

INSPECTION REPORT

THE DINGLE PRIMARY SCHOOL

Haslington, Crewe

LEA area: Cheshire

Unique reference number: 111080

Headteacher: Mr S Jones

Reporting inspector: Mr A Fullwood
21184

Dates of inspection: 30 October - 2 November 2000

Inspection number: 224394

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

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:	Primary
School category:	Maintained
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	The Dingle Haslington Crewe Cheshire
Postcode:	CW1 5RU
Telephone number:	01270 583764
Fax number:	01270 501565
Appropriate authority:	Governing body
Name of chair of governors:	Dr T W Smirk
Date of previous inspection:	July, 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood 21184	Registered inspector	Art and design History	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?
Carolyn Webb 09614	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?
Tony Clarke 23917	Team inspector	English French Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
Shirley Duggins 17412	Team inspector	Special educational needs Science Information and communication technology Geography	
Anne Newman 16924	Team inspector	Foundation Stage Mathematics Music Religious education Equal opportunities	

The inspection contractor was:

Full Circle
The Brow
23 Trewartha Park
Weston-Super-Mare
North Somerset
BS 23 2RT

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 Registrar
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	6
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?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Haslington, near the town of Crewe, and has 329 boys and girls on roll, aged between four and 11 years. Currently there are more girls than boys. Pupils are taught in ten mixed age classes, and one class is made up of Year 2 pupils only. The school has its own site and after recent extensive building work is growing in size. The percentage of pupils entitled to free school meals, or on the school's register of pupils with special educational needs, is well below national averages. One pupil has a formal Statement of Special Educational Need. There are no pupils from ethnic minority backgrounds or who have English as a second language. The attainment of pupils on entry to the school, although wide ranging is above average.

HOW GOOD THE SCHOOL IS

The Dingle Primary School is an effective school that provides a good quality education for its' pupils, and enables them to make good progress in achieving above average standards in English, mathematics and science. The school cares well for its pupils and is well led and managed. The school provides good value for money.

What the school does well

- Ensures pupils make good progress in achieving above average standards in English, mathematics, science, information technology and art.
- Provides a very stimulating learning environment at the Foundation Stage where teaching is of good quality in the vast majority of lessons.
- Provides good quality teaching in the majority of lessons, particularly at Key Stage 2.
- Makes good provision for pupils' moral, social and cultural development.
- Establishes a caring ethos where pupils feel well supported, behave well and sustain good attitudes to learning.

What could be improved

- The monitoring of teaching and learning in some subjects.
- The planning of history, geography, and physical education at Key Stage 2, and topic work at Key Stage 1, and pupils' written responses in history and geography at both key stages.
- The facilities for children's outdoor play during the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the school has made satisfactory progress since the time of the last inspection in July 1995 when the school received a good report. Good progress has been made in raising pupils' attainments in English, mathematics and science at both key stages. Satisfactory progress has been made in addressing the key issues identified in the last report. Schemes of work are now in place for most subjects and recent improvements have been made to the curriculum for religious education. However, there are no overall schemes of work for history, geography and physical education. The quality of teachers' marking still varies in quality. Budget planning is now securely linked to educational priorities and the school includes all necessary information in the school prospectus and the governor's annual report to parents. Assessment procedures have been improved, particularly in English, mathematics and science and the effective tracking of pupils' progress and attainment in these subjects established. Assessment procedures in other subjects are underdeveloped. The school is well led and managed. Effective systems for checking the work of the school

have been established but in some areas lack sufficient rigour. Standards of attainment have been improved in religious education and information technology at both key stages but standards in history and geography are lower than those reported at the time of the last inspection. The good quality of teaching has been maintained. The school is aware of the areas in need of further development and is well placed to secure further improvements.

STANDARDS

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

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

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

The table above shows pupils' attainment in the 2000 end of Key Stage 2 national tests in English and science, to be well above average in comparison with all schools, and above average in comparison with schools who take their pupils from similar backgrounds. Pupils' attainment in mathematics was well above average in comparison with all schools and similar schools. Over the last four years pupils' attainment in these subjects has varied from year to year but generally remained above national averages. Inspection evidence indicates that standards of attainment are above average in English, mathematics and science and that make good progress in these subjects. Attainment in scientific enquiry is average. Pupils make satisfactory progress in reaching average standards in history, geography, religious education, music and physical education. Standards in design and technology, art and information technology are above average. Pupils make good progress in these subjects.

In the 2000 national tests at the end of Key Stage 1, pupils' attainment in reading and mathematics was in the top five per cent of all schools nationally. It was well above national averages in comparison with schools who take their pupils from similar backgrounds. Attainment in writing was well above national averages in comparison with all and similar schools. Over the last four years, pupils' attainment has varied from year to year but remained above national averages. Inspection evidence indicates that the current group of Year 2 pupils' attainment in these subjects is on track to be above average. Pupils make satisfactory progress in reaching average standards in design and technology, history, geography, religious education, music and physical education. Standards in art and information technology are above average. Pupils make good progress in these subjects.

At both key stages pupils with special educational needs achieve appropriate standards and make satisfactory progress, particularly in the development of their literacy and numeracy skills.

Children in the Foundation Stage make good progress in attaining good standards in language, literacy, mathematics; personal, social, and creative development and in their

knowledge and understanding of the world. Standards attained in their physical development are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to their learning and enjoy coming to school. They concentrate well in lessons and are keen to do their best.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school. They show consideration for others, and take responsibility for their own actions.
Personal development and relationships	They have good relationships with other pupils and school staff.
Attendance	Attendance is good and above the national average. Generally pupils are punctual for the start of lessons and the school day.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It is satisfactory or better in all lessons, of which 56 per cent are good, and seven per cent very good. The quality of teaching is particularly good in the Foundation Stage and Key Stage 2. The good quality of teaching noted at the time of the last inspection has been maintained.

Significant strengths in teaching are the promotion of pupils' basic skills in literacy and numeracy lessons and the promotion of pupils' knowledge and understanding of the different aspects of science. The teaching of art and information technology at both key stages, and design and technology at Key Stage 2 is also good. Weaknesses in teaching include the variable quality of teachers' planning in history, geography and physical education at Key Stage 2, and the planning of topics at Key Stage 1. The quality of teaching of pupils with special educational needs is satisfactory.

Pupils' work is marked regularly but the quality of marking varies, and often does not identify how pupils can improve their work. Homework is satisfactorily used to consolidate and extend what pupils have learned at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Policies and schemes of work in place for most subjects but currently there are no detailed schemes of work in place for history, geography and physical education to support teachers in their planning. A good range of extra-curricular activities enhances the curriculum.
Provision for pupils with special educational needs	Satisfactory. However, targets in individual education plans are too general to effectively support teachers in planning suitable work for these pupils. Greater use could be made of diagnostic tests to identify pupils' learning difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Satisfactory provision is made for pupils' spiritual development. The school works hard to promote balanced and reasonable attitudes among its pupils who are encouraged to make positive choices and develop a sense of personal responsibility.
How well the school cares for its pupils	Good. The school provides good educational and personal support and guidance for the pupils. The school's procedures for monitoring and assessing pupils' academic progress in English, mathematics and science are good overall. Procedures for monitoring and assessing pupils' progress in the foundation subjects are not yet in place.

The school is successful in involving many parents in their children's education and has established satisfactory links with them. Attendance at parent consultation evenings is high and parents are supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher provides the school with a clear educational direction and is ably assisted by the deputy headteacher and Key Stage 1 co-ordinator.
How well the governors fulfil their responsibilities	The governing body carry out their statutory responsibilities effectively and are very supportive of the school. Sound procedures are in place for monitoring the work of the school, and forming a view of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. There are good procedures in place for analysing assessment data and using this to make improvements. The monitoring of teaching is good in English and mathematics. The monitoring of teaching in other subjects is less well developed.
The strategic use of resources	The school's financial resources are well managed. There is careful financial planning which is targeted through the school improvement plan to raise standards. The school applies well the principles of best value. Day-to-day financial administration is good. All grants the school receives are spent appropriately.

The school is well staffed with suitably qualified and experienced teachers to meet the needs of the National Curriculum. The school's accommodation is good but there is no secure outdoor play area for children in the Foundation Stage. Overall, learning resources throughout the school are satisfactory. They are good in art, history and multicultural education. There is no large outdoor play equipment for the youngest pupils, and insufficient maps and globes to support the teaching of geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school about enquiries or concerns. • They feel the school is well led and managed. • Their children enjoy coming to school. • The school expects their children to work hard. • The standard of teaching is good. 	<ul style="list-style-type: none"> • The information they receive about how their child is progressing.

Inspection judgements support parents' positive views. The inspection team judgement was that although pupils' annual progress reports are informative, they do not often give targets for their future development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of pupils on entry to the school, although varying widely, is above average overall. Inspection evidence indicates that, by the end of Key Stage 2, standards in English, mathematics and science are well above average and that pupils make good progress in these subjects during their time at the school.
2. Children make good progress during the Foundation Stage because of the good quality teaching they receive. They attain good standards in their personal and social skills as they learn to concentrate well and apply themselves to their learning. They quickly establish good relationships with other children and staff. Teachers help them to become independent and confident learners. Children attain good standards in language, literacy and mathematics. Most children listen well and talk clearly. They have made a good start in learning to read and many can already write their own name. Children form their letters correctly and identify initial letter sounds when reading unfamiliar words. The majority of children can count accurately and order numbers up to 50. They recognise and name common shapes and make good use of mathematical vocabulary when discussing their work. Children attain good standards in their knowledge and understanding of the world. They show good knowledge of the world around them, such as the passing of the seasons. Children have a good awareness of the passing of time and the differences between the past and life today. They are developing a good understanding of other cultures and beliefs. Through creative activities in English, art, music and movement, children are increasingly able to use their imaginations. Children's physical skills are developing appropriately but the lack of a suitable outdoor environment and inadequate resources, limits the opportunities for them to use large play equipment.
3. In this year's national tests at the end of Key Stage 1, pupils' attainment in reading and mathematics was in the top five per cent of schools nationally. It was very high in comparison with all schools, and well above national averages in comparison with schools who take their pupils from similar backgrounds. Attainment in writing was well above national averages in comparison with all and similar schools. Over the last four years, pupils' attainment has varied from year to year but remained above national averages. Inspection evidence indicates that the current group of Year 2 pupils is on track to be above average.
4. Teachers provide pupils with many opportunities to develop their speaking and listening skills. Standards are above national expectations. By the end of Key Stage 1, most pupils listen attentively and answer questions appropriately. Progress is satisfactory. They explain their own ideas clearly and are keen to take part in class discussions. In reading pupils attain high standards. They read a wide range of texts with increasing expression and accuracy, and make use of a range of strategies, including phonics, to read unfamiliar words. Pupils make very good progress. The majority of pupils attain good standards in writing. By the end of the key stage they write with increasing accuracy and clarity, such as when writing reports about famous people. Most pupils make good progress in their use of punctuation, and in spelling simple, everyday words. Standards have improved since the time of the last inspection.

