessments do not give the teachers sufficiently clear information to be able to help them move on progressively. The standards of writing are markedly better than speaking, listening and reading in Years 3 to 6 and attainment is above average in Year 6. The pupils write effectively in a good range of styles and handwriting is mainly joined and fluent.
7. Standards in mathematics and numeracy are above average by the end of Year 2 and the pupils make good progress in this subject in Years 1 and 2. Standards in using and applying mathematics are above average at this age as the pupils have good opportunities to use their mathematics in other subjects. The pupils of this age have very well-developed skills in number work and a good grounding in the concepts of shape, space and measure.
8. The pupils achieve above average standards in mathematics and numeracy by Year 6. Their ability in using and applying mathematics is average as they do not have sufficient opportunities to use and apply their knowledge and understanding. The pupils have well-developed knowledge and ability with the four rules and can carry out complex calculations, often being able to manage these in their heads. This has improved as a result of the effectiveness with which the school has implemented the National Numeracy Strategy. The pupils have good understanding of shapes and their skills of measuring accurately are good. The pupils have good knowledge and understanding of how to collect, collate and analyse data. Their use of ICT, for example in creating spreadsheets, is developing but not consistent. The pupils make satisfactory progress in mathematics from Year 3 to Year 6.
9. Standards in science are average by Year 2 and at the end of Year 6. The pupils make satisfactory progress in science through the school. It is only satisfactory in Years 1 and 2 as the work provided is insufficiently challenging for the more able pupils. In Years 3 to 6 it is no better than satisfactory for much the same reason, allied to the heavy dependence of teachers on worksheets. Although the provisional results in the National Curriculum tests in Year 6 indicate improvements this year, this has not been done through the planned teaching programme, rather by extensive revision for the tests.

10. Standards of work seen during the inspection in art and design throughout the school are well above standards normally expected of pupils of this age. These standards are being achieved owing to the teachers' good understanding of the requirements of the curriculum and the wide range of artistic stimulation for the pupils of all abilities. In Years 1 and 2, standards being achieved in music are well above expected levels for pupils of this age. The teaching at this age is enthusiastic and energetic and presents the pupils with challenges that they readily rise to, maintaining good rhythm patterns, for example. The pupils of this age show very good ability to create musical pictures in response to a story. Standards in ICT and DT are above expectations throughout the school. The pupils have a wide range of opportunities in ICT, which leads to their good attainment in this subject. In DT, the pupils make good progress developing the skills of planning, designing and making. Standards in history are above expected levels in Years 1 and 2 mainly because of the good to very good teaching of the pupils in these classes. Standards in RE are below the levels expected in the locally agreed syllabus by the end of Year 6. The reason for this is that there is insufficient time spent on the subject in Year 6 to ensure that the pupils cover the necessary syllabus. Although there is some good work in RE in Years 3 to 5, in these classes too, there are areas of the syllabus not covered in sufficient depth. Standards in all other subjects are in line with expectations by the end of Year 2 and Year 6.
11. The majority of pupils with special educational needs (SEN) achieve well and make good progress relative to their ability. This is due to both the very good specialist provision organised by the SEN co-ordinator and the support that these pupils receive from teachers and classroom assistants. The school has very effective procedures in place to identify pupils who may have learning difficulties at an early stage. Individual education plans (IEPs) for pupils are extremely thorough and very helpful in enabling teachers to organise and provide work relevant to the pupils' needs. This creates a good learning environment where pupils can attain, well supported by understanding adults.
12. The majority of pupils who have English as an additional language (EAL) have good linguistic skills. Their competence in English is assessed on entry to the school. If required, the local authority supplies specialist support to enable these pupils to gain maximum benefit from their learning. Throughout the school these pupils make good progress and standards achieved by the end of Year 6 are in line with their abilities.

Pupils' attitudes, values and personal development

13. The pupils enjoy school very much and this is reflected in very good attitudes and behaviour. Behaviour and relationships have improved since the last inspection.

Strengths in this aspect are:

- the pupils have very good attitudes to their school and their work;
- behaviour is very good;
- relationships are very good at all levels in the school; and
- attendance is very good, as is punctuality.

There are no areas for development in this aspect.

14. As at the last inspection, the pupils show very high levels of interest and involvement in lessons and other school activities. For example, in a Year 4 science lesson about forces, all pupils were extremely keen to answer the teacher's questions as they began the lesson re-capping on previous work on friction. They were very excited as they carried out several tests to confirm their predictions. In a Year 5 English lesson, the pupils were very keen to read out their imaginative writing to the class. The work was of high quality, in the style of an author whose adventure story they were continuing. The pupils enjoy taking part in extra-curricular activities such as lacrosse, 'stamp club' and recorders. Photographs of residential activities show how much these are enjoyed.
15. Behaviour is very good. The pupils are very friendly towards others and are well mannered. They

behave very sensibly in classrooms, at assemblies, break times and as they move around the school. Their behaviour in lessons makes a significant contribution to their achievements. Parents say there is little bullying, but when it occurs there are very good procedures to deal with it. The occasional problem in school is tactfully handled with very good behaviour management across the school. The programme for the pupils' personal, social and health education (PSHE) includes much work about the need for rules in school and in society and the pupils are regularly involved in devising classroom rules. These factors result in the pupils' very good understanding of the impact of their actions on others. The school has not had any exclusions for several years.

16. The children in the Foundation Stage are very well behaved. Their attitudes to learning are very good, they are interested and enthusiastic about everything they do and participate fully in the activities presented to them. The children are courteous, helpful and polite to visitors. They answer questions in an open and friendly manner and they are clearly comfortable and happy in their environment. The children have very good relationships with their teachers who know them well and prepare work at appropriate levels for their needs. The good care they each receive also enhances these relationships. Consequently, the children want to do well and they are very well motivated by the praise and encouragement they receive and react positively to the teachers' challenges and high expectations.
17. Personal development is good. Within this, several improvements have taken place since the last inspection. For example, pupils' moral and social development is now very good. Spiritual and cultural development are sound. Spiritual development is evident in assemblies and also in science as pupils learn about the natural world. The pupils have a very strong moral code reflected in their views about justice and citizenship. Relationships between staff and pupils and between pupils and their peers, are very good. The pupils show very high levels of respect for the feelings, values and beliefs of others. They work effectively with each other. In a Year 1 mathematics lesson, for example, the pupils worked well in pairs to discuss approaches to problem solving. The pupils appreciate their cultural heritage and are able to see how cultures are interdependent. However, discussions indicate that they do not know enough about other cultures in Britain. Also, they sometimes confuse concepts such as culture, race and nationality.
18. The pupils respond well to responsibilities on offer. For example, older pupils are very caring for younger ones. Year 6 pupils help to settle others at lunchtimes and pupils in Year 5 support anyone on the 'friendship' benches in the playgrounds. Many monitors across the school carry out their roles conscientiously. Pupils use their initiative in learning well. For example, Year 3 has displayed some of its research tracing the history of Tytherington. They used many sources of information that they identified for themselves.
19. Attendance is very good, marking improvement from good levels found at the last inspection. It is now well above the national average. This makes a significant contribution to pupils' achievements. Unauthorised absence is broadly in line with the national average. Punctuality is now very good representing a good improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good and the consequent quality of learning is therefore good. This represents an improvement since the last inspection. The teaching of literacy and numeracy is good.

Strengths in teaching and learning are:

- the quality of teaching in the Foundation Stage and in Years 1 and 2;
- the teachers' expectations in Years 1 and 2;
- the teachers' management of the pupils' behaviour;
- the teaching of basic skills; and
- the teachers' subject knowledge.

Areas for development are:

- the use of time in some lessons;
 - classroom management in some classes;
 - the teaching is variable in Years 3 to 6, particularly being unchallenging for a number of pupils in some lessons; and
 - the quality of marking.
21. More than two out of three lessons observed during the inspection were good or better with nearly a quarter being very good or excellent. All lessons seen were at least satisfactory. This represents an improvement since the last inspection, when there was very little very good or excellent teaching and a number of unsatisfactory lessons. The standard is good for all sections of the school, though it is better in the Foundation Stage and in Years 1 and 2 than in Years 3 to 6. In the Foundation Stage and in Years 1 and 2, more than four in five lessons were good or better. In Years 1 and 2, nearly one lesson in three was very good or better. The major difference between the teaching in Years 1 and 2 and that in Years 3 to 6 was the level of the teachers' expectations. In Years 1 and 2, the teachers almost always had high expectations of what the pupils could achieve, whereas in Years 3 to 6 this was much more variable, some teachers not setting challenging work for all the pupils in their classes.
22. In most lessons, the teachers have good expectations of how the pupils should behave. The high standards of discipline set in these lessons and the teachers' good classroom management skills, ensure that there is a purposeful working environment in which it is easy for the pupils to learn. This atmosphere is enhanced and supported by the very good relationships that exist in the school. The mutual respect contributes significantly to the classroom order. For example, in a very good physical education (PE) lesson observed in Year 6, the teacher's relationships with the pupils ensured that they were anxious to do their best as they hung on his every word. In some lessons seen, these high standards were not maintained. In these lessons the teachers did not have effective strategies for ensuring that all the pupils were paying attention or working the whole time. This was usually because the lesson did not keep the interest of the pupils, either because the pace slowed, or because the subject matter was not sufficiently stimulating. In some lessons, the teachers did not use the time available effectively. For example, some literacy and numeracy sessions lasted 75 minutes. The teacher used the planned material, which often could have been covered in less than an hour. The pace of learning was therefore slow for a number of pupils in these lessons.
23. The teachers have good knowledge of the subjects that they are expected to teach. This ensures that they deliver lessons confidently and particularly teach basic skills well. The pupils therefore acquire these basic skills well. For example, in a very good mathematics lesson with Year 2 pupils, the teacher knew exactly how best to teach the particular skills that were the focus for the day and the pupils learnt these very well.
24. Although the teachers mostly share the learning objective for the lesson with their pupils, this is not always the case. Some teachers ask the question: "What do you think you have achieved?" at the end of the lesson, but again, this does not always happen. An opportunity is therefore sometimes missed to enhance the pupils' knowledge of what they are to learn or have learnt. This results in the work in some lessons lacking sufficient focus, as the pupils are unsure of where the work is leading. An area for development is the teachers' marking. It is not helping the pupils to see what it is they need to do to improve, too often being simple ticks and crosses.
25. All the teachers know their pupils very well and are well aware of their needs. They usually make good provision within their planning, setting appropriate tasks for the various ability groups, thus ensuring that all pupils are fully included in their lessons. Although the school has not formally identified pupils who have particular gifts or talents, some teachers are catering for the needs of pupils with these gifts, for example, some are entered for the higher level papers in the National Curriculum tests.
26. The teachers have realistic expectations of the work and behaviour of pupils with SEN. Assisted

