

# INSPECTION REPORT

## **WORTH PRIMARY SCHOOL**

Poynton

LEA area: Cheshire

Unique reference number: 111028

Headteacher: Mr P R Taylor

Reporting inspector: Mr B G Bowen  
21066

Dates of inspection: 30<sup>th</sup> October – 2<sup>nd</sup> November 2000

Inspection number: 224658

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant & Junior School

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Birch Road  
Poynton  
Stockport  
Cheshire

Postcode: SK12 1QA

Telephone number: 01625 875900

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S C Presswood

Date of previous inspection: 27/01/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
B G Bowen, 21066	Registered inspector	Mathematics Information and communication technology Music Religious education Equal opportunities	What sort of school is it? What should the school do to improve further? How good are the curricular and other opportunities offered to pupils? Schools results and achievements
G B Stockley, 19365	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?
M Leah, 22740	Team inspector	English Geography History The foundation stage	How well are pupils taught?
M K Heyes, 30429	Team inspector	Science Art and design Design and technology Physical education Special educational needs	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Worth Primary School is situated in the large prosperous village of Poynton, just south of Stockport. It is an area where unemployment is below the national average and is composed mainly of residential estates of owner-occupied properties. Most pupils live in the vicinity, although over half live outside the immediate designated catchment area. It caters for 228 pupils aged from 4 to 11 years. The school is oversubscribed with some large classes. The admission number for the school has been reduced from 35 to 30, and overall class sizes should fall as this reduction works its way through the school. Pupils' attainment on entry covers a broad range but, overall, it is above that which is found nationally. There are no pupils for whom English is an additional language. Three per cent of the pupils take up the entitlement to free school meals which is below the national average. Twenty-two pupils are on the school's register of special educational needs, mainly as a result of slow progress in acquiring skills in literacy. This is below the national average. One per cent of pupils have statements of special educational needs.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with many strengths and no significant weaknesses. It provides a very effective all-round education for its pupils and standards of work and behaviour are high. The quality of teaching is good. Pupils, including those with special educational needs, progress well and most reach attainments that are above the national expectations. By the age of 11, over ninety per cent of the pupils attain the national standard in English and mathematics, and all pupils attain this standard in science. Around three-quarters of the pupils reach higher levels in English and science and half the pupils attain above the standard in mathematics. The school has established a very positive ethos for learning. The school enjoys very good leadership and management and provides very good value for money.

#### **What the school does well**

- Standards in English, mathematics and science at both key stages are high.
- Children under five make a good start to their education.
- The proportion of good and very good teaching is high.
- The school has developed excellent assessment procedures which are very effective in raising standards.
- The good provision for pupils' spiritual, moral, social and cultural development promotes very good attitudes to work, generally high standards of behaviour and very good relationships.

#### **What could be improved**

- raising standards of attainment in information and communication technology (ICT), history and geography at least to the higher levels found in other curriculum areas;
- improving the standard of presentation in mathematics across the school;
- providing sufficient opportunities for pupils to use their knowledge of the library to develop independent research skills;
- altering the balance of extra-curricular activities to provide a better representation of art and music.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. It was found to provide a good quality of education for its pupils within a very supportive learning environment. Since then the school has maintained its strengths and improved in many areas. The trend towards higher standards has been maintained in most subject areas. The results of last year's end of Key Stage 2 tests were exceptional. Significant improvement has been made in the quality of teaching. The school has responded very well to the key issues identified in the last report. Excellent systems for evaluating academic standards and assessing pupils' performance have been introduced enabling very good planning for continuity and progression in most subjects. This has led to better overall achievement and especially for the higher attaining pupils. The school has met or exceeded the targets it set for pupils in English and mathematics last year and has set appropriate targets for next year based on the assessment information already gathered. Provision for ICT has greatly increased and, although there is still room for standards of attainment to rise in this area, they are no longer below average. The work of senior managers and subject leaders has become extremely effective in carrying out their areas of responsibility. The headteacher and members of the governing body provide very strong and determined leadership. Expenditure is closely monitored to ensure the best value for money.

## 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
	1997	1998	1999	2000	2000
English	A*	B	B	A*	A
Mathematics	A	A	B	A	A
Science	A	B	B	A*	A

**Key**

Very high  
A\*

well above average A

Above average B

Average C

Below average D

well below average E

- These figures show that pupils at the school have high standards of attainment. Trends in the last four years show them to be well above the national average. Pupils of this age also achieve very well in comparison with those from similar schools.
- Inspection evidence indicates that, by the age of 11, pupils currently in school attain standards in English and science that are well above the national average and are above the average in mathematics.

Children's attainments when they start school vary widely. In general, they are above the national average, but they are below average when compared to pupils across the Local Education Authority area. At the end of the Foundation Stage, children aged five reach levels above the expectation for their age in all areas of learning.

- The results of the 2000 national tests for seven-year-olds in reading were well above the national average, and they were above average in writing and mathematics.
- In comparison with similar schools, some areas of English were below average. The school has identified the issues arising from these, successfully implementing strategies which are leading to higher overall standards.
- In mathematics, standards were above those of pupils from similar schools.

At both key stages, the difference between the attainments of boys and girls is in line with the national trends and is not significantly wide.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display very good attitudes to the school and they are eager to learn.
Behaviour, in and out of classrooms	Pupils' overall behaviour is very good. There is some restlessness in the younger classes. There have been no exclusions.
Personal development and relationships	Pupils become mature and sensible as they move through the school. Relationships between the pupils and with the teachers are very good.
Attendance	Attendance is very good, as is the standard of punctuality.

The pupils' very positive attitudes to learning make a strong contribution to their attainment. They mirror the teachers' determination to succeed and move the school further in all areas.

## TEACHING AND LEARNING

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

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

In the lessons observed, teaching was very good in 28 per cent, good in 58 per cent and satisfactory in 14 per cent. Strengths in the teaching of children under five include the clear instruction in the use of basic skills and the provision of a good range of practical activities planned to meet specific learning objectives. Most very good teaching occurs in Key Stage 2 where the pupils are aware of the learning aims of the lesson, being encouraged to take a pride in their work. The teachers have very good skills in classroom management and this is a decisive factor in the almost total absence of misbehaviour. In Key Stage 1, most teaching is good, being designed to extend the pupils' knowledge and understanding of concepts. On occasions, however, lessons proceed at a slow pace and pupils can become restless and easily distracted. In both key stages, the National Literacy and Numeracy Strategies have been very effectively implemented. The quality of teaching English is good in both key stages. In mathematics it is satisfactory in Key Stage 1 and very good in Key Stage 2.

The school meets the needs of all of its pupils. Teachers have good all-round knowledge and understanding and have promoted good achievement in most aspects of learning. The exceptions are in ICT, history and geography where pupils do not yet reach the high standards found in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five is good. All pupils in Key Stages 1 and 2 follow a rich curriculum which is broad, balanced, relevant and meets all statutory requirements.
Provision for pupils with special educational needs	The good provision for these pupils, especially in the teachers' daily planning, results in their making good overall progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good provision for spiritual and cultural development, together with very good provision for moral and social development, has a positive impact on the pupils' development as rounded and caring individuals.
How well the school cares for its pupils	The school provides a good level of care for its pupils.

The school enjoys the support of a majority of parents and seeks their views on a regular basis. Parents are encouraged to visit the school and to help in classes.