5. In mathematics by the end of Key Stage 1, pupils' standards of attainment are above the national average. The school has successfully implemented the National Numeracy Strategy and teaching is good. By the end of the key stage, the majority of pupils confidently count and order numbers to 100. Three-quarters of pupils have a good developing knowledge of place value up to 100. They are confident in adding, subtracting and multiplying numbers. Most pupils name a range of two and three-dimensional shapes, and identify some of their properties. Pupils, including those with special educational needs, are provided with appropriate work and make sound progress in their learning. Standards have improved since the time of the last inspection.
6. Teacher assessments in science at the end of Key Stage 1, indicate that pupils' attainment is above national averages. Inspection evidence confirms that pupils' knowledge and understanding of life and living processes, materials and their properties, and physical processes are above average. Standards in scientific and investigative science are satisfactory. Pupils make good progress, and pupils with special educational needs make satisfactory progress. By the end of the key stage, most pupils identify some properties of common materials, such as wood, plastics and paper. They record their findings in a variety of ways, including charts, and demonstrate a widening scientific vocabulary.
7. Standards in information technology are above national expectations. This is an improvement since the last inspection when the majority of pupils' standards were in line with expectations. By the end of Key Stage 1, pupils are very confident in using computers and in their knowledge of the keyboard. The computer mouse is used accurately to access different programs. Pupils write their own text, editing and improving it. They are proficient at saving and retrieving it. They use programs confidently to create pictures, devise imaginary maps, and record weather information. Pupils make good progress.
8. Pupils' attainment in religious education at the end of Key Stage 1, is in line with the expectations of the locally agreed syllabus. By the end of Key Stage 1, pupils attain standards in line with the targets identified in the nationally produced scheme used to deliver the religious education curriculum. Pupils express their views and feelings clearly in religious education lessons. They are aware of the importance of loving your neighbour and helping those less fortunate than themselves. Pupils' knowledge and understanding of major world faiths develops appropriately and they talk about well-known Bible stories, such as Noah and the flood. Pupils make sound progress. Standards have improved since the time of the last inspection.
9. Pupils' attainment in design and technology, history, geography, music and physical education, are in line with national expectations and pupils make satisfactory progress in these subjects. Pupils' attainment in art is above national expectations and they make good progress due to the high level of subject expertise amongst the teaching staff. The high standards in geography and history have not been maintained and are now satisfactory.
10. In the end of Key Stage 2 national tests in 2000, pupils' attainment in English and science, was well above average in comparison with all schools, and above average in comparison with schools who take their pupils from similar backgrounds. Pupils' attainment in mathematics was well above average in comparison with all schools and similar schools. Over the last four years pupils' attainment has varied from year to year but there was a downward trend between 1998 and 1999. This year's results are much improved. Apart from 1999, pupils' attainment has been above national

- averages. Boys and girls did equally well. Standards have improved since the time of the last inspection. The ambitious targets set for English and mathematics this year were almost reached. They fell short by one per cent in each subject.
11. By the end of Key Stage 2, pupils' standards of attainment in speaking, listening and writing are above national expectations. Standards in reading are well above average. By the end of the key stage, pupils are confident speakers and use a widening vocabulary when giving considered opinions and detailing their ideas. They readily listen to the views of others and talk confidently on a range of issues, such as their favourite books or their immediate environment. The good progress pupils make is due to the high value teachers place on discussion, and the emphasis given to extending pupils' spoken vocabulary. Standards attained in reading are well above average and pupils make good progress. Pupils read independently a wide range of texts, including information books, play scripts and poetry. However, research and library skills are underdeveloped. Pupils make sound progress and achieve good standards in writing. By the end of the key stage, pupils make good use of paragraphs to order their work and punctuate their work well. They develop good spelling and are beginning to choose their words carefully for effect. Many pupils develop a neat cursive script by the time they leave the school.
 12. By the end of Key Stage 2, attainment in mathematics is above average. Pupils develop good mental arithmetic skills as they gain speed and accuracy in their calculations. The majority of pupils have a secure knowledge and understanding of place value, and use the four rules of number well in solving number problems. They are proficient in using fractions, decimals, and percentages. Standards have improved since the time of the last inspection.
 13. Standards in science are above average by the end of Key Stage 2. Pupils make good progress in their knowledge and understanding of the different aspects of science and satisfactory progress in carrying out their own investigations through 'fair' testing. Year 6 pupils are knowledgeable about a range of common materials and their suitability for a given purpose. They know that light travels in a straight line and that shadows are formed when light cannot pass through a material. However, although pupils can select equipment and materials when carrying out their own investigations, they are uncertain about how to ensure that a test is fair.
 14. Standards in information technology are above national expectations by the end of Key Stage 2. Pupils' word-processing skills are developed well. They are able to present information in a variety of ways and to include graphics in their work. Pupils are proficient in accessing information through use of a CD-ROM and are gaining in confidence when sending e-mails or using the Internet. Standards have improved since the time of the last inspection.
 15. By the end of Key Stage 2, pupils attain standards in line with the targets identified in the nationally produced scheme used to deliver the religious education curriculum. Most pupils are knowledgeable about the main festivals of the Christian year and popular stories from the Bible. Teachers ensure that pupils are aware of the messages that these stories contain and relate them well to life to today. Pupils are knowledgeable about other world faiths, and some of the similarities and differences between them and the Christian faith. Standards have improved since the last inspection.
 16. Pupils' attainment in history, geography, music and physical education, are in line with national expectations and pupils make satisfactory progress in these subjects. Pupils' attainment in art, design and technology and information technology is above

national expectations and they make good progress, due to the high level of subject expertise amongst the teaching staff. Standards in information technology have improved since the last inspection. However, the high standards in geography and history have not been maintained and are now satisfactory. Pupils' literacy and numeracy skills are soundly used in these subjects but are not helped by the copying out of texts.

17. Pupils with special educational needs achieve appropriate standards and make satisfactory progress, particularly in the development of their literacy and numeracy skills. Generally, progress towards targets is reviewed each term. Pupils are integrated well into the life of the school.

Pupils' attitudes, values and personal development

18. Pupils have positive attitudes to their learning and enjoy coming to school. They have good relationships with other pupils and school staff. Parents feel that staff provide good role models and are pleased with the work ethic the school develops in their children. Pupils' attendance is good. The registration period provides a calm and purposeful start to the school day.
19. Children in the reception classes soon develop their confidence and enthusiastically participate in the activities. All were keen to make the correct 'o' sound when doing their 'Jolly Phonics' and some gave interesting accounts of their knowledge of ostriches and octopi. During a religious education lesson on what makes a special gift, pupils in Years 1 and 2 made sensitive suggestions, such as a new baby, their family and friends. In almost all lessons pupils are eager to learn and they work well together, even when not directly supervised. In a Year 1 mathematics lesson the counting games were much enjoyed. Pupils in Years 3 and 4 were very interested in their art and technology lesson and created their masks and mosaics very carefully. Year 5 and 6 pupils apply themselves well during mental arithmetic sessions and are eager to start their work on two-dimensional shapes. All pupils take pride in the presentation of their work. Pupils with special educational needs are well integrated with their peers and well supported by them.
20. Pupils' behaviour is good overall. They understand what is expected of them and respond well to the code of conduct. Sanctions are rarely imposed but are perceived as fair. There have been no exclusions. In classes pupils respect their teachers and concentrate on their work. A purposeful atmosphere permeates lessons, with most pupils eager to gain their teacher's approval and to do their best. Movement around the school is orderly. In the playground although some play can be boisterous, pupils enjoy the space and play well together. Any incident is accidental and dealt with by staff effectively. No harassing or bullying behaviour was observed during the inspection. When the weather prevented play outside pupils remained in their classrooms quite happily, many completing unfinished work. There have been no exclusions during the last reporting year.
21. Pupils' personal development is good. They are polite, friendly and care for pupils younger than themselves. Through assemblies, discussions in religious education lessons and 'circle time' sessions, good moral and social skills are developed. They are aware of the effect their behaviour can have on others and are interested in other cultures and religions. Pupils had filled many shoe-boxes for the Child for Christmas charity distribution, and suggested that children in Kosovo would benefit from receiving these. Although most of the opportunities given to pupils to take responsibility are directed by teachers, they want to help and they carry out tasks

conscientiously. They are proud of their school and take care of their environment. Participation in the Year 6 residential visit and the 'primary college week', develops pupils' confidence and self-reliance and alerts them to the dangers and difficulties outside school. They are well prepared for transfer to their secondary schools.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall. It is satisfactory or better in all lessons, of which 56 per cent are good, and eight per cent very good. The quality of teaching is particularly good in the Foundation Stage and Key Stage 2. The generally good quality of teaching noted at the time of the last inspection has been maintained and there were no unsatisfactory lessons observed.
23. Significant strengths in teaching are the promotion of pupils' basic skills in literacy and numeracy, the teaching of art and information technology, and design and technology at Key Stage 2. Weaknesses in teaching include the variable quality of teachers' planning in history, geography and physical education at Key Stage 2, and the planning of topics at Key Stage 1.
24. The quality of teaching in the Foundation Stage is good overall and varies from very good to satisfactory. It was good or better in nine out of ten lessons. Relationships between teachers, classroom assistants and children are cordial and there is a warm and secure atmosphere to which children respond positively. Staff are calm and patient, they have good subject knowledge and have high expectations of children. Their planning is very good and there is a consistently high level of challenge in lessons. The pace of teaching is brisk as children move from one activity to another smoothly and at the appropriate time, to sustain their concentration and involvement in tasks. Teachers' planning is of good quality and is designed to develop skills in all the areas of learning. Their planning ensures that pupils experience the same curriculum in each class, and tasks are appropriately adapted to match children's needs and abilities. Resources are used imaginatively to stimulate interest and reinforce learning.
25. The quality of teaching at Key Stage 1 is satisfactory overall and varies from good to satisfactory. It was good in approximately four out of ten lessons, and consistently good in the Year 1 class. Examples of good teaching were observed in all classes. The better quality teaching was highlighted by good planning and well-organised lessons, where teachers had a clear idea of what it was they wanted the pupils to achieve by the end of the session. The pace of learning was good. Generally, teachers manage pupils well and have good relationships with them. The teaching of literacy and numeracy skills is good, although some literacy lessons are not always well structured. Planning for topic work varies from class to class and there is no key stage scheme to support staff when planning lessons. Teachers' expectations are not always sufficiently high and this results in some pupils not being challenged by the work provided. The work they complete is frequently the same, whatever the ability of the pupil. Worksheets are over-used. In the majority of lessons pupils work at a satisfactory pace and concentrate appropriately.
26. The quality of teaching at Key Stage 2 is good overall, and varies from very good to satisfactory. It was good or better in approximately six out of ten lessons seen and very good in one in ten lessons. In the better quality teaching, the activities pupils have to complete are challenging and motivate the pupils to give of their best. Lessons are highly structured and good use is made of time, so that pupils work at a brisk pace. In these lessons, teachers make good use of questions to probe pupils' understanding and make them think about their work. This was particularly demonstrated in literacy and numeracy lessons, and design and technology work. Where staff are supported by schemes of work, their planning is of good quality and lessons have a clear focus of what it is the pupils are to achieve. Generally pupils are

- enthusiastic and involved and work at a good pace. They concentrate well and apply themselves appropriately.
27. The teaching of literacy skills is good. Teachers have a secure knowledge of the National Curriculum and the National Literacy Framework. As a result there have been clear gains in pupils' standards of attainment in reading. Improvement to standards in writing is less clear and it is planned to provide more emphasis to this aspect through weekly sessions of extended writing. However, all staff give good emphasis to extending pupils' spoken and written vocabulary. At Key Stage 1, some literacy lessons are not well structured and the work does not always sufficiently challenge pupils throughout the lesson. Some plans do not make clear what exactly pupils are intended to learn and as a result their progress is slowed.
 28. The teaching of numeracy skills is good. The school has placed an appropriate emphasis upon the introduction of the National Numeracy Strategy in its curriculum planning and this is having a positive effect upon standards. Numeracy lessons are well planned, and pupils are motivated by the activities provided to work hard and concentrate well. In the very good quality teaching observed at Upper Key Stage 2, lessons were characterised by a brisk pace of work and very challenging activities.
 29. Teachers make good use of ongoing assessments to plan future work. Close tracking of pupils' attainment in English, mathematics and science, is carried out by the use of regular tests. Targets are set for individual pupils in English and this good practice has started to be implemented in mathematics. Pupils' work is marked regularly but the quality of marking varies. In mathematics it is particularly good with frequent feedback to pupils on how they can improve their work. In English this practice is not consistent and comments are generally only supportive in nature. Homework is satisfactorily used to consolidate and extend what pupils have learned at school.
 30. The quality of teaching of pupils with special educational needs although satisfactory overall has some weaknesses. Generally, individual educational plans lack sufficient detail to support teachers in planning work for pupils by identifying achievable learning steps to promote their effective learning and maximise their progress. However, consideration is given to planning work in literacy and numeracy to suit groups of low attaining pupils. Support staff who work with these pupils have a clear understanding of their work.