by very good quality IEPs, prepared primarily by the SEN co-ordinator, they prepare work very well and use a good variety of activities and range of resources to support their work. The majority of support staff are deployed to assist individuals and groups of pupils extremely effectively. They work very hard and are briefed well to support these pupils. Because they complement the teachers well, there is a good atmosphere in classes. This leads to constructive and positive assistance being offered to pupils. This was particularly evident in a Year 1 practical numeracy class, where SEN pupils received quiet, careful but well directed support to perform the activity required. As a result the pupils completed the task and made good progress. Some specialist language support is provided for pupils with EAL following a thorough local authority assessment on entry to the school. This is continued until the pupil is able to participate unaided in lessons. Class teachers receive good guidance from the local authority and the SEN co-ordinator concerning classroom strategies. In the lessons in Year 1 where pupils were involved in literacy discussions, the teacher sensitively questioned a pupil with EAL throughout the lesson to ensure that he fully understood the content of the work and the expression used in the text. This was effective in enabling the pupil to fully engage in discussion and make progress throughout the lesson.

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

27. The school provides a good curriculum that is broad and balanced and meets statutory requirements. This reflects the position at the time of the last inspection. All subjects of the National Curriculum are included and there is a programme of personal, social and health education. There is suitable provision for sex education and drugs education that includes using the resources of the Life Education team. Although citizenship has not been introduced formally, a theatre group will perform a play with an anti-bullying theme.

Strengths of curriculum provision are:

- the provision for history for the pupils in Years 1 and 2 and for art and design, DT and ICT throughout the school;
- the good links with the high school;
- the richness of extra-curricular opportunities;
- the range of opportunities on residential visits;
- the contribution of the community to the pupils' learning;
- the provision for SEN; and
- the provision for the pupils' moral and social development.

Areas for development are:

- the balance of time for the different subjects; and
- the pupils' awareness of the multicultural nature of our society.

28. The school has not reviewed the time allocated to different subjects since the implementation of the national strategies for literacy and numeracy. This has had an impact on the time available for the teaching of other subjects. For example, there is too little time for geography, history and religious education in Year 6 and this affects the pupils' attainment in these subjects in this year group. There are also a number of short sessions during the school day which are not used effectively. For example, some of the handwriting and reading sessions observed were not adding to the learning of the pupils.
29. The curriculum for the pupils with SEN is good. These pupils have access to a curriculum, which is appropriately modified to their needs and ability. The school provides very good facilities for extra literacy and numeracy support teaching in small groups. In these groups, the pupils work on material and skills similar to those of their peers but at a level that they can understand. Although these sessions result in the pupils occasionally missing aspects of the curriculum, ongoing assessment of progression in the skills covered in such lessons, which are essential to

all literacy work, shows that the benefit gained from these sessions is considerable. The pupils with EAL have access to the full curriculum. In the initial stages of learning, when there may be difficulty with English, the curriculum is adapted to make it accessible and understandable for pupils.

30. Both the National Literacy Strategy and the National Numeracy Strategy have been introduced successfully. They have been effective in raising standards. Good teamwork between class teachers and classroom assistants is a feature of many lessons. Higher attaining pupils are generally supported well within the classroom.
31. All subjects, other than RE, have an appropriate policy and scheme of work. Standards in RE are below what is expected because the requirements of the local agreed syllabus have not been addressed. The school makes effective use of a variety of support materials, including national guidelines which were introduced at the beginning of the current school year. The teachers' planning is not monitored effectively and this results in some differences between what pupils in parallel classes in the same year group experience.
32. The provision for all pupils to have equal access to the curriculum is satisfactory. The needs of all pupils are taken into account. There is no significant difference between the attainment and progress of pupils by gender or ethnicity.
33. There is an excellent range of extra-curricular activities open to both boys and girls. These make a very effective contribution to the learning of those pupils who take part. These include football, netball, cross country, swimming, chess, drama, juggling, country dancing, art, science, stamps, athletics, tag rugby, cricket and rounders. The school makes very effective use of residential and day visits. All pupils in Years 3 to 6 have the opportunity to experience a residential visit in each year. Visitors to the school include theatre groups, the Scientists into Schools project that is sponsored by a local company and an illustrator of children's books during a book week.
34. As at the last inspection, the community makes a very good contribution to the pupils' learning. Members of the clergy from St Michael's Church and Tytherington Family Worship regularly lead assemblies and this positively supports spiritual and moral development. There are some excellent links with businesses in the area. For example, a locally based multinational company is heavily involved with the school and sponsors the science project mentioned above. Coaching in many sports from clubs and individuals is making a good contribution to the pupils' success in competitions, as well as their physical development. Links with charitable organisations are increasing the pupils' awareness that there are many people in society less fortunate than themselves. Members of the community give their time generously to the school. For example, a university lecturer and a former teacher help to listen to readers and develop library research skills. Many school trips in the wider community enrich learning. They are well linked to topic work. For example, Year 4 has recently visited Manchester Museum of Egyptology.
35. The school has good, constructive links with other schools. Discussion with a member of staff from the high school to which most of the pupils go showed how effective the staff relationships and communications are regarding transition. A science project is started in all feeder schools which is used at the induction day at the high school to help the pupils feel at home in the process of starting a new school. Marlborough pupils benefit considerably from the teaching provided by staff from the high school in many subjects. There is also a 'summer school' held at the high school during the summer holidays for two weeks. It includes many learning activities.
36. There are sound opportunities for spiritual development through religious observance, assemblies, PSHE and within the wider curriculum. Members of the clergy leading assemblies provide opportunities for pupils to consider the wonder of creation and take part in collective worship. Some opportunities exist in subjects such as science, geography and art where pupils are introduced to the beauty of the world around them and are invited to think about and reflect on many important issues.

37. Provision for moral development is very good. Behaviour management is effective and through this, the pupils receive consistent messages about right and wrong in their behaviour. Assembly themes touch on a number of appropriate issues. PSHE topics often include a moral dimension, for example, regarding bullying and racism.
38. There is very good provision for social development. Staff provide strong role-models on which the pupils base their own behaviour and relationships. The staff promote good manners, co-operation and helpful attitudes towards others. Much contact with the wider community allows pupils to interact with other sections of society. For example, visitors from charitable groups show pupils how important it is to care for others.
39. Provision for cultural development is satisfactory. As at the last inspection, there are opportunities for pupils to find out about their own culture and a few others around the world. However, the school does not provide enough opportunity for pupils to learn about other cultures in Britain, an issue arising since the last inspection where there was a good range of opportunities for cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has remained a secure, happy and caring community since the last inspection. The educational and personal support and advice given to pupils is good. These factors are effective in supporting pupils in their learning. Discussions with Year 6 pupils show that they will be very sorry to leave the school. They are sentimental about this and say they will treasure the colourful and humorous memories in their 'Yearbook 2002' for years to come.

Strengths in this aspect are:

- it is a very caring school;
- procedures for child protection and ensuring children's welfare are very good;
- all staff know the pupils well;
- the pupils' personal development is monitored well;
- attendance is monitored and promoted very well;
- behaviour is very well monitored and good behaviour promoted; and
- ongoing assessment of the progress of children in the Foundation Stage.

Areas for development are:

- there are no consistent systems of assessment;
- assessment is not giving information that can be used for taking pupils on effectively;
- assessment that is carried out makes no reference to the levels of the National Curriculum; and
- there is no formal assessment in subjects other than English and mathematics.

41. Arrangements for child protection and to ensure the pupils' welfare are very good. This represents improvement from the strong procedures found at the last inspection. The designated officer for child protection is appropriately trained. The staff show a very high level of care and vigilance at all times.
42. The school has appropriate arrangements to identify potential hazards to health and safety. Risk assessments are carried out regularly, involving staff and governors. Despite the school's best efforts to get formal training in risk assessment, it has been unable to supplement the local authority's written guidance. The utmost emphasis is placed on first aid. The majority of staff have had basic first aid training and six are extensively trained. The school works well with external agencies to promote health and safety. For example, the transport police and fire service both give presentations to pupils about safety. Drugs education is supported by the 'Life

Sciences' mobile classroom that attends the school regularly. Safe cycling training is available for the pupils in Year 6.