The curriculum is enriched by the wide variety of extra-curriculum clubs. They are of good quality and are well supported. However, they are provided mainly for older pupils and there is little provision currently for art and music. There is no provision for instrumental tuition. A number of parents are concerned about this imbalance. The school has plans to start the school choir and recorder clubs shortly.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher, senior management team and subject leaders.
How well the governors fulfil their responsibilities	The governors are very committed to the school's continuing success and very effectively fulfil their statutory requirements. Governors work very well within the curriculum, finance and personnel teams to support the further development of the school.
The school's evaluation of its performance	The school carries out an excellent process of self-review enabling it to evaluate every aspect of its performance with a proper concentration on the quality of teaching and the raising of standards in all subjects.
The strategic use of resources	The school makes very good application of the principles of best value and has achieved significant savings without any lessening in the quality of service.

The school is very well led and managed. The headteacher is highly qualified and experienced. He has led the school very well in addressing the key issues identified in the last inspection report. Members of the governing body are very active in all areas of the school. Curriculum and other responsibilities are very well delegated to the teachers and they work very effectively to lead their areas further. The range of teaching resources is good and they are used well. The provision of equipment for ICT has been substantially increased to a sufficient level. Accommodation generally is good and it is maintained to a good standard, although the lack of a computer suite inhibits the regular teaching of basic computing skills.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> <li>• Pupils are well-behaved.</li> <li>• Good progress is made.</li> <li>• Children like the school.</li> <li>• There are high expectations of work.</li> <li>• Pupils become mature during their time in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about progress.</li> <li>• More activities outside lessons.</li> <li>• Managing behaviour by giving fewer 'lines' to the younger pupils.</li> <li>• Provision for music and physical education, including a sports day.</li> <li>• More information about homework.</li> </ul>

The inspectors agree with the positive views of the majority of parents. The school has recognised the need to provide further opportunities for parents to receive information about the progress of their children. Inspectors agree that parents, especially those of the younger pupils, should be given clearer information about the specific details of homework and arrangements for extra curricular activities. The school does provide, however, many opportunities for parents to know what is going on in school and to see the work of their children. In most classes of the school, there is no need for teachers to apply sanctions for misbehaviour. However, the school recognises the understandable concerns of parents about the sanctions given especially to younger pupils and wishes to work with parents to clarify and develop its procedures for managing behaviour. The school organises a wide variety of stimulating activities both inside and outside of lessons. Parents should be reassured that the provision for physical education has been increased in line with national recommendations and that pupils reach a high standard in all aspects of the subject.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. At the time of the last inspection, standards of attainment in the school generally were found to be high in most subjects, and in line with expectations in the others, with the exception of ICT where attainment was below expectation. In the intervening period standards have continued to rise, often well in excess of those seen nationally. In ICT, the school has worked very well to implement changes and standards have now risen to be in line with the national expectation.
2. Children under five make a good start to their education. They enter the reception class with a wide range of experiences and skills, showing standards that are generally above the national expectation. Most children are currently working at the levels that are expected in the third reception term. The majority attain the early learning goals in all learning areas and are working appropriately on the National Curriculum well before they transfer to Year 1. They make good progress and achieve well. Children are helped to reach these standards by the good quality of teaching they receive together with a well planned curriculum.
3. Key Stage 1:
  - The results of the 2000 national tests for seven-year-olds were well above the national average in reading, and they were above average in writing and mathematics.
  - When compared with pupils from schools with similar schools, some areas of English were below average. Inspection evidence shows that the school has implemented strategies which are leading to higher standards in these areas.
  - In mathematics the percentage of pupils achieving both levels were above those of pupils from similar schools. Inspection evidence indicates that standards of seven-year-olds are currently above the national average.
4. Key Stage 2:
  - Pupils leaving the school aged eleven in the year 2000 achieved an exceptionally high standard of performance.
  - The percentage of pupils reaching the expected level of attainment (level 4) was very high in mathematics and science and well above average in English.
  - The proportion of pupils reaching the higher level (level 5) was very high in English and science and well above average in mathematics.
  - In comparison with similar schools, overall attainment was well above average in English, mathematics and science.
  - Results over the past four years show that the school is maintaining high levels of performance in the three tested subjects. Inspection evidence indicates that standards of attainment at the end of Key Stage 2 remain well above average in English and science and are above average in mathematics.

5. At both key stages, the differences in the performance of boys and girls match the national trends. The school has met and, in mathematics, well exceeded the targets it set for pupils last year and has set appropriate and challenging targets for next year. The teachers have developed a high level of competence in the use of assessment procedures to help them monitor the progress of groups and individual pupils, and they use these to set individual and year group targets for future performance.
6. The implementation of the National Literacy and Numeracy Strategies has been successful in both key stages. They are leading to higher standards for all groups of pupils, including those with special educational needs who make good overall progress. The teachers plan effectively for these pupils and classroom assistants provide efficient support to help them towards achieving their individual learning targets. Pupils' competence in literacy and numeracy is effectively supporting their learning in the different subjects of the curriculum.
7. During both key stages, the overwhelming majority of pupils make good progress in English, mathematics and science. As they move through Key Stage 1, they listen with increasing confidence. They speak articulately and clearly in sentences to explain things or give instructions. They establish meaning in reading through the careful teaching of basic skills. They are able to tell a story showing the correct sequence of events. They improve their number skills and build up an increasing understanding of the structure of numbers. They develop clear concepts of shape and space and learn basic measurement techniques. During scientific investigations, they develop a good understanding about their senses and the range and properties of materials.
8. During Key Stage 2, pupils discuss well in groups. They question each other and take account of a variety of views. They become skilled and critical readers, taking enjoyment from books and expressing their ideas on characters and events. Opportunities to use reference library facilities are limited in both key stages and they do not help pupils to develop independent research skills. However, in Key Stage 2, higher attaining pupils efficiently use their skills when searching for information on CD-Rom and the Internet. During the key stage, the pupils become aware of different styles of writing. In Year 6, for example, most pupils are able to adopt journalistic writing for newspaper reports. Spelling is usually accurate and sentences are properly punctuated. Higher attainers write extended adventure stories, showing imagination in developing character. Most pupils can write with a fluent joined handwriting style. Attainment in English is further assisted by the provision of a high quality drama club for older pupils. In the key stage, pupils consolidate their knowledge in all areas of mathematics, At both key stages, although their knowledge of computation is good and they can often apply it well in practical situations, their ability to identify the occasions where they have gone wrong is hampered by poor setting out of work. This makes it difficult for them to work back through their work and it inhibits their progress to the very highest standards. In science, pupils at Key Stage 2 continue to increase their knowledge and develop investigative skills.