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

31. Overall the school provides a broad and balanced curriculum. The headteacher oversees the curriculum and planning. There are sound policies and schemes of work in place for most subjects and many of these are in the process of being reviewed to meet the requirements of Curriculum 2000. However, currently there are no detailed schemes of work in place for history, geography and physical education.
32. The National Literacy and Numeracy Strategies are effectively in place and planning to deliver the basic skills in literacy and numeracy is good overall. The literacy and numeracy strategies have ensured that there is good progression in skills and learning between year groups and key stages in these subjects. However, curriculum planning for some other subjects does not put sufficient emphasis on ensuring that pupils experience continuity and progression in their development of knowledge and understanding.

33. Detailed long-term plans are in place, which reflect the content of the schemes of work. Medium-term planning is satisfactory and planning for the shorter term is generally completed regularly. Plans are drawn up which identify appropriate activities to support learning. Weekly plans, particularly for literacy and numeracy give ample detail of the content and progression of these lessons. However, the quality of daily plans for some foundation subjects lacks consistency and plans do not always identify clearly what pupils will know, understand and be able to do by the end of lessons. Overall, the curriculum successfully promotes the school's Christian ethos and the intellectual, physical and personal development of the pupils. Although there is no formal programme for pupils' personal, health and social education this is implicit across the curriculum. Sex education, for example is taught through science and the school nurse speaks to pupils in Year 6. Parents have attended a drug awareness talk at the school, but no provision has yet been made for increasing pupils' awareness of the dangers of drug abuse. The curriculum prepares pupils well for the next stage of their education. Links with the local secondary schools are good and ensure the effective transfer of Year 6 pupils to the next stage of their education. The caring ethos of the school lays stress on the importance of equality of access and opportunity for all pupils and this is evident in its work.
34. A good range of extra-curricular activities enhances the curriculum. The school offers a wide range of sporting and musical activities. After-school clubs include soccer, netball, rugby, art, recorders, the school brass band and the school choir. The curriculum is further enhanced by annual visits to the South Cheshire College and biennial residential visits to York. Year 6 pupils enjoy this residential visit which builds their self-esteem and self-reliance. Their participation in the primary college week is eagerly anticipated. The major accident staged by various services on the last day of the course, raises pupils' awareness of dangers and difficulties outside the school environment and demonstrates how many of these may be dealt with.
35. All pupils with special educational needs have full and equal access to all aspects of the curriculum. Satisfactory provision is made for pupils with special educational needs. The policy appropriately follows the requirements of the Code of Practice. However, early identification of needs is not yet common practice. In the past, teachers' initial assessments of pupils' attainment when they enter the school, have not been used to identify pupils likely to experience learning difficulties early on. For the first time this year, pupils whose attainment is low will have their needs assessed and will be entered on the school's special educational needs register. The individual education plans subsequently prepared, provide general learning targets and advise on use of resources and some strategies for achievement. They lack sufficient detail to support teaching and learning for effective progress.
36. The school has established sound links with the local and wider community. These are used well within the curriculum and to enhance pupils' personal development. Grandparents not only help in classes but also talk to pupils about their experiences during World War Two. As part of the topic on Greece, a theatre workshop will visit the school in the week following the inspection. Professionals from local cricket, football and rugby clubs visit the school to coach pupils and to promote their sport. The school is a focal point for the local community who value this resource and are vigilant in alerting the headteacher and caretaker to any suspected vandalism. Ministers from three local churches take assemblies.
37. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. There is satisfactory provision for spiritual development, whilst provision for pupils' moral, social and cultural development is good. The school works hard to

promote balanced and reasonable attitudes among its pupils who are encouraged to make positive choices and develop a sense of personal responsibility. The headteacher and staff provide positive role models for pupils and the caring attitudes which permeate the ethos of the school are an important factor in securing the good standards of behaviour throughout the school.

38. Providing pupils with knowledge and insight into the values and beliefs of the Christian faith is partly addressed by the religious education curriculum and there is often a Christian theme to acts of collective worship, where there are appropriate moments of prayer and reflection on the message being promoted. These encourage pupils to develop their spiritual awareness and self-knowledge. In the assemblies observed during the inspection, pupils played a passive role and had little involvement in the preparation and presentation of the act of worship. However, each week a whole-school assembly is presented by classes on a rota basis. From the reception classes upwards, pupils are encouraged to reflect on the gifts of love and care which they receive from family and friends and to suggest ways in which they can show kindness and care to others. Many show an awareness of the influence of a deity in their contributions to discussion. Pupils are able to extend their knowledge and understanding of the major world faiths through their work in religious education. For instance, in reception, the children have celebrated the Jewish festival of Sukkot together. They recognise its similarity with Christian celebrations of harvest and they have prepared colourful decorations to turn their home corner into a Succah in which they can share food. Cross-curricular work in art and history provides all pupils with greater awareness of the spiritual and aesthetic dimension of man and his environment.
39. Pupils' moral development is promoted well by the school's strong behaviour policy, backed up by the home-school contract. The Code of Conduct is displayed in every classroom and pupils have the opportunity to make their own contributions to this. Pupils show a good awareness of the difference between right and wrong and are encouraged to make positive choices about their conduct and attitudes. They show respect for each other and for adults and are eager to share in each other's achievements. The value which teachers place on the work of every individual fosters these positive attitudes. Older pupils are encouraged to take responsibility for younger children, and they undertake these responsibilities sensibly. Pupils raise considerable sums of money for a wide range of identified charities each year, such as the National Society for the Prevention of Cruelty to Children. 'Operation Christmas Child' is currently focusing their attention on the plight of children in Kosovo, and teaching them to appreciate that other children are less fortunate than themselves. Their support for charities for the blind has been instrumental in developing the production of Braille copies of some of C S Lewis's novels.
40. Provision for pupils' social development is equally positive. Pupils are encouraged to form constructive relationships and to work together collaboratively. They welcome the opportunities offered to take responsibility for routine tasks in the classroom and older pupils are eager to make their contribution to the wellbeing of younger children. From the reception classes, pupils are increasingly ready to share resources and to take turns. The school's focus on charity work strengthens links with the local community and the larger community outside. Year 5 and 6 pupils often initiate charity drives linked to, for instance, the Blue Peter appeals and the Mozambique appeal and they recognise that senior citizens in the community need their care and help. Pupils' social confidence is encouraged by welcoming visiting speakers into the school and by the annual residential visits to York in Years 5 and 6. Local visits to places of historical and environmental interest help them to identify with the feelings

and values of other people and to develop a stronger sense of community with each other.

41. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas, such as history, art, music, geography and religious education. School art displays include some good examples of pupils' paintings in the style of a range of European artists, such as Picasso and Monet. Pupils are encouraged to appreciate a range of musical compositions by composers, such as Chopin, and to discuss the personal feelings and emotions which they invoke. The school band and the recorder groups offer opportunities for pupils to extend and enhance their musical talents and their appreciation of different styles of music. Visits by professional musicians enthuse pupils to develop their skill in instrumental performance. Great care is also taken to ensure that pupils are exposed to the richness and diversity of non-European cultures. In the religious education curriculum, pupils examine the similarities and differences in beliefs and moral values in the major world religions, such as Buddhism, Judaism, Islam and Hinduism and wall displays are designed to extend their understanding and to increase their empathetic response. Visiting speakers are carefully chosen to help consolidate learning in curricular areas, such as geography. For instance, a Ghanaian visitor regularly talks to Years 3 and 4 about her musical and culinary traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has effective procedures for child protection and for ensuring pupils' welfare whilst on site. Pastoral care is good and valued by parents. Teachers know their pupils and are trusted by them to deal with their concerns effectively. Children in the reception classes enjoy a smooth entry into school life. Pupils with special educational needs are supported well and integrated well with their peers. The school follows the county's health and safety guidelines and trained first-aiders are always on site to treat any minor injuries that occur. Security has been upgraded recently with the fitting of one way locks. Risk assessments take place regularly and are recorded. The headteacher has been trained in child protection issues and has discussed these with teaching staff. County guidelines have been adopted by the governors.
43. The school has satisfactory procedures for promoting and monitoring attendance. These have improved since the last inspection and parents now receive the correct information. They respond to requests to give reasons for absence and not so many are taking their children on holiday during term time. Registers are kept correctly and monitored by the education welfare officer. Monitoring of these by the headteacher is informal and does not happen every week. The lack of a late book to record times of arrival makes it difficult for the school to monitor individual pupils' punctuality.
44. Procedures for promoting and monitoring behaviour are good. The code of conduct is consistently implemented and known well by pupils. All understand what is expected of them and what will happen if they transgress. There have been no exclusions and the school's practice of inclusion is satisfactory.
45. The school has good procedures to promote and monitor pupils' personal development. Pupils are given frequent opportunities to take responsibility. Older pupils care for those younger and are given many opportunities to take responsibility. Pupils are conscientious when asked to help teachers prepare for or clear up after lessons. Year 1 and 2 pupils are proud to be given charge of the registers. Through

assemblies and circle time sessions good social and moral attitudes are encouraged. The school provides good educational and personal support and guidance for pupils.