43. Procedures to monitor and support the pupils' personal development are good. Various records include many aspects of their personal development. The staff know pupils well and give much informal advice and guidance day-to-day. Personal targets are often contained in pupils' annual reports.
44. Procedures to monitor and improve attendance have improved from good to very good since the last inspection. Registers are now maintained correctly. The school makes full use of a computer-based system of registration to produce frequent reports. These are effectively used to identify any concerns. Holidays during term time are actively discouraged. Parents are regularly given reminders about the importance of good attendance and punctuality to their children's learning. Prizes are awarded at the end of the school year to pupils with 100 per cent attendance.
45. Procedures for monitoring and promoting good behaviour are very good, an improvement since the last inspection. Appropriate records are kept of any serious incident. On the rare occasions there are problems, pupils are given very good opportunities to reflect on bad behaviour. Behaviour and bullying is a major feature of 'pupils' surveys' carried out regularly across the school. This is an excellent means of identifying problems. Rewards and treats are very well used to recognise and value good behaviour.
46. A key issue in the last inspection report was to provide a manageable, consistent way of assessing and recording the pupils' attainments in all subjects. This has not been addressed and so progress is unsatisfactory in this area.
47. The school's procedures for assessing the pupils' attainment and progress are satisfactory. The school conducts the statutory assessment of pupils at the end of Years 2 and 6. Use is made of optional national tests in English and mathematics, the school's own tests for science and the local authority's tests. The national tests are analysed to identify any trends in gender differences and to calculate the value added to each pupil's performance during Years 3 to 6 in the core subjects of English, mathematics and science. Apart from testing, the pupils' work is not levelled against the National Curriculum attainment targets in any subject.
48. The use of assessment information to guide curricular planning is unsatisfactory. The data obtained from testing may trigger the referral of those pupils who have SEN but it has little impact on planning. Marking of the pupils' work is rarely influenced by the learning objectives and so does not give information that will help the pupils to make effective progress. The setting of targets for the pupils is at a very early stage.
49. Very good, comprehensive, assessment procedures are in place for the pupils with SEN to carefully diagnose the type and extent of each pupil's individual difficulty and the resulting effect upon learning and progress. During this process the school encourages the involvement of as many people as possible to ensure that a full picture of the pupil emerges. The results of assessments are very carefully analysed and form the basis of very good plans for action. These plans are aimed at ensuring that the potential of each pupil is fully realised. Very good quality ongoing and regular monitoring of progress by the SEN co-ordinator ensures plans are constantly adapted to meet the changing needs of the pupils. The majority of teachers follow the guidance given for planning programmes of work. Because of this care all the pupils make good progress and are able to achieve success at a level appropriate to their ability. The school is very quick to identify any areas of concern for pupils with EAL. Following assessment by the local education authority, specific support programmes are devised to match the needs of the pupils. Progress is monitored regularly and programmes are altered according to the results. Using assessment results in this way ensures these pupils are able to benefit fully from the education offered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. There are very good relationships with parents. Several improvements have taken place since the last inspection.

Strengths in this aspect are:

- parents have very positive views of the school;
- the PTA is very effective;
- there is good parental help in school and particularly with events and trips;
- parents are made very welcome and there are very good relationships with parents; and
- the school provides excellent information for parents.

There are no areas for improvement in this aspect.

51. The parents have very positive views of the school. From the views expressed at the parents meeting and from the inspection questionnaire it is clear that parents have a very high level of confidence in the school and its staff. The headteacher is liked and respected throughout the community. Virtually all parents said the school is well led and managed. Parents are very comfortable about approaching the school with any questions or concerns. Over 95 per cent of parents replying to the questionnaire said they were pleased about the fact that their children liked school, the quality of teaching, the school's high expectations for their children, their children's progress and pupils' behaviour. The majority of parents feel that the school positively helps their children become mature and responsible. They are also pleased about extra-curricular opportunities on offer. Inspection findings support parents' positive views and particular points are discussed in this report.
52. Some 20 per cent of parents are concerned about how closely the school works with them but inspectors could not establish why this might be. A few parents do not think their children get the right amount of homework. However, inspectors found that this is a good feature of the school.
53. The quality of information for parents is excellent. This marks much improvement since the last inspection. Although some parents are disappointed, inspectors assure parents that reporting on pupils' progress is very good. The parents have three opportunities in the school year for consultation. The pupils' annual reports provide a very helpful pen picture of their academic, personal and social development. The parents are given much detail about what pupils know, can do and understand. Future learning goals are clearly set. The teachers send out curriculum planning information to parents in advance and this, too, is very helpful. There is very useful information in a booklet about starting school in the Foundation Stage, supporting the prospectus. The school works very hard in providing many information evenings for parents. Topics covered include literacy, 'early reading', numeracy and SEN. The school provides a newsletter regularly so parents can keep abreast of issues and dates to remember. There is also much useful information on the school's computer website.
54. Links with parents are now very effective and their involvement has an excellent impact on the work of the school. The contribution of parents to children's learning, at school and at home, is very good. The school consults with parents on many levels. Inspectors are impressed by the questionnaire devised by the school. It is based on the Ofsted questionnaire and includes the school's key question of "If I could change one thing about the school it would be...". The PTA continues to give tremendous support to the school through organising many social and fundraising events. They have recently provided funds for furniture, school benches, computers and many learning resources. Many parents help in school with activities such as listening to readers, classroom support and also with extra-curricular activities. During the inspection many parents provided excellent support in the 'sporting roundabouts' event and on the many trips out of school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership and management of the school is good overall. Standards in this area

have been maintained since the last inspection.

Strengths in leadership and management are:

- the headteacher provides caring and effective leadership for the school;
- the deputies work hard and support the headteacher very well;
- the governing body is knowledgeable and effective;
- the school is well blessed with up to date resources;
- the use of space is well organised; and
- the provision of support staff is good.

Areas for development are:

- the monitoring and evaluation of teaching and learning;
- the role of the co-ordinators;
- the school development plan; and
- some aspects of the accommodation.

56. The headteacher gives good leadership to the school and is ably supported by his deputies. The deputies have worked very hard over the last two years to maintain standards as the headteacher has been out of school for four of the last six terms. Subject co-ordinators also work hard, but have not had clear guidance on how they might raise standards in their subjects most effectively. Neither do they have sufficient time to monitor standards of teaching and learning. However, there is a shared commitment to improve and a commitment to do the best for the pupils which means that the school is well placed to move forward. There is effective communication between subject co-ordinators in terms of cross-curricular links and the development of literacy and numeracy skills.
57. The governors provide good support and a good range of expertise, which is used well. Their role has developed since the last inspection. They are starting a process of self-evaluation to become more effective in their support. They are well informed about the school and, despite the fact that, because of pressures of their own work, few are able to come into school during the working day, they have a clear understanding of the major strengths and areas for development that the school is addressing. The finance committee of the governing body keeps a very careful overview of the finances of the school and has established good practice in planning for years beyond the current one.
58. Management of SEN is very good. The school is very fortunate to have the experience, skills and dedication of an extremely able and knowledgeable SEN co-ordinator. Her substantial contribution to all aspects of SEN is considerable and a significant factor in both the good progress made by pupils and their very good, effective integration into the full life of the school. The SEN co-ordinator has produced extremely good, comprehensive documentation and up to date records for each pupil. Procedures meet the new Code of Practice and they have been implemented efficiently and effectively. Very good ongoing training of teachers is organised to ensure awareness of the needs of pupils and to keep teachers updated as to the most recent ideas and practices in all areas of special needs. The SEN co-ordinator and the headteacher oversee provision for EAL in the school. The requirements of the school and of pupils are effectively met and the organisation of good quality provision is efficient. Records show that pupils with EAL receive good ongoing support, are assessed regularly and their progress is monitored well. The LEA provides good support and this enables the school to manage this area of its life well.
59. The school's monitoring and evaluation of its performance is satisfactory. Although the headteacher and many of the staff are well aware of the areas for development identified in this report, insufficient action has been taken to address them. Part of the reason for this is that the headteacher has been out of school for four of the last six terms. However, some of the areas for development identified in the last report have still to be addressed effectively. For example, there

are still no manageable consistent systems of assessment that enable teachers to measure the progress of the pupils accurately.

60. The school development plan is a satisfactory document in planning for future developments. Although it is clearly set out with the areas for development established by analysis within school, there are few criteria so that the success of areas for development can be measured accurately. Very good practice is that all staff, governors, parents and pupils are canvassed on their views each year before the plan is constructed. The plan contains detail for the current year as well as analysis of the success of action from the last year. It also contains a brief look forward to possible developments in the next year, but nothing beyond this.
61. The school governors and the headteacher make good use of all the specific grants available to them. Day-to-day management of finances is very efficient within school. Finances are clearly linked to educational priorities both in the school development plan and in the day-to-day management of the budget. The school office is run very efficiently, releasing the day-to-day administration from the shoulders of the headteacher and other teachers.
62. Staffing is satisfactory and teachers are very well supported by teaching assistants, who have received appropriate training. All staff work co-operatively towards the school's goals of raising standards and many have participated in recent training for literacy, numeracy and ICT, which has resulted in the better structuring of literacy and numeracy lessons since the last inspection. The site manager and cleaners keep the school immaculately clean. Kitchen staff provide a good standard of meals and comply with health and safety regulations. All ancillary staff are proud to be part of an effective team. Provision for the induction and training of both staff new to the school and newly qualified teachers is good.
63. Accommodation in the school is satisfactory with good use of space throughout the main school buildings. Year 6 pupils learn in mobile classrooms which are cramped and restrictive for the oldest pupils in the school. There is no secure, suitably equipped outdoor play area for Foundation Stage pupils. Good use is made of outdoor facilities and the school halls; school grounds have tables and benches for pupils to use as quiet areas during playtimes.
64. Resources for learning are satisfactory in most subjects, with good provision in art and design, DT, PE and ICT. There is a lack of good quality artefacts for both RE and multicultural education. The school's PTA makes a substantial contribution towards resources.
65. The school has established very good financial procedures that are based firmly upon the principle of best value. Taking into account all relevant factors, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to continue to raise standards, the governors, headteacher and staff should:
 - (1) improve the effectiveness of assessment by ensuring that:
 - there are consistent systems through the school (paragraphs 46, 98);
 - these systems record the pupils' attainment regularly, linked to the levels of the National Curriculum (paragraphs 47, 103);
 - these systems are then used to set clear targets for the pupils' progress (paragraphs 48, 85, 90, 95);
 - the teachers' marking is linked to these targets (paragraphs 24, 48, 88, 103); and
 - there are systems in place in all subjects of the curriculum (paragraphs 47, 68, 108, 116, 125, 129, 135).
 - (2) improve the management of the school so that:

- all staff with management responsibilities have clear understanding of their responsibilities (paragraphs 56, 70);
- the monitoring and evaluation of teaching and learning is carried out more consistently and that co-ordinators are given time and training to take a full part in this (paragraphs 56, 70, 82, 98, 103, 119, 125, 135, 144); and
- monitoring and evaluation includes both the monitoring of the delivery of the curriculum and of the pupils' work (paragraphs 31, 103).