9. In the other subjects of the curriculum, good progress and achievement is made in religious education, art and design, and design and technology, music and physical education and pupils reach levels above the expectation at the end of both key stages. In ICT, history and geography, satisfactory progress is made throughout the school and pupils reach the expected levels for their ages at the end of both key stages. The school has worked hard to improve its provision for ICT since the last inspection and performance has risen from the previously unsatisfactory level. There is room, however, for improvement to be made in these three subjects in order for achievement at least to match the other areas of the curriculum.
10. In ICT, pupils learn a wide variety of skills to support satisfactorily their work in other subjects. In Key Stage 1, they learn basic word processing skills, and learn how to insert text to identify parts of a plant in science and fill in shapes with different painting techniques. In Key Stage 2, word processing skills are developed in desk top publishing exercises, pupils learn to use spreadsheets to carry out a number of mathematical and scientific investigations and display the results in a variety of graphical representations. They use the Internet to carry out scientific, geographical and historical research. This is achieved through a rolling programme which develops basic computing skills through pupils working in small groups, often with the help of a classroom assistant or volunteer helper. However, as pupils are not given instruction by specialist staff often enough, progress to higher levels is hindered by too little regular practice of basic operations. Many of the older pupils are not fully conversant with the meanings of the screen icons and are not confident with operations such as 'cut and paste'.
11. In religious education, by the ages of seven and 11, pupils attain standards which are above those expected by the locally agreed syllabus. They achieve well through building up a progressive knowledge of the beliefs and practices of the Christian and other faith communities. They are given suitable opportunities to reflect on their own beliefs and to develop an awareness of the similarities and differences between religions.
12. In art and design, pupils show an increasing control over a range of materials and techniques. They learn about the work of a number of famous artists. In design and technology, they use a variety of materials to make a range of products with increasingly complex construction methods. They evaluate their work well and this helps them to develop strategies for approaching new tasks. In history and geography, pupils learn appropriately about the different regions of the world and their country. They develop an appreciation of the need to care for the environment and some understanding of how events in the past have helped to shape the world as it is today. They recognise with increasing awareness how society has changed through the periods of history.
13. In music lessons, pupils sing tunefully and develop some understanding of the elements of music. They learn about basic notation and listen and respond to the work of each other and of famous musicians. They have opportunities to play a variety of pitched and non-pitched instruments. Their singing in school assemblies lacks sparkle and the pupils seem unaware of the need to control the length of notes and to vary the dynamics of the tunes. It is better when they are accompanied by pupils playing the recorder. However, the absence of a school choir and any form of instrumental tuition is an inhibiting factor in the development of good polished performances. In all elements of the physical education curriculum, pupils achieve well. In gymnastics and dance, pupils work together very well to build complex sequences with good control over their movements and balances. All pupils leave the school able to swim at least the basic standard of 25 metres. Physical education is enhanced by a wide variety of extra-curricular activities and locally organised competitive events. These are restricted

mainly to the older pupils of Key Stage 2.

14. Pupils with special educational needs make good progress in all areas of the curriculum. This is mainly as a result of the careful identification of their learning objectives in the teachers' daily plans.

### **Pupils' attitudes, values and personal development**

15. Pupils have positive attitudes to learning throughout the school. They are attentive in lessons and respond well to the good and very good teaching that takes place. They settle quickly to their work and apply themselves well, showing good levels of concentration. An example seen during the inspection was when two pupils in a Year 5 physical education lesson became so engrossed in demonstrating and perfecting a dance routine that they were completely oblivious to their audience and to what was happening elsewhere in the hall. Pupils work effectively on their own or in pairs and contribute well in their responses to teachers' questions. Pupils with special educational needs are responsive in lessons and enjoy all aspects of school life. The very positive ethos of the school successfully promotes friendship and trust throughout the school and this results in very good relationships between the pupils themselves and between staff and pupils. Almost all parents who responded to the questionnaire indicated that their children liked coming to school.
16. Pupils' behaviour in lessons and around the school is very good. All adults in the school provide very good role models, and pupils show good understanding of right and wrong. They are friendly and polite to staff and visitors, holding doors open and showing consideration for others. At lunchtime and during breaks pupils play together happily and no incidents of inappropriate behaviour were seen during the inspection. Dining in the hall is a pleasant social occasion where pupils relate well together with minimum supervision. The older pupils are allowed to remain indoors during breaks and lunch period if they so wish. They repay the trust shown in them by behaving sensibly and showing respect for each other and school property. In a minority of lessons in Key Stage 1, pupils become restless and are easily distracted from their work. Some pupils have difficulty in refraining from calling out before being asked to make their contribution by the teacher. The school has virtually eliminated bullying and the very few incidents that do occur are dealt with very quickly and effectively. No pupils have been excluded from the school.

17. Pupils' personal development is good. The school makes provision for pupils to become mature and sensible as they progress through the school. Pupils make good use of the opportunities provided to accept responsibility and develop their independence. Younger pupils undertake tasks such as taking registers to the office, whilst older pupils take responsibility for looking after younger pupils. Relationships between the pupils and with the teachers are very good. Pupils have a good understanding of the impact of their actions on others. The range of extra-curricular activities, the residential visit prior to transfer to the high school, and the regular support given to local and national charities, all make a significant contribution to pupils' personal development.
18. Attendance and punctuality are both very good. Attendance is well above the national average and the vast majority of pupils arrive punctually. Registers are marked efficiently and in accordance with the regulations. Registration periods are used productively and this, together with the prompt start to lessons and very good attendance, ensures that pupils gain maximum benefit from their time in school.

### **HOW WELL ARE PUPILS TAUGHT?**

19. The quality of teaching is good overall with a high proportion of very good teaching in Key Stage 2.
  - In the Foundation Stage teaching is good.
  - Throughout the school, teaching is good in English, science, religious education and design and technology.
  - In Key Stage 1, teaching is good in physical education and music, and satisfactory in mathematics, art and design, geography, history and ICT.
  - In Key Stage 2, teaching is very good in mathematics and music, good in geography and physical education, and satisfactory in art and design, history and ICT.
  - Taking into account all of the lessons observed, teaching was very good in 28%, good in 58% and satisfactory in 14%.
  - In lessons observed in the foundation stage, teaching was very good in 14%, good in 71% and satisfactory in 14%.
  - In lessons observed in Key Stage 1, teaching was good in 57% and satisfactory in 43%.
  - In lessons observed in Key Stage 2, teaching was very good in 43%, good in 53% and satisfactory in 3%.

*(N.B. Percentages may not add up to 100 because of rounding down).*
20. The current high standards of teaching are due in no small measure to the highly effective management systems which efficiently identify school needs and support teachers fully in developing their expertise.
21. Standards have improved since the last inspection. The small percentage of unsatisfactory teaching has been eliminated, and in Key Stage 2 the proportion of very good teaching has been raised. All issues from the last report have been favourably resolved. Assessment is used very well to plan suitable work for the full range of attainment in each class and is now a strength of the school. Lesson objectives provide a clear focus for learning. The weaknesses in subject knowledge in ICT and in some aspects of English in Key Stage 2 have now been remedied.

22. The quality of teaching in the Foundation Stage is good overall. Clear and direct teaching of basic skills, particularly in language and mathematical development, results in above average standards of attainment. Carefully graded learning steps are organised appropriately so that the majority of children achieve well over time, and fulfil the early learning goals in all six areas well before they complete the reception year. A good range of practical activities is planned to meet specific learning objectives. These are successful in capturing the children's interest and enabling them, through relevant first-hand experience, to increase and deepen their understanding. Too few opportunities are provided for children to select materials and make choices to organise their own learning and develop their own ideas. This limits the scope for children to become independent learners, particularly in the areas of knowledge and understanding of the world, and physical and creative development,. Careful and thorough on-going assessment is used very efficiently to plan work in all areas.
23. In Key Stages 1 and 2, all teachers have good knowledge and understanding of the curriculum and have sufficient expertise in all subjects. In both key stages, teachers use subject specific language, for instance, in mathematics, science and music, accurately to extend the pupils' knowledge and understanding of concepts. Basic skills in English and mathematics are taught very clearly with well organised, graded steps in learning to promote good progress over time. The National Literacy and National Numeracy Strategies are implemented very effectively to address the school's needs and provide a solid framework for learning. The teachers in all classes pay particular attention to the teaching of writing skills in a systematic fashion and this is beginning to improve standards, particularly in Key Stage 2. Careful analysis of test results has alerted the school to a slight underachievement in the performance of boys in writing, and teachers have adapted their style and developed the curriculum successfully to address this.
24. The school has adopted a rigorous approach to planning. Lessons in both key stages are well planned with specific learning objectives, clearly based on pupils' prior attainment. Graded tasks are set appropriately, usually for three attainment levels in the class. In the very good lessons, objectives are made clear to pupils at the start and checked in the plenary session. This enables pupils to become aware of the targets set, and gauge their own progress towards them. For instance, by the end of a literacy lesson, pupils in Year 6 were able to assess the degree to which they had fulfilled the set aims, by identifying particular features of journalistic style and using them in their own newspaper report. The clear focus of lessons and of the curriculum over time is reflected directly in the good progress made in acquiring knowledge and skills.
25. Pupils with special educational needs are taught well. The majority of teachers' daily lesson plans make provision for work to be adjusted to their current level of attainment. They are often given extra attention by classroom assistants and this enables them to make good gains in learning that are appropriate to their needs.