46. The schools' procedures for monitoring and assessing pupils' academic progress in the core subjects of English, mathematics and science are good overall. However, the procedures for monitoring and assessing pupils' progress in some foundation subjects are underdeveloped. The school now carefully tracks pupils' progress in English and mathematics, through the use of national test results, Qualifications and Curriculum Authority optional tests, and National Foundation for Educational Research reading tests. It is planned to adopt similarly rigorous measures in science. The analysis of the information gathered from the tests is used to set individual and group learning targets and tracking forms are used to record the progress made by each pupil throughout the school. The different attainment of boys and girls is closely monitored and used to inform future planning.
47. Pupils with special educational needs receive satisfactory support in class. Links with external agencies and other advisory groups are satisfactory overall and relevant to the needs of pupils. Arrangements for assessing the attainment and progress of pupils with special educational needs are unsatisfactory at both key stages. Insufficient use is made of diagnostic testing or analysis of published tests used in the school to identify problems and prepare suitable work to ensure steady progress.
48. Assessment procedures in the Foundation Stage are designed well to ensure that outcomes inform the planning of future work and assessment outcomes are carefully recorded. Lesson aims are always made clear to children, explanations are careful and well paced and teachers ensure that they share their time equally with all children.
49. The school has been informed of a number of minor health and safety matters noted during the inspection, which included the need to keep a visitors' book and to lock the caretaker's office door when she is not on the premises.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school is successful in involving many parents in their children's lives in school and has established satisfactory links with them. Ninety five per cent attend parent consultation meetings and attendance at school productions is also very good.
51. Parents regret that lack of space prevents them from seeing class assemblies. The majority are pleased with the relationship they enjoy with the headteacher and class teachers. All staff appreciate the help received from the many parents who assist with sewing, cooking and other activities. Grandparents, as well as parents, help in school. In recognition of their involvement the school holds a grandparents' day once a year. A parents' day is also held, when they can look at their child's work and talk to teachers about it.
52. A group of enthusiastic parents and teachers run the 'Dingle Home School Association' events. These include the popular autumn fayre, delayed for a month this year. This is well supported by parents, grandparents and people from the local community. Monies raised are used to augment school resources, for instance a computer and reading scheme were purchased last year. They are also providing funds towards fencing the playground from the car park.

53. Parents are effectively informed about the work of the school through the prospectus, governors' annual reports, news and other letters sent out. Although some parents do not feel they are well informed about their child's progress, two parent consultation meetings are held each year, where their children's work can be seen and targets for future development discussed. The headteacher and class teachers are always available if parents need to see them or have any concerns. Pupils' annual progress reports are informative and clearly show what pupils understand, know and can do. However, they do not always show targets for their future development. Reports are given out at the summer term meeting and some parents expressed the view that they would like to receive them before this so that they have more time read them.
54. Parents of pupils with special educational needs are appropriately involved in discussions about their children's progress and, where necessary, in yearly reviews.
55. Parents support the school's aims and ambitions for their children and appreciate the high expectations the school has for them. They support the home/school agreement drawn up by the school. Almost all parents help their children at home, although a minority do not believe that homework is set consistently. However, reading records do not always contain comments from teachers to inform parents how they can help. Inspectors do not agree with those parents who feel there are insufficient extra-curricular activities. Parents' overall support for and involvement in the school make a positive impact on their children's education and a valuable contribution to their academic achievement and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is led and managed well, as it was at the time of the last inspection.
57. The leadership of the headteacher, in providing the school with a clear educational direction, is good. He has a clear idea of the school's future development and is aware of what needs to be done to make further improvements. The headteacher has successfully implemented the setting of individual and group targets in English and mathematics and this is helping to raise standards still further. Staff work together well and have a shared sense of purpose in achieving the school's aims and providing pupils with a good quality education. The headteacher has established good procedures for the tracking of pupils' progress in English, mathematics and science, and in analysing assessment information, such as national and other test results. The headteacher is ably assisted by the deputy headteacher and Key Stage 1 co-ordinator.
58. The school has established procedures for monitoring the curriculum. The headteacher supports staff well by providing release time for them to carry out their subject responsibilities. However, the distribution of responsibilities is not equitable. Some staff have up to three subject areas to oversee while others have none. The amount of release time given to all coordinators is also the same. Although the headteacher has set out his expectations of the responsibilities of subject co-ordinators, effective systems are not in place to ensure that they are carried out efficiently. For example, staff are not required to formally account for what they do with the time they are given for monitoring, and no clear targets are set to focus their work during this time. This is very much left to individual staff. Therefore, the school has no clear view of how successfully subjects are monitored. Monitoring of the quality of teaching in English and mathematics has been carried out and the monitoring of the work of newly qualified teachers is established. However, monitoring of teaching in other subjects is infrequent. The headteacher and subject

co-ordinators do informally visit classes. A formal system for the regular monitoring of teaching is not yet established and the headteacher is aware that this is an area for further development. It is planned to include this when arrangements for performance management are introduced in the near future. The school has made appropriate use of local education authority advisors in monitoring literacy and numeracy lessons. Teachers' planning in some subjects is monitored regularly by co-ordinators. However, planning in geography, history, music and physical education is not. Consequently the delivery of continuous and progressive learning in these subjects is not assured.

59. The governing body carry out their statutory responsibilities effectively and are very supportive of the school. Members have an appropriate committee structure in place. The governing body has sound procedures for monitoring the work of the school, visiting lessons and observing teaching and learning. They feel well informed by the headteacher, who discusses issues such as pupils' attainment and progress with them. The governing body acts effectively as a critical friend, asking questions and listening to presentations by staff about their subject responsibilities. Through these procedures the governing body has a satisfactory awareness of the school's strengths and weaknesses.
60. The three year school improvement plan is detailed and contains appropriate targets for the school's future development. There is a named person responsible for overseeing each of the targets, and the headteacher keeps the governing body well informed of the school's progress towards meeting them.
61. The special educational needs co-ordinator took up this responsibility at Easter of this year. She is attending courses to update her knowledge of current issues in this area. She supports teachers in writing individual education plans and updating administration documents. The school employs a support teacher, who, at present, attends the school for one afternoon a week, and aptly supports the co-ordinator.
62. The school is well staffed with suitably qualified and experienced teachers to meet the needs of the National Curriculum. The two teachers without a specific class responsibility are used effectively to support the teaching of literacy, numeracy and science. This enables smaller teaching groups for literacy and numeracy and non-contact time for some teachers to pursue their responsibilities during the teaching of science. The school has a suitable program of induction. Staff report the system of mentors is effective in developing skills and supporting them generally. There are appropriate arrangements for newly qualified teachers to settle in to teaching. They are provided with a handbook that is sufficiently detailed to promote coherent school procedures for all aspects of school life. The school employs two qualified nursery and trained classroom assistants and one other classroom assistant who work effectively throughout the school providing complimentary support for the work of teachers.
63. The school has extended its accommodation since the last inspection and consequently resolved many of the problems experienced by staff and pupils. Accommodation is now good. Generally, classroom space is good and additional areas are provided to support teaching. The new extension is used effectively for Year 5 and Year 6 pupils. The detached, temporary building, used by two Key Stage 1 classes, is adequate and has appropriate pupil toilet facilities. There are large hard play and grassed areas as well as a conservation area to support teaching, particularly physical education, science and environmental studies. However, there is

no secure outdoor play area for children under five. The working environment is enhanced by good quality displays of pupils' work.

64. Overall, learning resources throughout the school are satisfactory, including resources for teaching pupils with special educational needs. There is no large outdoor play equipment for the under-fives and insufficient ordinance survey maps of different scales or reasonable size globes to support the teaching of geography. Since the last inspection resources to support teaching and learning of religious education and the library stock have improved and are satisfactory in both key stages. Resources are good for the subjects of art, history and multicultural education.
65. The efficiency and financial planning in the school are good. The last audit of the school's finances by the local education authority made a number of minor recommendations, which the school has fully implemented. Day-to-day financial administration is good, and as a result, the headteacher and governors have easy access to all the information necessary to ensure that finances are kept in good order. The budget is managed well and resources are carefully considered before purchase. The governing body is very effective in ensuring that all monies allocated are spent well to fund the school's educational priorities and that pupils benefit. All grants the school receives are spent appropriately. The finance committee of the governing body scrutinises the school's spending carefully and applies the principles of best value well in seeking services for the school. The school makes very good use of new technology, including information technology, in its work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The governing body, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) Improve the monitoring of teaching generally, and the planning and teaching of the curriculum in geography, history and physical education in particular by:
 - i. establishing more systematic procedures for observing teaching and providing staff with written feedback about the strengths and weaknesses in their work; (see paragraph 58)
 - ii. sharing management responsibilities more equitably and clearly so that it is possible for individual staff to carry out their responsibilities effectively; (see paragraph 58)
 - iii. providing a clearer focus for the use of the monitoring time which staff have available to them so that they are clear of the school's expectations of their work; (see paragraph 58)
 - iv. establishing effective assessment procedures in subjects where this has not already been done. (see paragraph 46)
 - (2) Improve the planning of history, geography and physical education at Key Stage 2, and topic work at Key Stage 1, by:
 - i. establishing schemes of work in these subjects at Key Stage 2 in order to support teachers in the planning of their own lessons and the progressive development of pupils' skills; (see paragraphs 120, 127 & 149)
 - ii. reviewing the National Curriculum content to be covered in topics at Key Stage 1 and establishing a whole key stage approach to planning work; (see paragraphs 119 & 126)
 - iii. raising the standard of pupils' written responses to history and geography by abandoning the practice of the copying out of information

at Key Stage 2, particularly in Years 5 and 6; and the over use of worksheets at Key Stage 1. (see paragraphs 119, 124 & 127)

(3) Improve facilities for children's outdoor play during the Foundation Stage.

67. In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- (1) Improve the provision for pupils with special educational needs by:
 - i. improving the quality of individual education plans so that targets for learning are specific, achievable and can be easily measured to help monitor pupils' progress. (see paragraph 35)
 - ii. making greater use of diagnostic tests to clearly identify individual pupil's difficulties and prepare suitable work to meet these needs. (see paragraph 35)
- (2) continue to improve the quality of marking of pupils' work so that they are more consistently informed of what they need to do to make improvements; (see paragraphs 29 & 87)
- (3) as identified by the school's own monitoring procedures, improve the opportunities given to pupils in science to carry out their own investigations. (see paragraphs 98 & 100)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	56	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	329
Number of full-time pupils eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	29	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	21	21	21
	Total	49	49	49
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	21	21	21
	Total	49	49	49
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	20
	Girls	21	21	22
	Total	38	40	42
Percentage of pupils at NC level 4 or above	School	86 (81)	91 (83)	95 (83)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	20	21	22
	Total	38	40	42
Percentage of pupils at NC level 4 or above	School	86 (74)	91 (76)	95 (74)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	279
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.9
Number of pupils per qualified teacher	23.6
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	72.5

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	574,323
Total expenditure	515,369
Expenditure per pupil	1,616
Balance brought forward from previous year	0
Balance carried forward to next year	58,954

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	329
Number of questionnaires returned	132

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	2	0	1
My child is making good progress in school.	50	39	4	0	7
Behaviour in the school is good.	53	43	0	0	4
My child gets the right amount of work to do at home.	24	55	17	2	2
The teaching is good.	48	45	2	0	5
I am kept well informed about how my child is getting on.	28	48	17	5	2
I would feel comfortable about approaching the school with questions or a problem.	67	27	5	1	0
The school expects my child to work hard and achieve his or her best.	55	41	1	0	4
The school works closely with parents.	37	46	12	2	2
The school is well led and managed.	68	28	3	0	1
The school is helping my child become mature and responsible.	49	42	2	0	7
The school provides an interesting range of activities outside lessons.	28	42	11	6	12

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

Attainment

68. Areas of learning for the under fives are appropriately based on the recommended Early Learning Goals. Children attain good standards in personal and social development, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Standards attained in their physical development are satisfactory. Children in the two reception classes are making good progress in their learning. The attainment of children on entry to the school, although wide ranging, is above average.