(3) ensure that curriculum time is used well by:

- using the time for literacy and numeracy more effectively (paragraphs 22, 28, 85, 88, 90, 95); and
- using all other curriculum time well, so that the pupils are learning at the optimum rate in all subjects (paragraphs 28, 119, 125, 143).

In addition to the areas for development above, the governors should consider the following for inclusion in their action plan:

- work together with the LEA to improve the accommodation for the children in the Reception classes by creating a secure and suitably equipped outdoor play area (paragraphs 63, 71, 73, 79).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	66

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	39	23	0	0	0
Percentage	3.7	20.7	47.6	28.0	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 more than one percentage point.

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)	448
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	99

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	10
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.3	School data	0.3

National comparative data	5.6
---------------------------	-----

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 Years 1 and 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	31	33	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	31
	Girls	32	32	33
	Total	60	61	64
Percentage of pupils at NC level 2 or above	School	94 (95)	95 (92)	100 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	27
	Girls	32	30	30
	Total	60	59	57
Percentage of pupils at NC level 2 or above	School	94 (92)	92 (93)	89 (98)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Years 3 to 6

	Year	Boys	Girls	Total
Number of registered pupils in Year 6 for the latest reporting year	2001	35	30	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	35
	Girls	27	20	29
	Total	58	52	64
Percentage of pupils at NC level 4 or above	School	89 (81)	80 (77)	98 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	33
	Girls	17	18	21
	Total	47	49	54
Percentage of pupils at NC level 4 or above	School	72 (84)	75 (82)	83 (85)
	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	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	443
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.5
Number of pupils per qualified teacher	24.2
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	207

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	882,160
Total expenditure	890,807
Expenditure per pupil	1,984
Balance brought forward from previous year	-3,702
Balance carried forward to next year	-12,349

Recruitment of teachers

Number of teachers who left the school during the last two years	3.1
Number of teachers appointed to the school during the last two years	4.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	448
Number of questionnaires returned	164

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	52	44	3	1	1
Behaviour in the school is good.	30	65	3	0	2
My child gets the right amount of work to do at home.	27	58	12	1	2
The teaching is good.	50	47	1	1	2
I am kept well informed about how my child is getting on.	27	47	21	4	1
I would feel comfortable about approaching the school with questions or a problem.	58	39	3	0	0
The school expects my child to work hard and achieve his or her best.	49	48	2	0	1
The school works closely with parents.	25	52	19	1	4
The school is well led and managed.	51	46	1	0	2
The school is helping my child become mature and responsible.	46	48	2	0	4
The school provides an interesting range of activities outside lessons.	49	34	2	1	14

Percentages may not total 100 due to rounding

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

67. On entry to the Foundation Stage, initial assessments show that attainment for the majority of children is average, with a small minority above average and some below average. This situation is similar to that at the previous inspection. The majority of children entering school have attended the private playgroup adjacent to the school. The majority of children make good progress and the inspection judgement is that they will have exceeded standards expected for their age by the end of the Foundation Stage. Improvement since the previous inspection is satisfactory.

The strengths of the Foundation Stage are:

- the quality of teaching;
- the progress that these children make; and
- by the end of the Foundation Stage, the standards achieved by children exceed those expected of this age.

Areas for development are:

- there are no assessment procedures for any areas of learning other than literacy and numeracy;
 - there is no safe outdoor area and insufficient large play equipment; and
 - the role of the co-ordinator is limited.
68. The children in the Foundation Stage are divided into two groups, each having their own base, teacher and shared classroom assistants. The recent completion of an extension has provided a good space for shared activities and teaching. There is a good ratio of staff to children and this is complemented by the good number of parents who help regularly. The quality of teaching in the Foundation Stage is good with some examples of very good teaching. The staff work very hard and the warm, welcoming, secure and challenging environment they create, with the assistance of the classroom assistants, results in the children's first experiences of school being interesting, happy and constructive. The teachers have high expectations of their children and the praise and encouragement they give is rewarded in the success and achievement of the children. The children receive a good amount of individual help and guidance and they respond positively to the challenges asked of them. The teaching staff and classroom assistants are experienced and knowledgeable of this stage of learning. The comprehensive short-, medium- and long-term planning of the curriculum offers good progression in learning and is closely linked to the goals expected at this age. There is good continuous formal and informal assessment of children's learning and progress in the areas of numeracy and literacy. This results in the planning of various learning and practical opportunities that stretch the children's thinking and demand their concentration. There are no similar assessment procedures to measure attainment and progress in the other areas of learning.
69. The parents and the school work very closely together in the Foundation Stage. The parents bring children into class daily. They are welcomed warmly and they have the opportunity to talk to teachers so that any concerns they may have are dealt with immediately. The parents who help are directed well by the teacher and make a positive contribution to the children's progress.
70. The everyday organisation and running of the Foundation Stage is managed well by the co-ordinator. She does not, however, have responsibility for managing and monitoring the quality of teaching, the standards children attain or the training of staff. All of these aspects are covered on an informal basis, which restricts the effectiveness of any evaluation and does not allow the setting and agreeing of targets for continual improvement.

71. The learning environment is stimulating, very attractive and highly colourful. There are interesting learning areas within the classrooms, comfortable library corners, stimulating home corners and challenging maths areas. Resources, which are sufficient to support learning, are easily accessible to the children. Outside accommodation is not satisfactory. There is no properly equipped, enclosed play area and the area that exists has uneven surfaces.
72. The children with potential SEN are identified quickly and well provided for in the Foundation Stage, with constant monitoring to observe progress. There are very good relationships and regular discussions between home and school and activities are specially prepared to enable all the children to progress at levels appropriate to their needs. When there are children with EAL, it is clear, from the teacher's records, that they receive considerable support. This enables them to enjoy the activities and tasks available and feel secure in the environment. All children have equal access to activities; they are taught to respect each other and value what each can offer to the class.
73. Some progress has been made since the previous inspection. There are now thorough assessment procedures in place for literacy and numeracy and these are used well. Although the coverage of the content of the other areas of the curriculum is now monitored, there are still no procedures for measuring the children's attainment and progress in these areas. There are still insufficient outdoor toys and apparatus for the children.

Personal, social and emotional development

74. The teaching, learning and care of the pupils in this area are good. On entry most children are slightly above average in this area and, because of the good progress made over the year, they are all securely exceeding the standards expected by the end of the Foundation Stage. The behaviour of the children is good in all situations and often very good. They interact well with each other, showing fairness, consideration and kindness. Because the activities organised are interesting and stimulating the children are keen to learn and enjoy the teaching they receive. They are aware of the need for rules and they know the difference between right and wrong. For example, when managing the class shop, the 'shopkeeper' knew that his customers had to stand in a queue and he served them in the order they arrived. Any customer who pushed to the front was reminded of the rules and sent to the back of the queue! On the playground, although the space is open and there is little to do, the children are very well behaved and they were observed to make sure that no one was left on their own. The children's concentration is good; many are involved for quite long periods on particular tasks and they are keen to share success with the group when they have completed their task. They are very well organised, gaining independence in managing themselves and knowing their way around. When asked, they confidently, politely and courteously help visitors find the way to the hall, chattering happily as they walk along. Self-confidence and independence grow as the children are given many responsibilities for various tasks.

Communication, language and literacy

75. Teaching and learning are good and, on occasion, very good. On entry, attainment is average but, due to the good progress made by the children, by the end of the Foundation Stage the majority will have exceeded the standards expected. The use of good and varied language is a feature of the teaching in all lessons. The quality of teaching in this area has a significant impact on the standards achieved. The teachers have very high expectations of the quality of the children's speech and this raises the fluency and complexity of the children's conversation. For example, when working in the small veterinary surgery, the children were using good language about pets. They asked relevant questions of their 'clients', such as 'How old is your pet?', 'What is the matter with it?', 'Has it eaten anything horrible?' and they were adamant, when writing prescriptions and providing directions about care, that clients understood what was expected! The children are particularly good listeners and their answers to questions show how carefully they have absorbed what they hear. The most able children read extremely well and the teacher continually challenges them to achieve more. The good emphasis placed on reading and the encouragement given by all adults stimulates the children's interest and enjoyment. The

most able children construct short but good quality, interesting sentences. Their success is helped by the very good quality individual support, guidance, praise and encouragement offered by the staff.