26. The school has high expectations of the pupils' work and behaviour. This is especially so in Key Stage 2 where the teachers' shared expectation is particularly successful in encouraging pupils to take a pride in their work and to try hard to succeed. High standards of presentation are usually set, but there is room for improvement in the way pupils set out their work in mathematics. In Key Stage 1, while expectation of behaviour is high, lessons sometimes proceed at a slow pace when the teacher does not fully build on what pupils already know. For instance, an over-long talk about the Great Fire of London did not extend what most pupils had already learnt very well in previous lessons.
27. The teachers use a range of suitable teaching methods with a good balance of whole class and group tasks. Lively discussions are well organised to interest and motivate pupils to learn. Frequent opportunities are provided, particularly as pupils get older, for them to think and learn for themselves. Lessons are well organised to support pupils in co-operating and collaborating purposefully in pairs or groups to carry out research on specific topics. Plenary sessions are used effectively to consolidate learning. For instance, in a science lesson, practical group work was well prepared to enable pupils to explore perceptions of hot and cold, and ways of measuring temperatures. Pupils followed their investigations by reporting back to the class on the need for standard measurement of temperature. A good feature in many classes is the skilled use of probing questions to extend pupils' learning, consolidate their knowledge or to assess what they know.
28. Relationships throughout the school are very good and teachers use positive strategies to generate interest and to ensure that pupils sustain concentration, and work hard. Praise and encouragement are used genuinely to reward effort. This is most successful in increasing confidence and promoting enthusiasm so that the pupils explore new work eagerly without fear of failure. In Key Stage 1, when occasionally pupils are not well motivated, management strategies are slow to be effective and a few pupils become inattentive and disrupt elements of the lesson, for instance, in art or history. This slows progress from good to satisfactory in these lessons. On occasions, teachers who apply sanctions for misbehaviour do not subsequently take the opportunity to show pupils that they have redeemed themselves through better behaviour. For example, in two lessons where pupils were given 'lines' for disruptive behaviour, the teachers did not involve the pupils in the lesson or praise them afterwards when they had waited quietly for their turn to speak.
29. Most lessons in both key stages proceed at a good pace and resources are well prepared and accessible, so that no time is wasted. Classroom assistants provide good support for the pupils and for teachers and have a beneficial effect on progress, particularly when working with small groups. They know the children well and are appropriately briefed in the objectives of the lesson. Close liaison with teachers ensures that their work is carefully directed to meet individual and group targets.
30. Ongoing assessment is used extremely well to evaluate the pupils' achievement. Through regular observation of pupils at work, through the marking of tasks set, and end of topic evaluations, the teachers keep a close check on individual progress. Information gained is used very successfully to plan future work, which accurately meets the needs of all pupils. This is reflected in the good and often very good progress made and can be seen in National Curriculum tests results, particularly of the higher attainers at the end of Key Stage 2.

31. The pupils benefit considerably from the good home/school links established through homework. Tasks set effectively consolidate or prepare for work in lessons. In Key Stage 1, regular homework in reading, spelling and number work is particularly effective in supporting progress in the early stages of learning. Effective arrangements are in place to assist supply teachers to take over classes when members of staff are ill or attending meetings.
32. There are no pupils on roll who have English as an additional language. The school has not identified any gifted or talented pupils.
33. The high quality of teaching is a strength of the school and has a significant impact on the good and often very good progress, which the pupils make.

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

34. The school provides a well-organised curriculum which is broad, balanced and relevant and which successfully promotes the intellectual, physical, moral, social and personal development of all pupils, including those with special educational needs. The provision for religious education meets the requirements of the locally agreed syllabus. All statutory requirements are met. The school has systematically reviewed its policies and schemes of work since the last inspection and they have been suitably aligned with new national guidelines. This has led to good improvement in all areas. The curriculum for children in the Foundation Stage is good and takes account of new developments in identifying early learning goals. The school has worked well to implement the provisions of the National Literacy and Numeracy Strategies, but has also recognised the need to provide extra writing opportunities for pupils, especially in Key Stage 1, and to maintain regular links with parents about their reading at home. Opportunities are well organised for pupils to apply their skills in literacy, numeracy and ICT across the curriculum. They are having a very positive effect on overall standards.
35. The school is successful in maintaining an appropriate provision in all areas of the curriculum and has developed a timetable which provides for lessons in personal and social education, as well as increased time to cover all aspects of physical education. The personal and social education curriculum is good and assists the moral and cultural development of pupils very well. Sex education is taught appropriately and proper attention is given to issues of modern society, such as education about the use and misuse of drugs.
36. The school provides a very clear framework for teachers to plan their work in the medium and short terms. Teachers identify learning objectives and activities to suit the broad range of attainments within the class. Pupils are well prepared for the next stage in their education. There are very effective links with the main feeder secondary school, and the local schools have established a valuable partnership which stresses their mutual aims and support for the community.

37. A wide ranging programme of after-school activities is organised by the school. These are well-supported by the pupils. During the inspection, a very interesting and stimulating drama club session was observed. It engaged the attention of all pupils and led to good improvised performances. The school takes part in a number of inter-school sporting tournaments. Good links are established with local businesses and each year the school embarks on a whole school topic such as the very valuable project of designing in-flight materials for British Airways. The extra-curricular clubs are mainly for the older pupils in the school and there is some under-representation in the fields of art and music. The school intends to start a choir and recorder groups shortly which should go some way to redress the imbalance, but there is no instrumental instruction sponsored by the school. A significant number of parents are concerned that they are not told what activities are available for their children. Inspectors agree that parents should be given clearer information about this provision.
38. The provision for pupils with special educational needs is good. The school has set down clear processes for the identification of pupils with general and specific learning needs. As a rule, pupils are not withdrawn from any lessons, but are well-supported in lessons through their Individual Education Plans. Class teachers and support staff work closely with the special needs co-ordinator and parents to ensure that the pupils have access to a suitable and full curriculum. They have full opportunity to join extra-curricular clubs. The requirements of the Code of Practice are fully met.
39. The school is fully committed to the provision of equal opportunities for all pupils. It has worked hard to ensure that there is no gender bias in any aspect of school activity and has taken steps to identify and correct any significant underachievement by particular groups, for example by paying special attention to the quality of boys' writing in Key Stage 1. Girls and boys are encouraged to take part in all activities. Teachers plan their work to meet the needs of all pupils, but the school has yet to make specific provision for the identification of pupils who are talented in the areas of music, art or sport.
40. The school provides a good range of opportunities for pupils to reflect on their lives and their relationships with others. School assemblies and acts of collective worship provide for periods of quiet reflection and, where pupils wish, for prayer. Pupils are encouraged, if they wish, to express their beliefs and concerns, especially in the whole school meetings that are well led by the headteacher. The staff place a high priority on the social development of pupils, and high expectations generally establish firm guidelines to promote very good behaviour. Pupils respond well to the opportunities presented to them to work together harmoniously. This was especially evident in a Year 2 lesson in religious education where each group collected ideas together which were written down by one 'scribe', and in a personal and social education lesson in Year 4 where pupils were tasked to work together to produce posters about the need to keep the classroom tidy.
41. The school makes good provision for the spiritual development of pupils through the programme for religious education and through the acts of collective worship. These are broadly Christian in nature, but cover themes and concerns that are relevant to all faiths. Religious education lessons provide pupils with knowledge of the Christian and other major world religions and faith communities.