Personal and social development

69. Attainment in children's personal and social development is good; they are well behaved and polite and have a good awareness of class rules, which they obey willingly. Children are developing good listening skills and show good progress in building up their ability to concentrate on the tasks they are set. Good social skills are developing; children are learning to take turns and to share resources. They are ready to help others who are experiencing difficulties in their tasks. They obey instructions, are learning to choose appropriate resources and show growing confidence in their role-play activities where they demonstrate good collaborative skills. All children are secure and happy; they are eager to share their ideas and opinions with others. The focus of the teaching helps pupils become more independent and confident. A good range of planned activities encourages children to make decisions for themselves and to take the initiative in some situations.

Language and literacy

70. There are good standards of attainment in language and literacy, especially in view of the fact that most of the children have only recently begun to attend full-time education. Speaking and listening skills and the development of reading skills are well founded and good progress is being made in these areas. Writing skills are also well developed; most children can hold their pencils correctly and write their own names. The vast majority can construct an oral sentence about the topic they are discussing and the majority show a good ability to write simple sentences. Good oral skills help their mathematical development in describing shapes. Letters are appropriately formed and there is good progress in the recognition of initial letter sounds which children can relate accurately to pictures and objects. Recall skills are secure; pupils can recite a number of rhymes and have a good understanding of sequence. They handle books well and most can recognise and read simple words. The most proficient readers in reception read confidently; they can discuss the outlines of the story and are beginning to discuss their insights into characters. The use of phonic and pictorial clues is helping average and above average attaining pupils to develop their reading strategies. Average and lower attaining children read more hesitantly but they can identify the initial sounds of some words and can talk appropriately about the illustrations in their story books.

Mathematical development

71. Attainment in the mathematical area of learning is good. The majority of children can count accurately and order numbers up to 50. They can categorise, sort and match objects and use their counting skills to consolidate other areas of learning, for instance in counting the number of beats in a song. Number recognition is good and children can identify missing numbers in a number line from one to ten. They have good understanding of sequence and can understand the concepts of numbers coming before and after. Work with shapes is good; children can match the correct objects to their outline shapes and they recognise common shapes, such as squares, circles, triangles and rectangles. Work on three-dimensional shapes shows good progress; children can correctly identify and name cuboids, cones, spheres and cylinders and can relate them to their two-dimensional shapes. Mathematical vocabulary is well developed and good use of information technology tools reinforces their learning. Number work is well developed and most children write numbers in the appropriate shape and size.
72. Teaching in mathematics is good and well-adapted tasks ensure that children are learning at the appropriate levels. Observation by children in the playground resulted in the majority correctly identifying a wide range of shapes on the school building and on the playground markings.

Knowledge and understanding of the world

73. Children have good knowledge and understanding of the world around them. They bring their knowledge of their own families and backgrounds to their imaginative play. When working with construction toys, they make wheeled vehicles and in a baking session they show skill in mixing and rolling out the dough for their gingerbread men and in helping to weigh out the correct amount of ingredients for the mixture. Most children show a developing manual dexterity in printing the veins on the leaves they are producing for decorating their Succah to celebrate the Jewish harvest festival. This provides a good focus for a growing understanding of the validity of other cultures, values and beliefs. Children are aware of the different seasons of the year and know that leaves change their colour in autumn; their daily contributions to changing the weather board gives them a good understanding of the days of the week and how to use appropriate symbols. Children show a good awareness of the passing of time and understand what is meant by beginning, middle and end.
74. Teaching is good in this area of learning. Children are provided with a wide range of interesting activities which stimulate them to explore and to ask interesting questions. They have good opportunities to develop their computer skills; they use the mouse confidently to select shapes for designs and are able to print out the result. Science teaching is provided by a subject specialist who works with the children on the effects of colour and light. The reception area is colourful and displays of pupils' work are attractively displayed and valued well. Resources are carefully prepared to enable children to explore sand, water and other materials in order to find out more about them.

Creative development

75. Children's drawings of fruit show that they can choose appropriate shapes and colours and several have a good ability to colour in their shapes neatly and with equal strokes of the crayon. Sewing finger puppets gives them the opportunity to design and make more intricate objects and they show skill in cutting out and assembling

jointed figures of babies, using pins. They are given good musical experiences and are able to express their feelings and emotions in dance.

76. Children show good progress in this area of learning; they enjoy playing in their role-play area and its theme is regularly changed. Teachers give them plentiful opportunities to express themselves creatively and share their time well with all children. Tasks are varied and stimulating and children respond enthusiastically to the opportunities offered.

Physical development

77. Children's physical development is satisfactory. They use and manipulate resources and play equipment with growing confidence. Children have a good awareness of space and can use their body movements to demonstrate their rhythmic sense. Their fine motor skills are well developed. Children's illustrative work is creative and many have a well tuned sense of colour, shape and texture. They have well developed skills of cutting, folding, joining and building, using tools such as scissors deftly and they are aware of safety considerations as they do so. Pencil control skills are equally well developed and many write letters and numbers with a good sense of form and size. However, children's gross motor skills are less well developed, mainly because there is no secure outdoor play area for the under-fives and children do not have the opportunity to play on large play equipment out of doors.
78. Teaching in this area of learning is good but it is hampered by a lack of adequate resources to ensure that all the necessary skills are appropriately addressed. The sessions in the school hall ensure that pupils develop confidence in using equipment sensibly and that they develop the ability to express themselves through their body movements.

ENGLISH

79. Inspection evidence indicates that the attainment of the current cohorts of pupils in Year 2 and Year 6 is on track to attain above average results by the end of the respective key stages. Over the last four years standards of attainment in English have risen broadly in line with national trends. However, national test results for 2000 are significantly better than the national average. At the end of Key Stage 1, pupils' attainment in reading was in the highest five per cent nationally in comparison with all schools, and well above average in comparison with schools who take their pupils from similar backgrounds. In writing, pupils' attainment was well above average in comparison with all and similar schools. At the end of Key Stage 2, pupils' attainment in English was well above average in comparison with all schools and above average in comparison with schools who take their pupils from similar backgrounds.
80. The National Literacy Strategy is now firmly established in the school and as a result, there have been clear gains in the already good standards in reading. However, the school has recognised that gains in writing have not been so marked and it has implemented weekly sessions of extended writing in order to further improve standards.
81. Pupils' speaking and listening skills are well developed throughout the school and pupils' standards of attainment are above national expectations. During the literacy hour, pupils listen carefully and Year 5 and 6 pupils are keenly interested in the discussions about words and stories. At Key Stage 1, Year 1 pupils talk about their immediate experiences clearly, particularly during the time before and after morning

registration. Year 2 pupils are keen to tell of practical jokes they have played when talking about the difference between mischievous and naughty behaviour. Year 5 and 6 pupils listen attentively to teachers' explanations and instructions and respond appropriately to a range of questions. They talk confidently in a shared reading session about characters in 'A Little Bit of Colour' by Nancy Blisshen. Pupils in Key Stage 2 continue to develop good listening habits and they respond to questions with increasing detail and fluency. By the end of the key stage they are able to draw upon an increasingly complex vocabulary to describe the main features of a story. Year 3 and 4 pupils communicate their ideas clearly and explain preferences when talking about poems based upon observations and the senses. They use good diction and are confident when talking to inspectors about their reading habits and preferences. Year 5 pupils make good attempts at adopting appropriate accents and intonation when reading from play texts in guided reading sessions. Others in the group describe similarities between two myths using a good range of adjectives. In a literacy lesson, Year 6 pupils read aloud their versions of modern Macbeth texts with much confidence and a clear awareness of audience. In discussions they offer considered opinions and are very ready to listen to others raising pertinent questions and developing their own thinking further. During the inspection pupils talked easily and readily with inspectors about many topics including their pets, travels abroad and their favourite books. Year 5 and 6 pupils presented clearly their impressions of the positive and negative aspects of living in Haslington and expressed clear opinions of the Dingle school! The good development of pupils' speaking and listening skills owes much to the value teachers consistently place on pupils' oral contributions and listening skills and to the emphasis all teachers place on extending pupils' vocabulary through the whole curriculum.

82. The very good standards attained in reading are a strength of the school. The school gives a high priority to the teaching and practice of reading. At Key Stage 1 pupils read with increasing expression confidence and accuracy. Many can discuss what they have read and predict what might happen next. They use a range of strategies to interpret unfamiliar words and establish meaning. Many pupils show a liking for books and by the end of the key stage they show a good understanding of story lines and can talk about different characters. Most pupils make good progress in reading throughout Key Stage 2 so that attainment is above the national average with a significant proportion well above. Pupils read independently from a wide range of texts, which include fiction, non-fiction, and reference books, play scripts and poetry. Most pupils show confidence, fluency and accuracy when reading aloud and many read with expression. Pupils enjoy talking about what they have read and they express opinions about plots and characters in the stories. Most pupils understand the function of the contents and index sections of books and understand the difference between fiction and non-fiction texts. Pupils at the end of Key Stage 2 use the reference library effectively to collect information. However, throughout the school, both simple research and library skills are underdeveloped. Most pupils in Years 5 and 6 can access and retrieve information from a computer database. Pupils are encouraged to take books home to practise their reading skills, and the school encourages parents to be involved in this process. However, there is little evidence of parental comments in most of the reading records that were seen.
83. The majority of pupils attain good standards in writing. At Key Stage 1 pupils write with increasing accuracy and clarity in a variety of contexts including stories, poems and factual accounts. Year 2 reports on famous people and descriptions of the effects of exercise are well structured and punctuation is used with increasing accuracy. Pupils know that a sentence needs a capital letter and full stop, and most use these correctly in their writing. Pupils write legibly but not in a joined or consistent

style. Spelling is taught through structured phonic work emphasising the links between reading and writing. Many pupils spell monosyllabic words correctly and most recognise word families and simple spelling patterns. Pupils make good progress throughout Key Stage 2 and achieve standards that are above average. A significant proportion of pupils attains well above average levels. Throughout they write in a variety of forms and show an increasing awareness of purpose and audience. Year 3 pupils begin to write play scripts and analyse newspaper reports. They show good understanding and use of adjectives when creating calligrams and shape poems. Year 4 pupils investigate materials and then present their findings in an information booklet aimed at Key Stage 1 pupils. Year 5 pupils create poems about feelings and emotions using a good selection of metaphors and similes. A folder of work describing the mechanisms of items such as a clarinet and burglar alarm gives concise, helpful information to the reader. Year 6 pupils are able to adapt writing style and convert play script to prose when creating good quality modern versions of Shakespeare's Macbeth.