Mathematical development

76. Teaching in this area of learning is good. The teaching of mental skills and problem solving skills is particularly good and this results in the children recalling number facts very quickly and beginning to solve simple number problems accurately. Progress in this area is also good. The teaching, learning and progress made in recorded maths are satisfactory. There is an imbalance between practical and recorded work. The most able pupils, whilst clearly able and ready to record their work, do not have the progressive and structured challenges they need when it comes to recording number facts, therefore their progress is slowed down.
77. When presented with problems involving the sharing out of sweets amongst themselves the children were quick to suggest how a certain number could be shared evenly and they could explain how they arrived at the answer. The children were also very quick to answer questions involving making a number such as six greater or smaller by the addition or subtraction of a given number. Their attitudes to mathematics are good and they really enjoy the challenges presented by the teachers who alter their level of questioning according to the children's ability, thus ensuring all the children make progress. Throughout lessons, the teachers introduce a range of mathematical vocabulary and, because the children listen and concentrate well, they soon understand and use the vocabulary themselves. The good relationships and trust that exist between children and staff allow the children to explore ideas and be confident to ask for help.

Knowledge and understanding of the world

78. The quality of teaching and learning is good and the children make good progress in developing their knowledge of the world around them. Computers are accessible in the classroom and children are using the mouse confidently and competently and experimenting with different programs. The children respond enthusiastically to a good variety of stimuli and are very keen and curious to extend their information about everything they experience. They explore and investigate carefully when they observe a tortoise and make sensible and understanding suggestions as to the care such an animal needs. Their sense of awe at the tortoise's movements was used well by the teacher to help create a sense of wonder about creation. The children have watched seeds grow and are able to talk knowledgeably about the best conditions for growth, then accurately identify the main parts of the plants when they emerge. The children are introduced to a caring and spiritual dimension to their world and teachers support the sharing of feelings about friendship in a caring and sensitive manner. The good relationships the children have with the staff result in the children listening and acting upon the help they receive and increasing their level of skills.

Physical development

79. Teaching and learning are good. By the end of the stage the children are attaining levels higher than expected for their age. This is a good improvement from the beginning of the stage when attainment was judged average. The children work very well together. The teachers expect high standards of performance and behaviour and the children respond well. Whilst developing catching skills the children improved their own techniques and accuracy by sensibly using space to try out their skills. By the end of the lesson almost all of them could throw the beanbag into the air and catch it. The children are good at collecting and returning resources and taking responsibility for their own equipment. The clear instructions given by the teacher help children feel secure in what is expected of them. The children are given a variety of tasks to develop their physical skills in the classroom. They can explain clearly the effects of being too heavy handed when rolling out play dough. There are few opportunities for the children to extend their physical skills outdoors, since there is no enclosed, safe, suitably equipped outdoor area. Consequently, planning and delivery of an outdoor curriculum is severely limited.

Creative development

80. Achievement, teaching and learning are good. From displaying average skills on entry the children attain standards above those expected on completing this stage. When painting, the children are very good at observing and looking carefully at the subject and they recreate the colours they see very well. Some lovely examples of sections of fruit using pastels are good evidence of this, when the children have confidently mixed and applied colours in a variety of ways. Their representations of what they see reflect their capacity to look accurately. The children enjoy singing; they are very tuneful and have learnt a good number of songs and rhymes by heart, remembering words well. They are good at watching and following instructions when beginning and ending a song. Because of their good behaviour and capacity to listen well the lessons move at a good pace. In a composition lesson the children were very good at using percussion correctly, creating interesting and imaginative sounds, matching them well with words and ideas. The work is at the correct level but still challenges the children by expecting a great deal in a short time. The teacher's enthusiasm is a major factor in creating good responses.

ENGLISH

81. Standards in English are above average by the end of Years 2 and 6. From Years 1 to 2 pupils make good progress. This is largely due to the good and sometimes very good teaching. Pupils make satisfactory progress from Years 3 to 6. The quality of teaching is good overall. Improvement since the previous inspection is satisfactory.

Strengths in the subject are:

- above average standards in Years 2 and 6;
- well above average standards in writing in Year 2;
- good and sometimes very good teaching in Years 1 to 2;
- the pupils' very good behaviour and good attitudes to their work;
- the pupils with SEN and the few pupils with EAL make good progress; and
- the teachers enhance the curriculum by visitors to the school and visits out, linked to pupils' work in the classroom.

Areas for improvement are;

- the quality of teaching in Years 3 to 6;
- the monitoring of teaching and learning;
- the assessment of pupils' learning; and
- the effective use of time.

82. In Years 1 to 2 teaching is consistently good and occasionally it is very good. In Years 3 to 6, teaching is satisfactory. Although there is some good teaching, the quality of teaching is variable. One of the reasons for this is that the subject co-ordinators are not given the time to carry out the important management role of monitoring teaching and learning. Therefore they are not sufficiently aware of the shortcomings in the subject.
83. Throughout the school a strong feature of all the lessons is that most teachers manage the pupils' behaviour well. This is achieved through the very good relationships that teachers have with the pupils. They are friendly yet firm, for example they expect pupils to listen when others speak. Therefore the pupils feel relaxed and confident and listen attentively to adults and to each other. Most pupils' behaviour is very good; they work together as friends and have very good attitudes to their work. This underpins their learning.
84. In the most effective literacy lessons the teachers structure the different parts of the lesson carefully, no time is wasted and the pupils cover a good amount of work. They have high expectations of what the pupils can achieve yet match the work to the abilities of all their pupils. In a Year 2 lesson the teacher continually looked for opportunities to challenge the pupils' thinking, understanding and vocabulary when sharing the non-fiction book with the pupils. She questioned the pupils skilfully and showed them how to scan the text in order to answer the questions. She asked 'What does 'instinctively' mean?' and a pupil replied 'They just know it.' She challenged the higher attaining pupils to find independently the most important words within

sentences. The pupils were highly motivated, keen to answer the questions and they concentrated very well.

85. In the satisfactory lessons in Years 3 to 6 the lesson, or the introduction to it, is sometimes too long, the pupils' interest and the pace of learning declines. Occasionally the teacher's management of pupils' behaviour is not secure. Time is wasted in reminding pupils of the way they should behave and the pace of the lesson and pupils' learning slows. The teachers sometimes do not use the assessment information they have to match the work to the abilities of all the pupils. On these occasions some pupils make unsatisfactory progress, for example, in a Year 4 lesson the work was too easy for higher attaining pupils. In a Year 6 lesson it was too easy for the average attaining pupils.
86. The pupils make good progress in speaking and listening in Years 1 to 2 because teachers provide a variety of activities to extend the pupils' skills in English and in other subjects; for example, discussion in pairs or small groups and acting out a role in the imaginative play area that is set out as a castle this term, linked to the pupils' work in history. The pupils therefore have a good variety of everyday words to express clearly their thoughts and experiences. This was evident when Year 2 pupils discussed a non-fiction book and talked about the conditions that animals needed to survive and that some animals used camouflage. Throughout the school, the teachers use the correct technical words and they encourage pupils to use them. As a result Year 2 pupils use accurately words such as 'alliteration' and 'adjective' and Year 6 pupils 'simile' and 'conjunction.' In Years 3 to 6, the teachers give pupils few opportunities to speak at length because the main strategy that they use is question and answer so they do not extend pupils' skills sufficiently.
87. The pupils make good progress in writing in Years 1 to 2. This is because of the good teaching and curriculum. The teachers give a good amount of time to the teaching of a range of forms of writing, such as poetry, story and accounts, as well as basic skills, such as spelling, punctuation and handwriting. The teachers also promote well the pupils' writing skills through other subjects, such as history. Therefore, Year 2 pupils use capital letters and full stops correctly and are beginning to choose words carefully to gain the reader's attention. A higher attaining pupil wrote 'When Cinderella arrived at the ball she was amazed, the palace was gleaming.' The teachers use a variety of interesting activities that motivate pupils to concentrate and learn. A Year 2 teacher used a games-approach when working on the number of syllables in words and humorous poems in the work on adjectives and rhyme. The pupils enthusiastically identified the number of syllables in the words and were keen to contribute to the writing of the poem.
88. This year the school has focused on improving the pupils' handwriting and this has been successful, for example the handwriting of Year 6 pupils is joined and fluent. Most teachers expect pupils to present their work neatly and this is reflected in the pupils' work. However, from Years 3 to 6, the pupils' progress in writing in a variety of forms slows down to satisfactory. There are several reasons for this. The teachers give more time to the teaching of basic exercises, such as punctuation, than independent writing. Most teachers do not use the marking of pupils' writing sufficiently to teach basic skills by pointing out to pupils how to improve it. Also the school does not have a system for assessing pupils' writing on a regular basis that is linked to the levels of the National Curriculum. The teachers are therefore unable to monitor the pupils' progress carefully.
89. The teachers promote the pupils' interest and enjoyment in reading successfully through the good range of book resources that they use in literacy lessons. Also through special events such as book weeks, when pupils and teachers dress up as characters from books, and visitors to the classroom, such as the author Tony Ross. Parents make a positive contribution to pupils' learning by listening to them read regularly at home.

90. Although the pupils sometimes make good progress in literacy lessons their progress in reading is mainly satisfactory throughout the school. A contributory factor is that the additional reading sessions that the school provides outside the literacy hour are not effective. Some teachers plan the work carefully for one or two groups whilst other groups read silently. In some sessions pupils simply change or choose books or read silently and no teaching takes place. Also in Years 3 to 6 teachers sometimes miss opportunities for pupils to read aloud to the class in literacy lessons, for example during the shared text work. The school has procedures for recording pupils' achievements in reading in lessons but the teachers do not use these as well as they could.
91. The pupils with SEN make good progress because staff give them the additional help and support that they need so that they are included fully in the lessons. This is evident in whole class discussions when the classroom support staff give the pupils additional explanations so that they feel confident to answer the teacher's questions. The pupils often make very good progress when they work with the specialist staff. For example in a Year 4 lesson, the staff encouraged the pupils to use the correct subject vocabulary and to choose carefully adjectives and phrases to describe a hamburger. 'What's the word we use for when it's not a proper sentence?' The pupils responded very well and contributed words and phrases, such as 'sizzling', 'mouth-watering' and 'one bite invites another.' The few pupils with EAL make good progress because staff have a good awareness of the pupils' needs and give them the appropriate additional help.