42. Provision for pupils' moral development is very good. As the pupils move through the school, they are presented with opportunities for developing rules for living that help them to distinguish between right and wrong. Pupils are encouraged to take part in creating their own classroom rules. Through their own courteous and caring response to pupils, the staff act as good role models and take every opportunity to discuss with pupils the consequences of inappropriate behaviour. Through the programme for personal and social education, the teachers plan to discuss a range of moral issues, such as bullying. These provide further opportunities for the pupils' feelings and concerns to be addressed within the secure atmosphere of the classroom.
43. The school makes very good provision for pupils to develop the social skills of living within a community. As a result they grow to become rounded and caring individuals. Many occasions are provided when pupils work together in pairs or in small groups. The school is proud of its inclusive nature and the ability of all to contribute is respected. Throughout the school, and increasingly as pupils mature, they are given opportunities for taking responsible roles. Older pupils assist Key Stage 1 pupils at play. Pupils with good computer skills are tasked to help others without taking over control of the keyboard. Boys and girls are asked to work alongside each other without undue rivalry or domination. Boys made an equal and valued contribution to the very good dance lesson seen in Key Stage 2. School assemblies are often used to celebrate the particular achievements of pupils in sport and other areas of school life. Pupils are encouraged to show initiative; they are asked to take responsibilities in the classroom such as distributing books, ringing the bells for playtimes and collecting registers. The school has recently revised its social education programme to include the development of the concept of citizenship. The whole school project that is carried out in the summer term is a further valuable exercise in building up the pupils' understanding of the school as a purposeful community. This, together with a wide range of charitable fund raising activities, is carried out with enthusiasm and success.
44. Provision for cultural development is good. It is reflected in many areas of the curriculum. The pupils' appreciation of the richness and diversity of cultures throughout the world is encouraged through the Internet links they have maintained with schools in many countries. Many pupils have kept up pen-pal friendships. In religious education, pupils visit the local Jewish museum and Buddhist centre. In art and design and music, pupils study the work of renowned artists and composers. The pupils' exploration of the multicultural aspect of British modern society is less well-developed. In the main, however, the provision for spiritual, moral, social and cultural development is an area where the school has maintained its strengths and improved its weaknesses since the last inspection.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has good procedures for ensuring pupils' welfare, health and safety and for child protection. Staff have a genuine concern for the well being of all their pupils and have created an environment in which pupils are valued and respected. The governors and all staff regard health and safety as a high priority and this makes for a safe and caring school. The governors review the health and safety policy regularly, and risk assessments are carried out of any significant risks in the day-to-day life of the school. All members of staff have undertaken emergency first aid training and some have appropriate qualifications in first aid. All staff are made aware of the specific needs of any child with health problems, and detailed instructions about emergency procedures are appropriately located. Parents are informed by letter if their child has suffered an injury at school.
46. The curriculum includes drugs education and promotes a healthy lifestyle. It also provides opportunities for pupils to explore important personal and social issues in a safe setting such as when Key Stage 1 pupils talk about happy and sad events in their lives. The school's arrangements for child protection are good. The designated person attends regular training and cascades information to teachers and classroom support staff. The mid-day support staff have not so far been included in this training but the school has recognised that this needs to be done in order to improve the current good practice. However, all staff are aware of their responsibilities and know how to respond to any concerns noted.
47. There are good procedures for monitoring attendance. Any absence not supported by a note or telephone call from the parent is followed up promptly and any problems or concerns are referred to the headteacher. The school is able to call upon the services of the education welfare officer where there is a concern about attendance or punctuality, but the effectiveness of the school's own procedures has so far rendered this action unnecessary.
48. The school has good procedures for monitoring and promoting good behaviour and this helps to make the school an orderly and pleasant community. The focus is on recognising and rewarding good behaviour, which encourages the majority of pupils to behave very well. There are school and class rules, which pupils themselves helped to formulate. Pupils know these rules and are aware that good behaviour is recognised and rewarded. Pupils are encouraged to tell a teacher or other adult if they are being bullied and this, together with the action taken, successfully eliminates oppressive behaviour. The evidence of the inspection, including parents' views expressed in questionnaires and at the parents' meeting, confirms that the school's procedures are successful in achieving the very good standards of behaviour observed. However, a small number of parents have expressed their unease about the application of the behaviour policy. The school has rightly recognised their concerns in this matter and intends to provide parents with an opportunity to contribute their views in the school's regular programme of consultation with parents.
49. Procedures for monitoring and supporting pupils' personal development are good. These are enhanced by teachers' good knowledge of pupils as individuals. Pupils' good achievements are recognised and rewarded, and this has a positive effect on their attitudes. The school's personal, social and health education programme makes a very good contribution to pupils' personal development. The school sponsors a very valuable before and after school care club.

50. Pupils with special educational needs are given very good support by the co-ordinator for special educational needs (SENCO). Their needs are addressed where appropriate in Individual Educational Plans, based on a very careful assessment of their prior learning. The school makes good use of external support agencies available to it. There are regular visits from the educational psychologist, High School SENCO, physiotherapist and the Speech and Language Service.
51. The school has excellent procedures for assessing pupils' attainment and progress and it uses this information very well to inform future planning. There is an extremely thorough annual audit of individual pupils' progress using a range of data collected by testing and teacher assessment. The data is analysed and evaluated for every year group and for every subject and compared with national and local benchmarking data by senior staff. In addition, weekly meetings of all staff are held to moderate and evaluate pupils' work. The information obtained is used to assess whether individual pupils have made appropriate progress. It also enables teachers to make informed judgements about the appropriateness of future planned lessons and to adjust these plans where necessary. These steps have led to better overall achievement, especially for the higher attaining pupils.
52. This thorough and detailed assessment process enables the school to identify any areas of weakness and take appropriate remedial action. For example, pupils' performance in mathematics at Key Stage 1 and in English at Key Stage 2 were identified last year as two areas where improvement was needed. Targeted action was taken to raise standards of performance and this produced an improvement in both subjects in the results for the current year. On a day-to-day basis teachers' thorough knowledge of pupils' academic and personal development ensures that they can provide good educational support and guidance for their pupils.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. Parents have positive views of the school and the vast majority are satisfied with the quality of education that their children receive. They consider that the school is well led and managed and that behaviour is good. Most parents feel that staff are very approachable and that they respond well to any concerns that are raised. Parents are encouraged to help in classes. An active parents' association raises large sums of money for the school. It has, for example, provided funds for new musical instruments, televisions and video recorders. Fund-raising events organised by the association are always well attended by parents.
54. The school provides good quality information for parents. The prospectus is well presented and informative. It is supplemented by a "pupils' prospectus" containing pictures and comments from pupils. Parents receive a very comprehensive newsletter at the beginning of the school year, followed by regular newsletters containing useful information about school life each half term. Copies of each teacher's detailed curriculum plans for the forthcoming term are provided and this ensures that those parents who wish to support their children's education at home are fully briefed about future lesson activities. The school organises regular curriculum events for parents on topics such as literacy, numeracy and ICT.