84. Pupils plan, draft and redraft their work well. They use word processing, including editing on the screen and produce final work, which is set out well and accurate. By Year 6 many pupils use paragraphs in their writing as well as other accurate sentence punctuation. Many punctuate direct speech correctly. In general, standards of spelling are good. The school is aware that the opportunities for extended writing are limited and has planned for greater development of pupils' writing. Some evidence of good quality sustained writing is displayed around the school. Many pupils' standard of handwriting is good. Pupils develop a cursive script and use pens from Year 5 in lessons. The quality of handwriting, however, is inconsistent across both key stages.
85. Pupils with special educational needs make satisfactory progress in relation to their previous learning. Provision for these pupils is sound and their progress is aided by the identification of needs and the very effective work of support staff. The progress of most pupils is clearly being supported by the introduction of individual targets.
86. Generally pupils' attitudes to English and behaviour in lessons throughout the school are good. They enjoy their lessons. All pupils respond well to the structure and organisation of the literacy hour. They take part enthusiastically in the shared aspects and, when required, work well in pairs and small groups. Pupils are positive about their work and prepared to discuss it with adults. The attitude and interest of Year 5 pupils in a lesson comparing myths, and the sheer enthusiasm of Year 6 pupils creating a modern version of Macbeth, were stimulating. The relationships between staff and pupils are good and contribute significantly to the good behaviour and good learning observed.
87. Teaching in English is good overall and varies from good to satisfactory. It is good or better in six out of ten lessons. All staff have a secure knowledge of the content and requirements of the English curriculum, and the literacy hour. This enables teachers to make good use of questioning to develop understanding and extend learning. Good attention is paid to subject specific vocabulary such as metaphors, similes, phonemes, adjectives, nouns etc. There is a clearly evident enthusiasm for the subject, which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching, are lively well-organised lessons and brisk pace. Teachers show good management of pupils and support staff. They have good subject knowledge, high expectations and use praise well to encourage pupils to work hard. This good teaching has a positive impact upon learning and progress. However, there are occasions in Key Stage 1 when the work presented does not sufficiently challenge pupils throughout the whole of the literacy hour. Consequently,

some pupils simply mark time or engage in unstructured reading activities and this limits the learning gains they might make. Some plans do not make clear what exactly pupils are intended to learn in lessons. As a result neither teachers nor pupils can be sure of the progress made. The school has a suitably detailed marking policy and there are many examples of marking which is perceptive and helpful. However, this good practice is not consistent throughout the school and marking is not always used consistently and systematically to inform pupils of their learning or how they might progress. Opportunities for using pupils' literacy skills across the curriculum are limited by frequent copying out of work or over using worksheets.

88. The management of English is good. Very effective leadership is provided by the committed and well-qualified co-ordinator through her monitoring of teaching and planning. The co-ordinator has been central in the development, planning, assessment and resourcing of English. The English policy is informed and well constructed and recently revised long and medium-term plans are detailed and appropriate. A wide range of assessments is used to track individual pupil's progress, and the information gathered is used well to set individual learning targets. The analyses of periodic, standard and national tests informs the medium-term planning to meet the needs of the pupils; as in the school's decision to focus on improving standards in extended writing. Most staff have received individual observations and guidance on the literacy hour and this has led to consistency and consolidation of good practice. There are plans to review the current reading scheme and to consider the implementation of a consistent whole-school handwriting policy. Overall resources for the teaching of English are satisfactory and they are used appropriately.

MATHEMATICS

89. By the end Key Stage 1, the results of national tests show pupils' attainment to be in the top five per cent nationally when compared with all schools. Pupils' attainment was well above average when compared with schools who take their pupils from similar backgrounds in the percentage of pupils achieving the expected Level 2 or above. It was also well above average in the percentage of pupils achieving the higher Level 3. By the end of Key Stage 2, pupils' attainment was well above the national average when compared to all schools and schools who take their pupils from similar backgrounds. The percentages of pupils achieving the expected Level 4 or above, and the higher Level 5, were well above national averages. In the lessons observed and work scrutinised, pupils in both key stages are achieving standards above national expectations in mathematics. The school has placed appropriate emphasis upon the introduction of the National Numeracy Strategy in its curriculum planning and this continues to have a positive effect upon standards.
90. At Key Stage 1, pupils can count, read, write and order number. They can count forwards and backwards in twos, fives and tens. By the end of the key stage, pupils can count in even and odd numbers up to 30 and understand the concept of 'less than' and 'more than'. A large number of pupils are generally confident in using a range of strategies for using addition, subtraction and multiplication and they understand the symbols used. They can name a range of two and three-dimensional shapes accurately. By Year 2, pupils are able to construct their own subtraction problems to give the required solution and are all aware that the larger number has to be placed before the smaller. Three-quarters of pupils in this year group have a good developing knowledge of place value up to 100, though the others are insecure with numbers over 20.

91. At Key Stage 2, pupils are developing good mental arithmetic skills and strategies; they become increasingly confident in rounding up and estimating and the majority can explain their outcomes logically and articulately. In Year 3, pupils know the value of three digit numbers and are aware of the place value of zero. They are making good progress in recognising patterns in sets of odd and even numbers and can explain their reasoning when considering the pattern made by multiples of three. By Year 4, all pupils have a good knowledge of place value to 10,000 and are confident in the two, three, five, six and ten multiplication tables. In Year 5, pupils show good understanding of the concept of negative numbers and they have a secure grasp of shape and space, making good use of subject-specific vocabulary. They have a good understanding of the properties of a quadrilateral and a rectangle and they know the value of right angles. Pupils are confident in explaining the series of strategies they would take in solving a problem. They show a secure understanding of symmetry and can answer searching questions competently and accurately. By Year 6, lower attaining pupils can add and subtract two 2-digit numbers and they recognise a variety of shapes such as hexagons, octagons and scalene, isosceles and equilateral triangles. Average and above average attaining pupils have secure knowledge and understanding of multiplication and division by ten, 100 and 1000; they apply different methods of multiplication to problems and have developed good standards in their work on fractions, decimals, percentages and proportion. Work scrutinised shows that they can conduct investigations and record their findings appropriately. Data-handling skills are generally secure and pupils are able to record their findings in bar graphs. Work in mathematics is neatly presented and calculations are completed carefully. Pupils' numeracy skills are well used in other areas of the curriculum, such as recording results in science using graphs and tables.
92. Pupils with special educational needs are provided with appropriately adapted work in mathematics sets in mainstream classes. They make sound progress in relation to their previous learning.
93. Pupils make good progress overall; work is clearly explained and understanding of the lesson objectives enables pupils to focus their attention on developing their mathematical skills and addressing areas of difficulty. Pupils concentrate well in lessons and play an active part in the discussions which characterise lessons, especially in Key Stage 2.
94. The quality of teaching is good overall, particularly at the upper end of Key Stage 2, where it is often very good. Teachers have good subject knowledge and they plan work carefully, identifying appropriate learning objectives which are clearly explained to pupils. A brisk pace and a good level of challenge characterise the very good teaching observed in some lessons in Years 5 and 6. Activities are varied and follow one another swiftly so that no time is wasted and pupils meet the teacher's high expectations of them. Good levels of pupil involvement in enquiry promote good levels of concentration and effort. Marking of pupils' work is informative and helps pupils recognise what they need to do next in order to raise their standards of attainment; however, there is no evidence of individual targets being set in pupils' books to challenge them to address specific areas of difficulty.
95. The quality and quantity of numeracy resources are good. Appropriate material has been purchased to deliver the numeracy curriculum and information technology is increasingly used to develop pupils' numeracy skills. Resources are well chosen and accessible to all staff and pupils.

96. The subject is managed well. The numeracy co-ordinator has produced a new policy and scheme of work to deliver the numeracy curriculum, and to support his colleagues in their teaching. The co-ordinator monitors teachers' planning for mathematics, and with the help of the headteacher and local education authority advisors has monitored the quality of teaching in the subject. The school has made a start in compiling a portfolio of pupils' previously assessed work to help them reach a common understanding of the levels of attainment expected.

SCIENCE

97. There is no national test at the end of Key Stage 1 in science, but the teachers' own assessments in 2000 indicate that attainment was well above the national average. In national tests at the end of Key Stage 2 in 2000, standards were well above the national average and above those for similar schools. Since the last inspection, although standards have varied from year to year, the percentage of pupils reaching Level 4, the expected level, and the higher Level 5, has improved.
98. Inspection evidence indicates that pupils' standards in the knowledge and understanding of science are good at the end of both key stages. Current, standards in scientific enquiry, including investigative skills are not as high as they are in other areas of science. This has been identified in the school's own monitoring and evaluation system. Strategies are already in place and are beginning to make a positive impact in this area of pupils' learning.
99. Throughout Key Stage 1, pupils make good progress, and for pupils with special educational needs progress is satisfactory when set against their prior attainment. Pupils know the five senses and are developing an understanding of their importance through various activities. Year 1 pupils are able to effectively communicate their findings while on a 'listening' walk, through talking, drawing and writing. They know that they cannot see the wind but can feel it and observe its presence by the movement of the trees. Year 2 pupils can identify some properties of a range of common materials and record their findings clearly on a chart. They are quickly developing their understanding that all objects are made from materials and can identify similarities and differences by using suitable vocabulary.
100. Good progress is maintained in science knowledge and understanding throughout Key Stage 2. Year 3 and 4 pupils can classify a range of objects according to their own criteria. They use their previous knowledge well and record outcomes in an appropriate range of ways, for example, lists, tables or webs. Pupils collaborate well in coming to decisions on how to classify the objects. They give extended answers to why they chose to group objects in a particular way. Year 5 and 6 pupils have a clear understanding that light travels from a source. They know that a shadow is formed when light is blocked or partially blocked and that some objects transmit light better than others do. However, pupils have difficulty in setting up a fair test. They can select what equipment and materials to use and suggest what to do. However, they have difficulty in ensuring the test is fair by changing one factor and observing and measuring the effect while keeping other factors the same. Although pupils are able to make use of tables, graphs and bar charts in recording their work, the method they will use is usually decided for them. Pupils are not confident in deciding for themselves how to record the data they have collected.
101. Pupils' attitudes to learning are positive throughout both key stages and their responses in lessons are good. Pupils enjoy science and display curiosity and

interest especially when involved in practical activities. As they become maturer they show good collaborative skills and relationships are good throughout.

102. Overall, teaching at both key stages is satisfactory. During the inspection, teaching was good in three-quarters of the lessons observed. Good use is made of science expertise of members of the teaching staff to teach science across all age ranges. Teachers plan over a two-year cycle of topics that effectively supports teaching mixed age classes. Teachers have secure subject knowledge. Overall, lesson plans are sufficiently detailed to indicate what teachers wish their pupils to learn. Insufficient consideration is given to preparing work for the wide range of attainment found in mixed-age classes. All pupils receive suitable support from the teacher and assistants when in the class. Insufficient opportunities are given to pupils to make effective progress in investigative and experimental science. Teachers are beginning to make sensible use of resources to provide first-hand experiences.
103. Assessment of pupils' progress is inconsistent. The skills of carrying out investigative and experimental science are not effectively built on to allow pupils to reach their full potential in this area. Generally, work is marked regularly but lacks comments on how pupils can improve and take their learning forward.
104. The subject is led and managed well. The school is already considering the implications of the new Curriculum 2000. The curriculum co-ordinator has correctly identified the needs of the subject from the monitoring and evaluation of pupils' work and has completed a school review of the areas for development. These include raising teachers' awareness of, and developing pupils' skills in, scientific enquiry.