MATHEMATICS

92. At the end of both Year 2 and Year 6, attainment in mathematics is above average and the pupils make good progress overall. The pupils in Years 1 and 2 make good progress and those in Years 3 to 6 make satisfactory progress. This progress is due in great part to the good quality of teaching and the successful implementation of many aspects of the National Numeracy Strategy. Throughout the school, pupils with SEN and EAL make good progress. Improvement since the school was last inspected is satisfactory.

Strengths in mathematics are:

- the planning of numeracy lessons;
- the progress that the pupils make in Years 1 and 2;
- the good quality of teaching;
- the good quality of learning;
- the very good support both teachers and pupils with SEN receive from teaching assistants;
- the pupils' enthusiasm for the subject; and
- the implementation of many facets of the numeracy lesson.

Areas for development are:

- to develop a consistent assessment policy;
- to provide more challenging work for higher attainers;
- to develop the role of the co-ordinators; and
- to make greater use of ICT.

93. Throughout the school, the quality of teaching in mathematics is good and in some lessons very good. The pupils show very positive attitudes to their learning, regularly using their abilities to demonstrate alternative mental strategies and listen to and discuss those of their peers. The teachers demand the correct use of mathematical vocabulary and make good use of time to involve the pupils of all abilities in explanations of their mathematical reasoning. In doing this, the pupils verbalise their reasoning when working with the basic rules of number. For example, a pupil in Year 5 explained how to find the duration of a television programme by approximating its length and then compensating for the over-estimate by subtracting the required minutes.
94. The teachers have very good subject knowledge and are keen to use teaching strategies that have resulted from recent training in numeracy. Challenging questioning to all abilities is a feature of numeracy lessons. Those pupils with IEPs for mathematics are well served by both teachers and teaching assistants addressing the short-term targets outlined in these plans. For example, a pupil with a mathematics strand to an IEP was given extra time to carry out specific

numeracy tasks as outlined in the plan.

95. The teachers' planning is good, with clear learning objectives for the mental/oral starter to the lesson and the main teaching activity. Plenary sessions are not as well delivered due to time management towards the end of lessons. High achievers, due to the lack of effective assessment procedures, find that they are repeating work that has already been learned. An above average pupil in Year 6 carried out factorising activities which were already part of an extensive mathematical knowledge, when more challenging and open-ended practical work would have tested whether that knowledge could be applied in a real-life situation.
96. The pupils in Years 1 and 2 have many opportunities to use and apply their mathematics skills in practical ways. For example, the pupils in Year 1 had made a colourful graph of the food eaten on a daily basis by the Hungry Caterpillar, from a book read to them by their teacher. In Years 1 and 2, links with art mean that the pupils made a large Nigerian tile display showing excellent skills of estimation of space and size, as well as the rudiments of tessellation.
97. In Years 3 to 6, the pupils have less opportunity to use and apply their mathematical skills, with the emphasis being on the teaching and learning of number. There are some excellent examples of higher attaining pupils using ICT to interpret spreadsheets and these reflect the potential for mathematical attainment that is not evident in sufficient breadth or depth within the school.
98. Co-ordination of the subject is satisfactory, with some recent staff absences and changes meaning that its continuity and progression have not always had the best circumstances in which to blossom. Underpinning the challenge to the school to improve mathematical standards, particularly those of its most able pupils, are the needs to establish clear assessment procedures and to establish time for coordinators to observe and evaluate progress in teaching and learning within the subject. The lack of a consistent, whole school assessment policy for the subject and lack of dedicated time for the coordinators to observe, lead and evaluate practice have resulted in the teachers having an unsatisfactory idea of the levels of challenge the pupils need, in particular those pupils of higher ability.

SCIENCE

99. Throughout the school attainment in science is close to the national average. The pupils in Years 1 and 2 and those in Years 3 to 6 make satisfactory progress. Throughout the school pupils with SEN make good progress. Improvement since the school was last inspected is satisfactory.

Strengths in the subject are:

- the improvement in the number of pupils in Year 6 achieving a higher than average level in the national tests;
- the curriculum enrichment and the close liaison with the local high school;
- the pupils' attitudes that are apparent in lessons and in the work they have done; and
- the links made to numeracy in the recording of experiments.

Areas for development are:

- to continue to develop the pupils' investigative skills;
- to provide more challenge for the higher attaining pupils in Years 1 and 2;
- to regularly assess the pupils' work to the National Curriculum levels;
- to set targets for the pupils;
- to have a marking policy that addresses each lesson's learning objectives; and
- to make effective links to ICT.

100. In lessons seen the quality of teaching throughout the school is good and it is sometimes excellent or very good. The pupils show very good attitudes to their learning, working together well during experiments and sharing their ideas. The teachers place a proper emphasis on the use of scientific vocabulary so that in one lesson the pupils in Year 3 talked confidently about how shadows are formed and used terms like opaque, transparent and translucent correctly.

101. The teachers' subject knowledge is secure and, in the lessons seen, the pupils' understanding was developed well through scientific enquiry. In Year 5, the pupils extended their knowledge by using data logging equipment to record how well different materials muffle sound. Some made links to ICT as they recorded their results, so practising their skills.
102. Scrutiny of the pupils' work reveals a lack of challenge for the higher attaining pupils in Years 1 and 2 and the underuse of scientific enquiry. The school is aware of this. The lack of challenge for the pupils in Years 3 to 6 has been addressed by an extensive revision programme that has improved results in the national tests. It is not evident that this level of expectation is present in every lesson. Teaching is therefore satisfactory overall.
103. The management of the subject is satisfactory. The pupils are tested on their work but this is not recorded in terms of National Curriculum levels attained so that their progress can be closely monitored. The marking of the pupils' work does not normally address the scientific content. The school is aware of the need to raise standards by monitoring teaching, the teachers' planning and the pupils' work. The enrichment of the curriculum through the links with the high school and local industry and through visits and visitors like a theatre company and the life sciences mobile classroom are a strength of the subject.

ART AND DESIGN

104. Throughout the school, attainment in art is well above average. The pupils in Years 1 and 2 make very good progress, as do their counterparts in Years 3 to 6. This progress is due to very good co-ordination of the subject and the high expectations of all teachers, which leads to high expectations in art lessons for all abilities of the pupils, including those with SEN. Progress since the last inspection is very good. The quality of teaching is very good and the teachers ensure that, leading from this, the pupils' learning experiences are rich and varied. From the earliest experiences in school, the pupils make very good progress due to the teachers' awareness of blending emphasis on both skill and knowledge acquisition of the subject.

Strengths of the subject are:

- the co-ordinator's subject knowledge, leadership and management;
- the breadth and balance of experiences the pupils receive; and
- the exemplary display of the pupils' work throughout the school.

An area for development is:

- to develop the role of co-ordinators in assessment of the subject.

105. Throughout the school, the quality of teaching is very good. The pupils enjoy their art lessons because the teachers plan lessons very well, ensure that the pupils of all abilities receive praise for their efforts and make constructive suggestions for making progress with their skills.
106. The teachers make excellent use of teaching assistants, a particular example being in a Years 1 and 2 class, where both teacher and assistant challenged and encouraged the pupils to use their imagination and the experience of a visit to the Whitworth Art Gallery to produce a class mosaic.
107. Progress in the subject is very good. The pupils' work in Year 1 shows flower studies based on the work of Georgia O'Keefe. Year 3 pupils' work in hardboard demonstrates their success in a competition from a local supermarket. Year 6 pupils show a contemporary mural as a preparation for the Commonwealth Games.
108. Overall, the pupils' work, displayed with great diligence by the teachers, is evidence of the very high standards the school expects in the subject and receives from its pupils. Co-ordination of the subject is very good. An area for development is for the co-ordinators to develop a system of assessment in order to measure more accurately the progress the pupils are making in the development of their skills.

DESIGN AND TECHNOLOGY

109. During the inspection, no lessons were seen due to the school's timetable. Judgements are made on the basis of the scrutiny of pupils' work, displays throughout the school and interviews with pupils and co-ordinators. Throughout the school, attainment in DT is good. The pupils in Years 1 and 2 and in Years 3 to 6 make good progress. This is due to the teachers' good understanding of the requirements of the school's scheme of work, which are interpreted into high expectations for pupils of all abilities. From very good displays in the school, it is evident that the teachers seek to include all the pupils in showing their planning, making and evaluating talents. Progress since the last inspection is good.

Strengths in the subject are:

- the high expectations of the teachers;
- the progression of skills, knowledge and understanding;
- the variety and quality of displays; and
- the use of food technology to teach the subject.

Areas for development include:

- the development of a portfolio of pupils' work;
- the development of the co-ordinators' role; and
- differentiation of work within lessons.

110. Good standards of the pupils' work were seen in Year 1 where a "castle corner" exhibited the pupils' own model of the Bayeux Tapestry. Year 2 pupils have made models of wells to demonstrate their own complex winding gear whilst the standard of cane and tissue kites and mobiles in Years 4 and 5 is very good. The pupils in Years 5 and 6 progress to making clay models and glazed pottery of a high standard. The teachers' expectations are high, with the pupils receiving support and encouragement, together with constructive suggestions in their DT books.
111. A particular strength of the subject is the use of food technology. In Years 3 and 4, the pupils question what would be the favourite sandwich filling in the school, make and test their suggestions and evaluate findings, which are then displayed in graphs and charts.
112. Design and technology in the school is of a good standard and the teachers and pupils take every opportunity to link their experiences with other curriculum areas. The subject is very well led and the co-ordinators are aware of the areas for development.