55. Good quality written annual reports give useful information about what pupils have learned and what they need to do to improve. The content and format of these reports has recently been improved following consultation with parents. They now also contain statements about how well the child has achieved both in relation to national expectations and to the child's own abilities. Parents have one formal opportunity each year to discuss their child's work and progress with the class teacher, supplemented by two open days when parents are invited to come into school and look at the work being done by their children. These occasions are well attended and parents are encouraged to speak to their child's teacher at any time if they have concerns. Parents are also able to borrow their child's books to peruse at home whenever they wish. The school consults parents regularly and, where possible, responds positively to suggestions and concerns. For example, the quality of written reports on pupils has been reviewed and further improvements are being developed. Despite all this, a significant minority of parents feel that they are not kept well informed about how their child is getting on and that the school does not work closely with parents. The school is rightly examining ways in which these concerns can be addressed.
56. The parents of pupils with special educational needs are very well informed of the progress that their children make. Reviews of the progress of pupils with statements of special educational need are held at appropriate times and parents are fully involved in all aspects of the learning programme that is identified. Parents have indicated that they are happy with the service provided by the school.
57. The contribution of parents to their children's learning at school and at home is good. The school has good links with parents that support pupils' education well. A number of parents provide valuable help in lessons on a regular basis either by giving general support to the teacher or by sharing their expertise in areas of the curriculum such as ICT. Two parents are currently being trained in school as classroom assistants.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The strengths in leadership that were identified in the previous inspection have been maintained and successfully built on. The head teacher provides very strong and effective leadership, which focuses on continuous improvement in all areas of the school. This is evident in the rising trend in attainment and in the improvement in the quality of teaching since the previous inspection.
59. The head teacher is a very effective leader. He has a high profile around the school, which works well in creating strong teamwork amongst all the staff, and they all share a vision and commitment to raising standards in all areas of the curriculum. He is well liked and respected by the pupils. The head teacher is very well supported by other senior managers and the curriculum co-ordinators in the school. The role of the subject leader has improved greatly as a result of actions taken since the last inspection. They assist in the sharing of good practice and in developing a continuity of approach in all subject areas, directly affecting and improving the educational provision throughout the school. They all undertake monitoring of planning and teaching in their curriculum areas, and complete comprehensive 'curriculum audits' of their subject areas, which have a direct impact on pupils' attainment and progress over time.

60. The head teacher and senior management team rigorously monitor both teaching and learning including its outcomes in all areas of the curriculum. This helps in diagnosing any concerns or implementing new initiatives required within the curriculum. Teacher assessments and the results of the national testing programme are also used very well to focus on any areas within particular subjects, which may require particular attention by the school. This has led to significant improvements in the number of pupils achieving the higher levels (level 5) in all three core subjects in the 2000 end of Key Stage 2 tests. A very positive ethos for learning has been established in the school.
61. The governing body is very effective and makes a significant contribution to the overall strategic management of the school with the senior management team. It fulfils all its statutory responsibilities. All members of the governing body take a very active part in decision making in the school's respective teams for curriculum, personnel and finance. They are included in all the different processes involved within a particular team when working with teaching staff and are involved in 'moot' presentations to the whole staff. The strategic financial planning of the school is very good. The finance team considers this very carefully on the basis of projected pupil numbers and helps ensure that the school has a viable budget. It has a clear vision of the school's current needs and has planned appropriately for the future. Governors are also involved in ensuring that all services in school have undergone assessment to make sure that 'best value' for money in terms of continuous school improvement is achieved. Specific grants are used appropriately and are effective throughout the school. The finance team and head teacher regularly monitor expenditure as part of their responsibilities within school. The day-to-day administration of financial matters by the school's administration officer is very good and this allows the head teacher, senior staff and governors to concentrate on other priorities in school.
62. The school development plan is a very effective management tool and is firmly focused on continuous improvement on a three-year cycle. The whole school staff and governing body are closely involved in its formation and updating as school needs and priorities change. Success criteria are used to evaluate progress made.
63. The management of special educational needs is very good. The SENCO is experienced and liaises well with class teachers and learning support staff to give pupils the extra assistance required for them to make progress and be fully integrated into the life of the school. Pupils who have statements of special educational needs receive their entitlement to extra support. All the administrative work is up to date and monitored regularly by the co-ordinator and the head teacher. There is a governor with specific expertise in monitoring the provision for special educational needs and the school makes good use of the services of external agencies.

### **Staffing, Accommodation and Learning Resources**

64. The school benefits greatly from a committed and hard-working staff whose experience and expertise are appropriately matched to the demands of the curriculum. Some members of staff have joined the school fairly recently but they have quickly become part of a very effective team, largely as a result of the very supportive systems for induction and staff development. Induction arrangements are very effective, with a good balance between monitoring and support. A comprehensive staff handbook makes a valuable contribution to staff support and development. The school has developed very good practice in evaluating its performance and has a philosophy of continuous self-improvement. This, coupled with very good leadership and management and the consistently good and very good teaching in most classes, makes the school a very effective provider of training for new teachers. Teaching staff

are well supported, both in the classroom and by other groups of non-teaching staff, all working hard to continue the very good features reported at the time of the previous inspection.

65. The accommodation is good both inside and out of doors, although the library facilities with their high shelves and cramped conditions are not conducive to pupils' independent research. The school has a long term plan to improve library facilities, linked to improvements in the accommodation for computers, when finance is available. In the meantime, the school makes good use of the available space. For example, classroom assistants and parent volunteers work with small groups of pupils in the areas outside classrooms. Following on from suggestions from the pupils, improvements have been made to the cloakroom areas, giving extra space for working with computers. The accommodation is well maintained by the caretaker and cleaners. Pupils make good use of the outdoor play equipment whilst they wait for the recently re-surfaced playgrounds to be marked out for games, and the grounds are used well for science activities as well as for sport. Resources for all areas of the curriculum are at least satisfactory and most are good, which is an improvement in the position reported at the time of the previous inspection.
66. Overall standards in the school are high. Pupils are very well behaved and teaching is good throughout the school. All areas identified as requiring improvement in the last inspection report have been addressed successfully. The school now provides very good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67. In order to improve standards still further, the school should:
- raise standards of attainment in information and communication technology, history and geography at least to the higher levels found in other curriculum areas; (*Paragraphs 9, 10, 114, 118, 123, 125*).
  - improve the standard of presentation in mathematics across the school; (*Paragraphs 8, 89, 92*).
  - provide sufficient opportunities for pupils to use their knowledge of the library to develop the skills of independent research; (*Paragraphs 8, 65, 81, 120*).
  - Alter the balance of extra-curricular activities to provide a better representation of art and music. (*Paragraphs 13, 37, 132*).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	28%	58%	14%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	228
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	22

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	3
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999-2000	19 (14)	16 (24)	35 (38)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18 (12)	16 (12)	19 (13)
	Girls	15 (24)	15 (24)	15 (23)
	Total	33 (36)	31 (36)	34 (36)
Percentage of pupils at NC level 2 or above	School	94 (95)	89 (95)	97 (95)
	National	83 (85)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 (12)	18 (12)	19 (12)
	Girls	15 (24)	16 (24)	16 (24)
	Total	32 (36)	34 (36)	35 (36)
Percentage of pupils at NC level 2 or above	School	91 (95)	97 (95)	100 (95)
	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
	1999-2000	17 (18)	15 (14)	32 (37)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14 (14)	16 (12)	17 (16)
	Girls	15 (18)	15 (17)	15 (17)
	Total	20 (32)	31 (29)	32 (33)
Percentage of pupils at NC level 4 or above	School	91 (87)	97 (78)	100 (89)
	National	75 (70)	76 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15 (16)	16 (16)	17 (17)
	Girls	15 (19)	15 (17)	15 (18)
	Total	30 (35)	31 (33)	32 (35)
Percentage of pupils at NC level 4 or above	School	94 (95)	97 (89)	100 (95)
	National	70 (68)	77 (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	227
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	25.6
Average class size	28.4