ART AND DESIGN

105. Pupils' standards of attainment are above national expectations by the end of both key stages. Pupils make good progress. The good standards noted at the time of the last inspection have been maintained.
106. By the end of Key Stage 1 pupils are proficient in mixing colours, as was seen in Year 2, when they made shade strips of a particular colour. Year 1 pupils produce good quality paintings of poppy fields, associated with harvest celebrations. From early on in the key stage, pupils enjoy working on large-scale landscapes, using different brush techniques and paints to create effects. At Key Stage 2, Year 3 and 4 pupils produce quality clay pots and artefacts associated with their work in history. They demonstrate good co-ordination as they use a variety of tools to make patterns in clay, such as when reproducing examples of Anglo-Saxon jewellery. By the end of the key stage, pupils work confidently in large or small scale. They use their knowledge of the properties of oil pastels to produce large scale pictures of Greek gods and characters. Pupils show skill in producing complex patterns, emulating the style of Bridget Riley. They are effective in integrating pastel, pencil and paint into their designs. Pupils are also proficient in three-dimensional work as they use card, paper, wood and modroc to produce Greek masks and African shields. Most pupils' observational drawings are detailed and demonstrate a developing use of pencil shading to add depth to their work, such as when Year 6 experimented with drawing faces to show different expressions.
107. Pupils make good progress as they learn to emulate the work of famous artists. They learn to use a range of media, for example pastels, paint, chalk and crayon, to create good quality paintings and drawings. As they progress through the school, pupils show increasing confidence in expressing their own ideas and using the techniques

- they have acquired to produce good quality paintings and drawings. They become proficient in techniques such as block printing, marbling and comb painting, and use their results to cover the good quality books they make.
108. Pupils respond well to art and enjoy experimenting with different mediums. They behave well and listen attentively to their teachers. Most pupils concentrate well and give of their best in producing good quality paintings, drawings and masks. They work together well-sharing equipment and ideas.
109. The quality of teaching is good and varies from very good to satisfactory. It was good or better in three-quarters of the lessons observed. Teachers have a good knowledge of the subject and are confident when demonstrating different techniques to pupils. Lessons provide pupils with challenging activities where they are able to make choices about both the designs they will create and the materials they will use. Teachers make good links with other subjects, such as history, geography and design and technology, to ensure that pupils appreciate art from different cultures and apply the techniques they have learned for different purposes. Lessons are well organised and teachers make good use of a wide variety of resources. Teachers know what it is the pupils are to achieve by the end of the lesson and make good use of questioning and demonstrations to enable them to achieve these objectives. Good use is made of praise and encouragement and pupils are confident that their work will be valued.
110. The subject is soundly managed by the two co-ordinators. There is a policy and scheme of work in place and this to be reviewed in the light of the 'Curriculum 2000' document. Around the school, a great deal of pupils' art work is displayed well and creates a stimulating learning environment. Resources for the subject are good.

DESIGN AND TECHNOLOGY

111. From a small sample of lessons observed during the inspection, discussions with teachers and pupils and an analysis of displays, photographic evidence and teachers' planning, attainment in design and technology is in line with national expectations at the end of Key Stage 1, and above at Key Stage 2. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1, and good progress at Key Stage 2.
112. At Key Stage 1, pupils are able to draw simple designs and make a variety of models using mainly card and paper. They show sound skills in cutting and pasting, and are able to describe clearly their models and the construction process. Pupils in Year 2 were observed participating in a range of activities including food technology, printing, sewing, and making paper models of houses. At Key Stage 2, pupils demonstrate good techniques in constructional skills, they handle tools safely and appropriately. Pupils use drawings and plans to develop their designs and apply their mathematical understanding, as when constructing models of Tudor houses and replicas of Tudor toys in a linked history topic. Tapestry images of the death mask of Tutankhamun and the models of shadoofs linked to a geography topic show good making skills. A most attractive and colourful display of African style shields is evidence of good design and construction skills and painting techniques. Pupils have experience in the designing and use of electrical and mechanical products. However, they have limited experience of using information technology to refine and extend design ideas. Pupils with special educational needs take a full part in design and technology lessons and make good progress in relation to their prior attainment.

113. Pupils' attitudes to work in design and technology are good. They are keen and enthusiastic and concentrate well in lessons. They work well co-operatively and use tools sensibly and appropriately. During the inspection pupils were keen to talk about their work and proud to show the results of their efforts.
114. It was not possible to observe many lessons during the inspection. Consequently it is not possible to make a valid judgement upon the quality of teaching. It is clear from teachers' plans and discussions with pupils that, overall a suitable range of activities is provided and that the importance of encouraging pupils to evaluate and improve their work is understood. However, sometimes activities are over prescribed, restricting pupils' skills of initiating and developing their own designs. As in the activities linked to a Greek topic when pupils tended to copy frieze designs rather than create their own.
115. The subject benefits from the energetic and knowledgeable leadership of the co-ordinator. Both the policy and scheme of work have been recently reviewed to comply with Curriculum 2000 orders by a detailed scheme of work. Resources for design and technology are adequate. They are readily accessible and of an acceptable quality.

GEOGRAPHY

116. Two lessons were seen during the time of the inspection both at Key Stage 1. From these lessons and from looking at pupils' work it is evident that overall standards are in line with national expectations at the end of both key stages. Generally, pupils are maintaining standards found in the last inspection in geographical knowledge. However, the high standards in geographical skills have not been maintained and are now satisfactory.
117. Through the theme of houses and homes, Year 1 and 2 pupils recognise that some people carry their homes around with them and that they are designed so people can move them easily. They use appropriate geographic vocabulary, such as nomads, travel, and mobile homes to make comparisons of mobile homes around the world. Pupils are able to consider different types of houses and homes, such as tower blocks and houseboats, and try to imagine what it is like to live in them. Key Stage 2 pupils are familiar with the continents and different climatic regions of the world. They know the physical features of rivers and the processes of erosion and deposition that affect them. They study environmental issues, such as acid rain and global warming.
118. Pupils progress satisfactorily throughout the school in their knowledge and understanding of places and environments and successfully build up their knowledge of geographical vocabulary. However, their geographical enquiry skills are not so well developed. Insufficient consideration is given to planning suitable work for pupils with special educational needs. However, they receive appropriate support with their work.
119. Teaching of geography is satisfactory in Key Stage 1. Teachers use questions well to promote thinking and have satisfactory knowledge and understanding of the subject. Key Stage 2 work illustrates teachers' sound knowledge and pupils' work is very neatly presented. Insufficient use is made of field studies at Key Stage 1 to effectively promote geographical enquiry, and the application of skills. Teaching approaches give emphasis to pupils using and copying prepared materials and opportunities for pupils to engage in open-ended enquiry are very limited.

120. The school has a policy and curriculum map for geography. There is no comprehensive school scheme of work to support teachers' planning for the appropriate development of pupils' geographical skills, knowledge and understanding as required in the Programmes of Study of the National Curriculum. The subject co-ordinator supports individual teachers in planning when requested. There is no system in place to assess pupils' attainment in geography. Provision would benefit from an increase in enquiry based work where pupils generate more questions for themselves, field work in the local area and more experience of working with maps of different scales.

HISTORY

121. Pupils' attainment is in line with national expectations at both key stages. Generally pupils make satisfactory progress.
122. At Key Stage 1, from a scrutiny of pupils' previously completed work from the last academic year, pupils are beginning to understand some of the differences between now and the past. They use photographs and worksheets to identify similarities and differences between washing clothes, hygiene and homes in Victorian times and today. They learn about famous people, such as Grace Darling and Mary Seacole. As was observed during the inspection, Year 2 pupils can put pictures of houses in the correct chronological order, using their developing knowledge to identify the materials used and details such as the size and quantity of windows, and the absence of chimneys.
123. At Key Stage 2, Year 3 and 4 pupils are knowledgeable about groups of people who have invaded Britain, such as the Romans and Anglo-Saxons. They discuss the reasons for these invasions and how it affected the native Britons. For example, in a Year 3/4 lesson, groups of pupils were divided into Romans and Celts. They identified the impact of the building of roads in Britain and how the different groups of people would view this development. They were able to use their developing knowledge of the time to give appropriate reasons why roads would be welcomed or not by either side. By the end of the key stage pupils have a sound knowledge of the periods of history they have studied. Their knowledge of the current work on ancient Greece is detailed. They discuss the differences between the Greek states of Athens and Sparta, and the causes and consequences of the Trojan Wars. Pupils demonstrate a developing knowledge of Greek theatre and mythology.
124. Pupils across both key stages, including those with special educational needs, make satisfactory progress in their knowledge and understanding of the past. However, from a scrutiny of pupils' work from the previous year, it is evident that all the written work produced is the same, whatever the ability of the child. This is particularly true in Years 5 and 6 but some written work is also identical in Years 3 and 4. In Year 2, work varies little between pupils because of an over-reliance on worksheets, which are the same whatever the ability of the pupil. Pupils' skills in researching information for themselves and developing an awareness of different interpretations of the way in which the past is represented is a weakness. Current work from different year groups, particularly in Years 3 and 4, shows evidence of a more historical enquiry approach to the subject. However, in Years 5 and 6, some work is clearly copied out and is the same for all ability groups within the class.
125. Pupils have good attitudes to learning, particularly when actively involved in their work and not just copying out passages of writing. Pupils generally talk with enthusiasm and interest about history. They are attentive during teachers' introductions and

explanations, and enjoy taking part in class discussions. When necessary, pupils work well together in sharing resources and ideas.

126. Only one lesson was observed at Key Stage 1 and no overall judgement can be made of the quality of teaching at this key stage. The quality of teaching at Key Stage 2 is satisfactory. In the lessons observed during the inspection, pupils were given good opportunities to discuss their work. Good resources were available for pupils to find information for themselves. Generally, teachers made good use of questioning to probe pupils' understanding. A variety of responses to lessons was expected of pupils, such as writing a newspaper article about a character from the history of ancient Greece in Year 6 or making Saxon jewellery in Year 3. Pupils were motivated well by the work and in discussion clearly enjoyed this better than copying texts. Teachers medium-term planning varies considerably in quality at both key stages and it not supported by a coherent scheme of work for the subject. In the better quality planning, activities are closely linked to the 'key elements' of the National Curriculum Programme of Study. In the weaker planning, only the content to be covered is detailed and, in such cases, lessons lack a clear historical focus and what it is pupils of different abilities are to have achieved at the end of the session. Teachers make use of timelines effectively to help pupils develop a clear sense of chronology. Opportunities to visit places of historical interest, including a residential visit to York, provide valuable opportunities for pupils to look for historical clues in a meaningful context.
127. The high standards reported at the time of the last inspection have not been maintained. It has not been possible for the school to devote the same amount of time to history as it did in 1995. The school has a policy and curriculum map in place, but lacks a scheme of work for the subject. Teachers' planning is inconsistent and lacks a whole school approach to curriculum provision. There is an over reliance on pupils copying out information or completing worksheets. However, the work presently displayed in many classrooms shows a more open ended approach to historical enquiry and there are good cross curricular links being made with other subjects, such as art and geography. Resources for the subject are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Attainment in information technology at the end of both key stages is above national expectations. This is an improvement since the last inspection. There is a wide range of work available from previous activities and in other areas of the curriculum. There were no lessons that focused on the teaching of information technology during the inspection. Pupils used computers at different times to support the work being carried out in class.
129. By the end of Key Stage 1 pupils are very confident in using computers and in their knowledge of the keyboard. The computer mouse is used accurately to facilitate different programs. Pupils can input text, edit it, improve it, save it and retrieve it. They use art programs confidently to create pictures and to support repeat pattern and symmetry work in mathematics. They facilitate appropriate programs to design environments, devise imaginary maps, record weather information on maps and interpret information through computer generated pictographs.
130. At the end of Key Stage 2, pupils have good facility with desktop publishing. All pupils can change font, style, size and colour. They can incorporate pictures and text into their work from a digital camera, word art-file or CD-ROM. Pupils can search for information on CD ROMS, select and print. They are gaining confidence to search,

download and print pages from the world wide web. The school has recently set up its own web page, which pupils are becoming effectively involved in its development.