GEOGRAPHY

113. Pupils reach average standards by the end of Years 2 and 6. The pupils in Years 1 and 2 make good progress. This is largely due to the good teaching in Year 2. The pupils in Years 3 to 6 make satisfactory progress because teaching is mainly satisfactory. Improvement since the school was previously inspected is satisfactory. The organisation of the school's timetable meant that few geography lessons were seen during the inspection. Judgements are supported by the analysis of pupils' work, the teachers' lesson planning and discussion with pupils and teachers.

Strengths in the subject are:

- there is good teaching in some classes;
- the pupils' good attitudes and behaviour;
- the pupils with SEN and the few pupils with EAL make good progress; and
- the school enhances the curriculum by visits out linked to pupils' work in the classroom.

Areas for improvement are:

- the assessment of pupils' learning;
- the monitoring of teaching and learning; and
- the time allocated to the subject in Year 6.

114. Teaching is satisfactory overall and sometimes good. In the most effective lessons teachers explain the work clearly. The pupils therefore know what they are to learn, start work promptly and no time is wasted, so they cover a good amount of work. The teachers promote well basic skills such as the subject vocabulary, how to find information and setting out written work. This was evident in the lessons seen in Years 2 and 3.
115. The teachers have high expectations of what the pupils should achieve. The Year 2 teacher expected pupils to remember the previous work on continents, weather and climates and, through effective questioning, she linked the work well to pupils' new learning about journeys to places abroad. The pupils were very keen to answer the questions. Their answers showed that they listened attentively and had a good understanding of the words continent, country and city and knew about the different climates in continents such as Antarctica and Australia. Throughout the school most teachers have high expectations of neatness and presentation and this is reflected in pupils' work.
116. The teachers have very good relationships with their pupils and this leads to most pupils responding well, so their behaviour is good. The school does not have a system for assessing pupils' work to provide teachers with enough information to match the work to the needs of all pupils and check their progress. This contributes to the variable progress that pupils make in Years 3 to 6.
117. Pupils with SEN make good progress because staff have a good awareness of their needs and give them the additional support that they need. This was evident in a Year 1 lesson. The learning support assistant helped the pupils with SEN very effectively so they took part equally in the discussion about how to improve the school playground. One of the pupils suggested that the playground could be made bigger. The few pupils with EAL make good progress because staff have a good awareness of pupils' needs and give them the additional help that they need.
118. The curriculum is enhanced by visits into the local and wider community, for example by a local study of Tytherington and residential visits to Burwardsley and the Lake District. The teachers use these to promote successfully pupils' geographical understanding of the differences between the places and pupils' own locality. The link that Year 2 teachers have established with a school in Colonsay (a Scottish island in the Inner Hebrides) also enhances pupils' learning.
119. Leadership and management of the subject are satisfactory. The subject co-ordinator has the commitment and support to develop the subject further. However, the formal monitoring of teaching and learning is not in place, therefore the co-ordinator is not sufficiently aware of the shortcomings in the subject throughout the school. The quality of teaching is variable in Years 3 to 6 so progress is uneven. Analysis of the pupils' work indicates that good progress is made in Years 3 and 5 because teaching is often good in these year groups. Progress slows down considerably in Year 6 because the teacher allocates less time to the subject so pupils cover less of the curriculum than in the other year groups. Also some of the work that the teacher sets is too easy for pupils and does not extend sufficiently their geographical skills, for example the work on mountain ranges. The research work that Year 6 pupils undertake at home contributes considerably to the amount of work covered in this year group.

HISTORY

120. Standards are above average by the end of Year 2. The pupils in Years 1 to 2 make good progress because of the good teaching and curriculum. Standards are average by Year 6. The pupils make satisfactory progress from Years 3 to 6. Improvement since the school was inspected previously is satisfactory. Few lessons were seen during the inspection and judgements are supported by the analysis of pupils' work, teachers' lesson planning and discussions with pupils and teachers. Leadership of the subject is good. The co-ordinators use their expertise well to give effective advice to the staff. They have the commitment and support to develop the subject further.

Strengths in the subject are:

- the good teaching and curriculum in Years 1 to 2;

- the pupils' good attitudes;
- the pupils with SEN make good progress; and
- the school enhances the curriculum through theme days and visits out linked to pupils' work in the classroom.

Areas for improvement are:

- the assessment of pupils' learning;
- the monitoring of teaching and learning; and
- the time allocated to the subject in Year 6.

121. No lessons were seen in Years 1 to 2 but analysis of pupils' work indicates that teaching is good, particularly in Year 2. The good teaching continues in Year 3 and occasionally in the other classes from Year 4 onwards. In the most effective lessons, the teachers use a variety of interesting methods that motivate pupils and promote their learning effectively. They also make good use of the pupils' literacy skills to extend their historical thinking and learning. The pupils respond very well and produce good quality writing in a variety of forms, such as newspaper reports, factual accounts and instructions. A higher attaining Year 2 pupil wrote 'If my house were in the Great Fire of London I would take my dog because I love her so much. I would take my writing because I would like to read it.' In a Year 4 lesson a pupil answered the questions that other pupils posed as if he was an evacuee in World War II. 'Are you afraid that your parents are dead?' 'Now that you mention it ...yes.'
122. In Years 1 to 2, the teachers make the curriculum more interesting and enjoyable through theme days, for example related to pupils' work on castles. The pupils dress up as people of that time, such as jesters and knights and act out the role. A pupil wrote 'Yesterday was castle day. I dressed up as a princess ... I enjoyed the jester entertainment.' The teachers extend the role-play effectively into the imaginative play area that is planned as a castle. This reinforces pupils' learning very well. Throughout the school, the teachers also make good use of a wide range of visits out to enrich the curriculum and pupils' learning. For example Year 3 pupils visit Little Moreton Hall linked to their work on the Tudor period and Year 4 pupils visit York linked to their work on the Anglo-Saxons.
123. A strong feature of the teaching is that most teachers manage the pupils' behaviour very well through the very good relationships that they have with them. They are friendly yet firm, for example they expect pupils to listen carefully when others speak. Most pupils respond very positively to their teachers and their behaviour is very good. This underpins pupils' very good attitudes to the subject. They work together very well as friends, sharing their ideas with each other, for example when they are writing. Most teachers have high expectations of neatness and presentation and pupils' work reflects this.
124. In the most effective lessons, the teachers use their good expertise to explain the work clearly and question the pupils skilfully in order to extend their historical thinking and learning. A Year 3 teacher encouraged the pupils to question whether primary source materials from the Tudor period were true. 'Who can tell me why that painting cannot be a 'true' painting of that time?' This reinforced effectively pupils' learning because they were challenged to remember factual details, for example about the wives and children of Henry VIII. The pupils with SEN make good progress because of the additional help that staff give them, for example with the written work. Staff also show a good awareness of the needs of pupils with EAL, therefore they make good progress in relation to their prior attainment.
125. The pupils' progress declines from Year 3 onwards and it is satisfactory. This is largely because the quality of teaching is variable. A contributory factor is that the subject co-ordinators do not formally monitor teaching and learning so they are not sufficiently aware of standards in the subject throughout the school. Also the school does not have a system for assessing pupils' work to provide teachers with enough information to match the work to the needs of all pupils and check their progress. Additionally in Year 6 the teacher allocates less time to the subject so pupils cover less of the curriculum than in the other year groups. The work that pupils undertake at home contributes significantly to the curriculum in this year group.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards at the end of both Year 2 and Year 6 are above average. This is an improvement since the last inspection, when standards were average. The quality of teaching is good and the pupils, including those with SEN and EAL, make good progress.

Strengths in the subjects are:

- standards being achieved;
- the good curriculum planned for the subject;
- the teachers' confidence with ICT and their teaching of the subject;
- the resources for teaching the subject; and
- the pupils' attitudes to the subject.

Areas for development are:

- to ensure that computers are used more and to develop the use of other equipment, such as digital cameras; and
- to put in place a scheme of assessment to measure the pupils' progress.

127. The pupils are enjoying a wide range of opportunities due to the well-planned curriculum. This is leading to above average standards throughout the school. For example, the pupils in Year 1 are already combining text and images when communicating information. By Year 5, the pupils are using sensing equipment to measure and record levels of sound in a science lesson. These stimulating activities are ensuring that the pupils have very good attitudes to the subject. The pupils are keen to use computers and other technology and share resources very well, waiting their turns very patiently.
128. The quality of teaching is good. This is largely due to the extensive training that the teachers have had and their consequent confidence in teaching the subject. The teachers know the skills that they need to teach and, almost all convey this clearly to the pupils. Because they are comfortable with the technology involved, time is rarely wasted when the unexpected happens, as the teacher is almost always able to get back to where the pupils were before. Time is used well, a number of teachers using the short session before or after literacy or numeracy lessons to teach a particular skill. These skills are then planned to be practised during the week on the classroom computers. This planning is good and all pupils use the computers regularly. However, the computers and other equipment are underused. There were long periods during the inspection when computers were not being used and their use across the curriculum is at an early stage of development. Although the school has digital cameras, these have not yet been planned to be used as a learning tool.
129. The school has a good number of computers and some other good quality ICT equipment. Although the school is trialling a good system of pupils assessing their own skills, there are no consistent systems for teachers to record the skills that the pupils have mastered, so that they can more easily take them on to the next stage of their learning.