#### **Education support staff: YR – Y6**

Total number of education support staff	2.0
Total aggregate hours worked per week	60

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	1999
	£
Total income	395,821
Total expenditure	414,160
Expenditure per pupil	1,866
Balance brought forward from previous year	35,484
Balance carried forward to next year	17,145

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	42	45	2	1	10
Behaviour in the school is good.	55	37	4	0	4
My child gets the right amount of work to do at home.	35	47	14	2	1
The teaching is good.	58	32	1	0	9
I am kept well informed about how my child is getting on.	13	46	28	9	4
I would feel comfortable about approaching the school with questions or a problem.	43	44	10	3	0
The school expects my child to work hard and achieve his or her best.	63	32	2	1	1
The school works closely with parents.	19	48	23	5	4
The school is well led and managed.	44	52	0	0	4
The school is helping my child become mature and responsible.	48	41	4	0	6
The school provides an interesting range of activities outside lessons.	23	34	26	2	15

### Other issues raised by parents

Nineteen parents wrote letters or notes to the inspection team. The major areas to which these parents referred were:

giving lines to younger pupils; communication to parents about school clubs, homework and the progress their children make; the manner parents are received in school; too few extra-curriculum activities; the absence of a sports day; the high level of homework; insufficient provision for art and music; too high expectations of work for young pupils; arrangements at the end of the school day.

## **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**

68. Children are admitted to the reception class at the start of the school year in which they are five years old. At the time of the inspection, there were 30 children on roll in the Foundation Stage. All had been in school for half a term. The vast majority have already attended local part-time pre-school provision. Whilst there is a wide variety of attainment, standards on entry are generally above the national expectation. Many children are currently working at levels expected in the third reception term. Good teaching, together with a well planned curriculum, enables the children to make good progress and the majority attain the early learning goals in all learning areas and are working appropriately on the National Curriculum well before they transfer to Year 1.
69. The curriculum for the under fives is based on the recommended six areas of learning and meets the children's needs well. Suitable priority is given to language, literacy and communication skills, to mathematical development and to personal, social and emotional development. National Curriculum programmes of study are introduced as children fulfil the early learning goals. The staff provide a welcoming and attractive environment where children develop their skills through a well-organised series of practical first-hand experiences.
70. The high quality of teamwork between the teacher and classroom assistant contributes considerably to the children's success in all areas of the curriculum. Careful on-going assessment, based on observation of pupils at work, is used very well to plan tasks, which closely meet the children's needs. Good use of parental help in regular homework, particularly in language and mathematics, supports progress well.
71. There are good procedures to welcome new children into school at the beginning of the year and supportive links continue to be developed on a regular basis through homework. Parents are invited to observe the school at work on an open day early in the autumn term. Whilst parents are asked to contact the school if they have concerns, there is no formal arrangement for the new parents to discuss their children's progress with the teacher until the spring term. Opportunities are missed to reassure parents personally and home/school relationships would benefit from earlier consultations.

### **Personal, social and emotional development**

72. Staff establish a calm working environment where almost all children leave their carers confidently and quickly settle to their tasks. Children understand class routines and sit to attention quietly and well when asked to do so. They concentrate for appropriately short spells in whole class groups, for instance, when listening to stories or class introductions. The staff are careful to ensure that all children have the opportunity to take responsibility for minor classroom tasks. Most of the children are enthusiastic and are proud to be chosen, for instance, to fill in the weather chart or to take the register to the office. They are happy to celebrate the achievements of others as when individuals show their work to the class or demonstrate in physical education. Most are beginning to dress and undress independently and manage their own personal hygiene. Teaching in this area is good. Staff establish good relationships of mutual trust. They value the children's work and display it with care so helping to raise the children's self-esteem and confidence in their own efforts. Routines are clearly established so that

children quickly know what is expected of them and are aware of the boundaries set.

### **Communication, language and literacy**

73. Staff provide a range of interesting activities both formal and incidental, which develop the children's skills well. Children are confident to join in class and group discussions and communicate clearly with each other in informal role-play and group tasks. The majority enjoy looking at books and listening to stories. They recognise some characters and words from the first readers and draw and write them to make their own individual first reading book. They recognise an increasing number of letters by shape and sound. Higher attainers retell stories in sequence from familiar picture books. They know that print carries meaning and read from left to right and top to bottom. They recognise a number of common words and simple sentences and captions in their printed readers. Almost all of the children use their knowledge of sounds and letter shapes to send messages from the Ship Shape Shop. They are developing increasing control over their pencils to form letters correctly and practise letter patterns in joined script. All of the children write their first names with correct use of upper and lower case. With help, higher attainers write familiar words in a given framework to make a party invitation. Teaching is good in this area. Much attention is given to the promotion of print in the environment and standards of presentation are high. Attention is frequently drawn to words and letters on display to consolidate the children's learning. The teacher has good knowledge and understanding of the subject and makes teaching points clearly in whole class and group sessions. Teaching has relevant objectives and progress is planned in a series of short steps which meets the children's needs well. Basic skills such as matching letters to their sounds are taught thoroughly and the children quickly extend their phonic skills. The teacher models reading and writing skills effectively so that the children are successful in their own attempts. Whilst the children are appropriately and successfully learning to join up the letters in their writing, the particular letter formation chosen by the school is not always conducive to recognising letters in reading and causes some confusion.

### **Mathematical development**

74. All children join enthusiastically in a range of songs and rhymes which increase their awareness and competence in dealing with small numbers. Most can recite numbers in order at least to ten and many beyond. They are becoming adept in recognising and forming numerals. Higher attainers are beginning to ask, 'Have we got enough?', or to find 'one more' in practical situations, as when making a picnic for teddies. Most children recognise several two-dimensional shapes and make repeated patterns using two or three shapes. This area of learning is taught very well. Basic skills of counting and matching are taught directly and clearly. A good range of interesting practical activities are well organised to consolidate and extend learning. Staff use mathematical language precisely, for instance, when describing the edges, corners and sides of shapes. They ask questions skilfully to extend understanding for individuals and groups. Adults are quick to praise and sensitive to value children's contributions so that they become confident in exploring number concepts and answering questions without the fear of 'getting it wrong'.

## **Knowledge and understanding of the world.**

75. All of the children are curious and interested in the world around them. They are beginning to recognise the pattern of changing seasons by recording the weather and by looking for signs of autumn. They collect, display and discuss leaves and fruits. Most children know that trees have branches, leaves and roots, and through direct observation, know that many trees lose their leaves in autumn. They use their senses particularly of taste, touch and smell to investigate materials. They are thoughtful in evaluating the taste of different types of jelly in preparation for 'Captain Jake's Party'. They watch with interest as jelly crystals dissolve quickly in hot water and realise that jelly cubes take much longer. They learn that jelly dissolves in hot water but not in cold. Appropriate opportunities are provided for the children to support their learning on the computer. They are learning to handle the mouse confidently to move objects on screen. This area is generally taught well. The staff prepare an interesting curriculum which excites the children's interest. Children are well managed, and routines clearly established. They share equipment well in groups and wait turns so that all benefit from the experiences planned. Opportunities for children to learn independently are sometimes limited when activities are over planned, and there is not always enough scope for children to select materials and find out for themselves.