131. Pupils are making good progress in both key stages. Their range of skills is steadily improving as their confidence grows. Their information technology skills are used well to cover a wide range of the curriculum. For example, good progress is made in control technology from an early age. By the time pupils are in Years 5 and 6 they are confident to create, test, improve and refine a series of instructions to make things happen, such as using a Logo program to move a screen cursor to reach an object. Pupils are successfully developing their awareness of how to share and exchange information through e-mail. Years 3 and 4 work in small groups to create and compose their own Egyptian tunes which they successfully share with others.
132. Pupils' attitudes to information technology are consistently good. They are well motivated and have clear understanding of the tasks they are undertaking. Pupils are able to stay on task and many of the tasks are challenging but achievable for most pupils. They show high levels of interest and concentrate when using information technology. Pupils readily ask for help when needed and are always eager to help other pupils in difficulty.
133. The quality of teaching ranges from satisfactory to good. Teachers' knowledge and understanding of information technology are steadily improving, as is their confidence to support pupils and tackle technical difficulties that inevitably occur. Pupil access to computers is appropriately planned and teachers make effective use of resource sheets to help pupils improve their skills and understanding of information technology. Good use is made of the school office to demonstrate to younger pupils the usefulness of information technology in the wider world.
134. The curriculum for information technology is good. There is an appropriate policy and scheme of work to support teachers in their planning. The subject is well supported by the subject co-ordinator and the headteacher. The school has an appropriate resource bank of hard and software funded by money from the National Grid for Learning. A program of training is in place for staff using monies from the National Opportunities Fund. Sampling of pupils' work by the co-ordinator takes place on a regular basis and regular reports on progress and developments in information technology are given to the governing body. The Dingle Primary School was the first school in Cheshire to have its own web page.

MUSIC

135. Standards of attainment in music are in line with national expectations in both key stages.
136. The majority of pupils in Year 1 can clap a steady beat to a piece of music and they can make good suggestions as to how they can use different parts of their bodies to create sounds. They show a good sense of tempo and rhythm in reproducing sound patterns made by their teacher. Pupils show good speaking skills in describing the sounds made by a wooden clapper and they enjoy discovering how to produce sounds from a variety of interesting percussion instruments. They can distinguish differences of tone produced from different parts of the instruments. Some pupils can offer simple explanations of why there are changes in sound when the instruments are held in different ways; they appraise the sounds made by the instruments playing as an ensemble. By Year 2, most pupils can name string instruments accurately. The school's provision of brass band clubs promotes a focus on the instruments

used and pupils recognise that the sound produced by a tuba is deeper than that made by a cornet; they can explain that this is due to the longer piping of the tuba. Pupils have sound performing skills; they sing a variety of simple songs, reaching a satisfactory level of pitch and tempo and are able to perform a two-part song from their repertoire.

137. In Key Stage 2, pupils have a secure understanding of pitch, tone and the dynamics of a piece of music. They are well exposed to the music of other cultures, for example, through work on Caribbean music. Pupils show good ability in mastering the rhythm and tempo of a calypso, singing with enjoyment and working well together to produce a two-part performance. Pupils can identify the differences between wood and metal timbres and between tuned and untuned instruments. Listening skills are well focused and pupils recognise which instruments produce the longest vibrations. Good listening skills enable pupils to make sensible oral contributions to class discussions. Key Stage 2 pupils are less confident about singing together during assemblies and do not approach their hymn singing with the enthusiasm and tunefulness they employ during music lessons.
138. Pupils make sound progress in both key stages and their good listening skills enable them to develop their skills in appraising their own and others' performance.
139. Pupils respond positively to the opportunities to listen to music and to take part in making music during lessons, where they enjoy the opportunities to sing and to play instruments. They work co-operatively in groups to produce work of satisfactory quality.
140. The quality of teaching is good, overall. Lessons are generally planned well and delivered at a lively pace. Resources are used well and questioning techniques challenge pupils to describe their reactions to a piece of music.
141. The school is resourced well for music and has a good range of tuned and untuned instruments. Appropriate use of recorded music encourages pupils to develop their listening skills and their appreciation of a variety of musical styles and traditions both in lessons and in assemblies.
142. The music co-ordinator has produced a well-structured scheme of work and works hard to support those of her non-specialist colleagues who lack the expertise and confidence to deliver the music curriculum. Planning ensures that the key elements in the music curriculum are addressed well and pupils have good opportunities to learn to play a range of instruments. Visiting performers to the school encourage pupils to take up instrumental tuition, for instance in string instruments, brass and recorders and the school encourages its pupils to take part in public musical performances for the local community and parents.

PHYSICAL EDUCATION

143. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance and indoor games. Not enough lessons were observed at Key Stage 1 to make a secure judgement on teaching, but pupils were observed at play, and before and after school.
144. At the end of both key stages, pupils achieve standards in line with national expectations in those aspects of physical education observed. In the previous inspection standards in physical education at Key Stage 1 were judged to be average with some 'good achievement' at Key Stage 2. Pupils are broadening their experiences of dance activities and they are acquiring competence in a range of games, gymnastics and swimming skills. With skilled and informed support, a significant number of pupils make greater progress in games and athletic activities and achieve results that enhance their self-esteem.

145. At the end of Key Stage 1, most pupils demonstrate sound co-ordination when using large body movements, and moving in response to musical and verbal stimuli. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements safely.
146. At the end of Key Stage 2, pupils move with increasing control, and demonstrate an expected range of passing and catching skills in a rugby type situation. Pupils take part enthusiastically in dance activities. They show a good appreciation of rhythm and tempo and move appropriately to a distinct beat. Year 3 and 4 pupils are familiar with a number of traditional dance sequences and perform them with some skill. Year 5 and 6 pupils use their increasing control and confidence when creating original dance sequences to a typically Greek rhythm. They co-operate well to agree on a sequence of steps and perform confidently in front of their classmates. The school currently supports an effective swimming programme delivered by Manchester Metropolitan University. Most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special educational needs take a full part in physical education lessons and make sound progress overall.
147. Pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; equipment is sensibly and responsibly used and, in simple competitive situations, pupils show due regard for laws and fair play.
148. The quality of the teaching observed in Key Stage 2 is good. Most teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. Planning of individual lessons is good with clear learning objectives outlined, appropriately challenging tasks are set and a brisk pace maintained. In these lessons pupil performance is used well to demonstrate achievement, focus on good practice and to encourage pupils to observe others and refine their own movements. However, pupils are not always given the opportunity to comment upon performances and consider how the quality might be improved.
149. The well-qualified and enthusiastic co-ordinator has overseen the revision of the physical education policy document to comply with Curriculum 2000, and it is planned to use material from the Qualifications and Curriculum Authority scheme, along with that of a revised Cheshire scheme, as a basis for long-term planning. However, at the time of the inspection there is no whole-school scheme of work, which ensures appropriate, progressive development of physical skills throughout the two key stages. This weakness was highlighted in the previous inspection report. The provision for a good number of extra-curricular activities considerably enhances the physical education curriculum. Pupils take part in many local sports competitions. The number of shields and cups displayed in the entrance hall, bears witness to the considerable success many of them achieve. Resources for physical education are satisfactory.

RELIGIOUS EDUCATION

150. Pupils at both key stages attain standards in line with the targets identified in the nationally produced scheme used to deliver the religious education curriculum.

151. At Key Stage 1, religious education lessons are characterised by opportunities for pupils to express their views and feelings about their lives and their perceptions of the values and attitudes of the world around them. They attain sound standards in their oral work and show a good facility for reflecting on the experiences of other children less fortunate than themselves. Their donations of Christmas boxes for the children of Kosovo as part of 'Operation Christmas Child', lead them to reflect upon the gifts they have which do not cost money. Most pupils can recognise that the love of their families and the friendship and kindness of their peers are included in this category. Several children show awareness that these gifts come from God. Knowledge and understanding of other major world faiths are addressed well by pupils' preparations of decorations and food for the celebrations of the Jewish harvest festival of Sukkot, which they are successfully able to relate to Christian celebrations of Harvest. Scrutiny of pupils' work shows well founded sequencing skills in the story of Noah and links between the Ten Commandments and the need for school rules. There are some good examples of prayers written by pupils themselves, giving thanks for their families and other blessings. Pupils show a sound ability to relate the moral and spiritual messages found in the Bible and in the lives of prominent people, such as Thomas Coram, with contemporary problems facing society.
152. At Key Stage 2, pupils show a sound understanding of Bible stories, such as the Creation, Jonah and the whale, David and Goliath and Daniel in the lion's den. Written work shows that they can extract the appropriate messages from these stories and can relate them to present day issues, for instance, current environmental problems. Pupils have a sound understanding of the major Gospel stories, such as the Nativity, the Last Supper and the events leading up to Easter. They have a clear awareness of the Christian doctrine of the Messiah and can link it to the Judaic tradition. Pupils' written work is presented and illustrated well, though there is some evidence that pupils are not given the opportunity to write their accounts in their own words. The beliefs and values of the other major world religions interest pupils and they can relate the fundamental principles of these beliefs with those of Christianity, for instance, the belief in a deity, the Creation myths and the promotion of positive moral and social values.
153. Pupils make sound progress in religious education. Cross-curricular links with subjects such as history, geography, literacy, art and music enhance their understanding and promote their skills of enquiry and reflection. They respond well to the opportunities to investigate beliefs different from their own.
154. The quality of teaching is good overall. Teachers have good subject knowledge and encourage all pupils to make contributions to class discussions and to explore their own views and feelings. Teachers listen to pupils' views with respect and pupils are encouraged to work together collaboratively on producing group presentations on particular themes. Resources and artefacts are used well to extend pupils' knowledge and understanding and teachers have appropriately high expectations of them. Good levels of challenge and a brisk pace to lessons ensure that pupils sustain their concentration and are keen to join in class discussions.
155. Resources for religious education have been targeted for improvement since the last inspection and the co-ordinator has purchased a wide range of artefacts and other resources to help teachers deliver the new scheme of work for the religious education curriculum. These include a comprehensive range of artefacts representing the major world faiths and enable pupils to extend their understanding and further their research skills.

156. The co-ordinator has ensured that standards in religious education have been improved since the last inspection. He has carefully selected a new and more comprehensive scheme of work which is welcomed by all staff. The scheme ensures that there is appropriate emphasis on Christianity as well as the other major world faiths. Themes in the religious education syllabus are appropriately linked with issues addressed in whole school and class assemblies and pupils have the opportunity to pay occasional visits to local churches and chapels. Although there are limited opportunities to visit mosques and temples, the school has produced a CD of worship in these places, to extend pupils' knowledge and understanding of other faiths. There are currently no established systems for assessing how well pupils know and understand what they have been taught.