MUSIC

130. The quality of musical provision is good. Opportunities for extra-curricular musical tuition and performance are very good and a strength of the school. The standard of attainment of pupils by the end of Year 2 is very good. This is an improvement since the previous inspection when standards were judged average. Due to the restrictions of the timetable during the inspection only one lesson was observed in Years 3 to 6. Discussions were held with Year 6 pupils, schemes of work were inspected and teachers' planning was scrutinised. Using these sources as a base, it is possible to judge that attainment by the end of Year 6 is in line with that expected for pupils of this age. This remains the same as at the last inspection. All pupils, including those with SEN and EAL, make satisfactory progress.

Strengths in the subject are:

- the very good variety of extra-curricular activities provided for pupils and the large number of pupils who participate in them; and
- the quality of teaching and standards attained by the pupils in Years 1 and 2.

Areas for improvement are:

- there is presently no co-ordinator for music in Years 3 to 6;
- very little in-service training has taken place to raise staff skills; and
- there are no assessment procedures in place for the subject.

131. By the end of Year 2, the pupils' attainment is very good in all aspects of the subject. The pupils sing very tunefully with good diction and expression, being conscious of the need for correct posture and breathing to enable them to improve. Many songs are known by heart and the teachers make good use of revising words to include literacy skills in the lesson. When using instruments to compose 'pictures' in the style of Haydn's 'Surprise Symphony' the pupils worked together extremely well. They were very competent when sharing ideas, trying out suggestions and considering each other's views. When finished, they performed before the group with real confidence and skill. The teacher offered valuable guidance and advice throughout. She increased the pupils' understanding without giving them the answers. Since the lesson moved at such a good pace the pupils were always working hard and their behaviour throughout was very good. When devising instrumental accompaniment for a favourite story, Year 1 pupils' listening was very good and they all entered at the right time and stopped at the right time. The energy of the teacher was infectious and the children really enjoyed creating music. In all lessons the teachers use a good variety of musical vocabulary, which the pupils understand.
132. By the end of Year 6 attainment is sound. A very large number of pupils receive instrumental tuition at school and they are successful in a variety of examinations, achieving good grades. The pupils may learn to play recorder and the advanced group have reached a good standard, interpreting music accurately and playing with flair. In a Year 3 lesson, the pupils were introduced to a considerable amount of material in a short time. Although their standards were sound overall, there were occasions during the lesson when they did not fully reach the required standards prior to moving on. Their singing lacked colour and notes were often inaccurate and words unclear. Year 6 pupils talked enthusiastically about the opportunities they have to perform to various audiences in the school and community, in concerts, plays, orchestral ensembles and musical festivals. They recalled their experience of composition well and clearly explained what they need to concentrate on when singing. Few pupils were able to discuss the work of any composers, past or present. The school uses music to create atmosphere and effect at assembly time and all pupils listen well.
133. Throughout Years 1 and 2, teaching and learning are very good. The teachers are very enthusiastic about the subject, they have secure knowledge and their delivery is interesting and challenging. They have very high expectations of the pupils and constantly encourage them to improve. The pupils react very positively and their responses are quick and energetic. The praise and encouragement they receive really spurs them to work hard, making very good progress and they are delighted with their achievements. Behaviour in lessons is very good. Because the pupils are so interested in their work they are fully involved in their learning.
134. The only lesson observed in Years 3 to 6 demonstrated sound teaching and learning. The teacher had a satisfactory knowledge of the subject; the lesson was prepared and planned well, containing clear learning objectives and a balance of activities throughout, catering for all needs. There was, however, insufficient attention given to quality at certain stages of the lesson due to the amount of work expected to be covered in a short time. On occasion, when the teacher was absorbed with a group of pupils, helping and encouraging them, a minority of pupils were not well behaved, not on task and therefore made little progress.
135. Progress since the last inspection is satisfactory. Issues that remain, however, are the lack of assessment procedures in the subject and the lack of monitoring of teaching and standards by the co-ordinators. The subject is managed well in Years 1 and 2, although the role of the co-

ordinator is limited and does not include monitoring teaching or standards. There is, at present, no co-ordinator to manage Years 3 to 6, however an appointment has been made to begin in the new term. There has been little liaison between the two co-ordinators and very little staff training in this area. Resources are of good quality and, although limited in number for the size of the school, they support learning well. Some provision for the use of ICT has been made in Years 3 to 6.

PHYSICAL EDUCATION

136. Standards are average at the end of both Year 2 and Year 6. The pupils make satisfactory progress through the school. The quality of teaching is good, though it is not resulting in good progress because the scheme of work has not been in place long enough to ensure consistent progress. Standards have been maintained since the last inspection.

Strengths in the subject are:

- the standards that the pupils achieve in dance;
- the range of opportunities built into the curriculum;
- the excellent range of very well supported opportunities for extra-curricular sport and games;
- the resources available for teaching the subject; and
- the pupils' attitudes to the subject.

An area for development:

- to widen the opportunities for outdoor and adventurous activities within the curriculum.

137. Although standards are average in most areas of the PE curriculum, standards in dance are above average throughout the school. The culmination of the year's work in Year 2 was observed in a dance display, attended by many parents and other relatives. The pupils danced with enthusiasm, a good sense of rhythm and some panache. In a country dance lesson in Year 4, 'couples' were dancing most maturely, being so confident in their steps that they were chatting as they went around, just as one would at a ceilidh. In a lesson in Year 3 the pupils were creating the story of the Montagues and the Capulets from Romeo and Juliet most expressively. Although the teacher in this lesson gave too much guidance and did not allow the pupils to be as creative as they can be, the pupils were putting their own interpretation on the movements suggested, with a good end result.
138. The pupils experience a wide range of opportunities, within the curriculum, as extra-curricular activities and on residential trips. The pupils respond to the opportunities provided very well, showing interest and enthusiasm for all the school has to offer. During the week of inspection, apart from the dance lessons observed, other lessons were seen teaching athletic skills, games skills and fitness techniques. In all lessons seen, a proper regard was given to health and safety. The pupils are well aware of the need for warming up and stretching before exercise and the older pupils showed, in a fitness lesson in Year 6, quite sophisticated understanding of body function. In this lesson, the teacher discussed with the pupils the need to continue to take opportunities for exercise when they move on to the high school.
139. The range of extra-curricular activities is excellent. As well as the usual football and netball clubs and local competitions, there is a wide range of sports and games clubs which are very well supported. For example, there are clubs for chess, juggling, maypole dancing and lacrosse. The school is very successful in inter-school competitions, having won cross country, football and netball tournaments this year and they are currently in the final of a rounders tournament.
140. The resources available for teaching the subject are good. They have been significantly enhanced by the hard work of the co-ordinators, who organised a sponsored event specifically to raise money to update equipment, which raised a considerable sum. The pupils have some opportunities for outdoor and adventurous activities within the curriculum and on some of the residential trips, which are available for all year groups from Year 3 to Year 6. However, the range within the curriculum is not as good as for other aspects of the curriculum. The co-ordinators are aware of this shortcoming and are planning to address it.

RELIGIOUS EDUCATION

141. At the end of Year 6 attainment in RE is below that expected by the local agreed syllabus. At the end of Year 2 it is in line with that expected by the local agreed syllabus. Progress overall is unsatisfactory, but the pupils in Years 1 and 2 make good progress while those in Years 3 to 6 make unsatisfactory progress. This is because not enough is done in Year 6 to ensure continuity and progression and because some work in each year group is superficial.

Strengths in the subject are:

- the good attitude shown by the pupils in the presentation of their work;
- the links that have been made to enrich the curriculum, for example the Year 2 visit to a synagogue; and
- the good use made in some year groups of extended writing so that literacy skills are developed across the curriculum.

Areas for development are:

- writing a policy and a scheme of work that addresses the local agreed syllabus;
- giving due weight to attainment target 2 that deals with the pupils' response to what they have learned;
- systematically monitoring teaching, teachers' planning and the pupils' work;
- widening the programme of curriculum enrichment to include more visits and visitors; and
- making effective links to ICT.

142. In the one lesson seen during the inspection in a Years 1 and 2 class, the teaching was good. The pupils were given the opportunity, in the light of the teachings of Jesus that they have heard previously, to reflect on a particular issue in the playground that was concerning many of them. There was good teamwork between the class teacher and the classroom assistant. The teacher gave good feedback to the older pupils about their written work, while the assistant led a discussion with the younger pupils and recorded their thoughts. The pupils worked hard and their good attitudes were evident. The lesson made a good contribution to their spiritual and moral development. Scrutiny of the pupils' written work shows good recording of some of the parables of Jesus in Year 1. This extends and practises their literacy skills. The pupils in Year 2 have visited a synagogue and this has enhanced their spiritual and cultural understanding.
143. The scrutiny of the pupils' work in Years 3 to 6 reveals some work in each year group of sufficient depth to meet requirements. There is also much that is superficial and relies heavily on the use of worksheets. Too little curriculum time has been given to the subject in Year 6 and so continuity and progression from Year 3 to Year 6 is unsatisfactory. There are examples of good practice and these include the writing of a diary of the events of Holy Week in Year 4 that allows the pupils to practise their literacy skills. The presentation of work in the pupils' books is evidence of good attitudes.
144. The subject leadership is unsatisfactory. At present no teacher is responsible for the subject, although this will be remedied at the beginning of the next school year. From a training course, the new co-ordinator is aware of the need to develop a policy and to review the scheme of work so that it matches the demands of the local agreed syllabus. She knows this must be allied to a programme of monitoring and curriculum enrichment so that the subject has a firm basis on which to move forward.