## **Physical development**

76. Since the last inspection, the school has improved its provision for outside play. Large play equipment is now used regularly in the courtyard but was not available during the inspection due to atrocious weather. Children are confident in using the hall for physical education lessons. They walk, run, hop and skip energetically with an awareness of space, of themselves and of others. They control their bodies to jump and balance in and out of an imaginary circle, and to stay still. In class, children handle tools such as pencils, paint brushes and scissors with care and increased control, and manipulate construction toys and jigsaws with growing confidence to fulfil their purpose. Teaching in this area is satisfactory. Children are safely managed in large spaces. Clear explanations tell children exactly what they must do to succeed and demonstrations by children are appropriately chosen to illustrate good practice. Expectations of children's performance, however, are not always high enough and the pace of learning slows when lesson objectives do not challenge the children to make the good progress of which they are capable.

## **Creative development**

77. The children use a range of media including paint, pastel crayon and collage to create particular effects or record their own experiences such as holidaying at the seaside. They look closely at the work of Van Gogh and copy his style in their own pictures of sunflowers. They handle teddy bears carefully to explore the texture of their fur and make good attempts to represent this texture in pencil drawings. All of the children join enthusiastically in singing songs from memory. They accompany their singing with appropriate actions including marching in time to the music. The Ship Shape Shop is very popular and children join whole-heartedly in role-play. They develop their play imaginatively. Teaching is good in this area. Resources are well prepared so that children have access to all they need to carry out set tasks. Whilst work on display indicates that children use a variety of media imaginatively to explore their own ideas, lessons during the inspection concentrated on developing observational skills and specific techniques which did not encourage pupils to develop their own ideas creatively. Supportive intervention from the classroom assistant enables children to extend their imaginative role-play successfully, and take on the characters in a story

they know.

## ENGLISH

78. National test results in English reached by eleven-year-olds at the school indicate that standards of have been consistently above national average over the last four years. In 2000, standards rose to be well above those found in most schools nationally and results compared very favourably with those of similar schools. An exceptionally large percentage of pupils reached the higher level. This is partly due to the nature of the cohort, but also to the school's clear determination and careful strategies to raise standards. Through careful evaluation of its performance, the school identifies areas for development and sets challenging targets, which are reflected in the pupils' success. Inspection evidence shows that the standards of eleven-year-olds are currently being maintained at well above those found in most schools. The results of the 2000 National Tests for seven-year-olds in reading were well above the national average and they were above average in writing. In comparison with similar schools, some areas of English were below average. Evidence gathered during the inspection shows that the school is successfully tackling the issues arising from these and that current standards of seven-year-olds are above those in most schools in reading, writing and speaking and listening.
79. The vast majority of the pupils, including those with special educational needs, make good progress in all aspects of English as they move through the school. There are no pupils with English as an additional language. Overall girls do slightly better than boys in line with the national trend. The school has identified a need and introduced specific strategies, which are improving the boys' performance in writing. Since the last inspection, the school has considerably improved its planning and assessment procedures so that all pupils, including the higher attainers, are suitably challenged by the curriculum offered and make good progress. Relevant individual and school targets provide clear guidance on the high standards expected. Very good progress was observed in some lessons in Key Stage 2.
80. The majority of the pupils throughout the school are confident speakers and good listeners. They are keen to join in class and group discussions, and in the main listen attentively to their teachers and to each other. The good standards of speaking and listening are well developed and support learning in most curriculum areas. For instance, in physical education the pupils in Year 1 use appropriate vocabulary to describe the particular movements involved when a rabbit hops or a hen runs. By the end of the key stage, pupils speak articulately and clearly in sentences to explain how they are managing tasks, or to give clear sequential instructions. They communicate successfully with their peers when establishing favourite foods in groups in a science lesson. A good range of vocabulary is shown in their knowledgeable use of terms such as tempo, dynamics and timbre in music. In Year 5, pupils are adept at asking questions purposefully, for instance, to find out exactly who would benefit from a proposed Poynton bypass. By the end of Key Stage 2, in Year 6, the majority of the pupils are becoming skilled negotiators. They join in animated group discussions to plan a geographical expedition. They question each other to develop ideas and take account of each other's views. Good opportunities are provided for pupils in Years 5 and 6 to improve their skills in the weekly drama club.

81. The teaching of reading is rightly given high emphasis throughout the school and good opportunities are provided for pupils to use their emerging skills to support their learning in other subjects. The positive effect of the National Literacy Strategy is seen in the wide variety of genre enjoyed by the pupils. In Key Stage 1, the majority of pupils make good progress in establishing meaning through the careful direct teaching of basic skills. Almost all pupils in Year 2 have a good knowledge of letters and their sounds. Although lower attainers do not always make best use of these to decode unfamiliar words, they do employ context and picture clues successfully to establish meaning. Average and higher attainers are becoming confident, fluent readers. They express their preferences and dislikes, and are enthusiastic to talk about their favourite authors. Almost all pupils are keen to read at home, and benefit from good parental support. Home/school communication in reading logbooks is very supportive of pupils' progress. By the end of Key Stage 2, the vast majority of the pupils are skilled and critical readers. They regularly review the books they have chosen, giving a brief synopsis and clearly expressing their opinions on characters and story content. Pupils are enthusiastic to choose from the interesting collection of fiction books in each classroom. They are good at finding and understanding information from selected topic books in class and higher attainers efficiently use skills of skimming and scanning, for instance, when searching for information on CD-Rom or the Internet. Opportunities to use reference library facilities in both key stages are limited. Whilst there is an adequate number of good quality books, they are not very accessible to pupils, and do not facilitate independent research on topics of the pupil's own choosing. The pupils' skills in using reference library layout, in particular the Dewey Decimal System, are not well developed. Interest in books and authors is successfully stimulated by regular book fairs which pupils enjoy.
82. By the end of Key Stage 1, the majority of the pupils clearly communicate their ideas in writing. They use a basic plan to develop their ideas, for instance, when writing from their experiences, or for a set purpose like giving instructions. Most pupils sequence events to retell a familiar story such as 'The Little Red Hen'. They are aware of the correct use of capital letters and full stops, but do not always use them reliably. They have a good idea of spelling patterns and spell common familiar words correctly. Most pupils have a sound understanding of different forms of writing. Higher attainers use short simple sentences to construct instructions for making a jam sandwich. They use words such as 'first' and 'finally' appropriately. When writing longer pieces of narrative they develop their ideas logically but often with little imagination although some pupils are beginning to choose descriptive words for effect as in 'chilly night'. They show good knowledge of letter sounds by spelling, for instance, pretty as 'pritty' and friendly as 'frendly'. Punctuation, including speech marks, is used with increasing accuracy. Lower attainers are beginning to write in sentences to retell a story, but have difficulty understanding the style and order required in writing sequential instructions. All pupils learn to write in cursive style, and show increasing control over size, spacing and formation of letters. They practise regularly and by the end of the key stage, the majority of the pupils write legibly in joined script. By the end of Key Stage 2, the pupils are aware of the precise styles which characterise different genre and reflect them accurately in their writing. In Year 6, for instance, almost all of the pupils successfully adopt journalistic style in writing a newspaper report. Their words are well chosen, concise and to the point. Spelling is usually accurate and sentences correctly punctuated, including use of speech and question marks. Most pupils refine their ideas and improve their work through careful re-drafting. When writing an adventure story higher attainers develop characters with some imagination and write at length in paragraphs. With help, lower attainers are beginning to make their writing more interesting by extending their sentences with interesting phrases and clauses. All are becoming successful at taking notes using bullet points. Their fluent joined handwriting

supports their work in other subjects.

83. The quality of teaching has improved since the last inspection when it was judged to be sound. Teaching is now good overall. It was good in three-quarters of the lessons seen, and in the other quarter of lessons teaching was very good. In the very good lessons (all in Key Stage 2), the teachers' enthusiasm for the subject and their high expectations interest and motivate the pupils them exceptionally well and enable them to make very good progress. All teachers have very good knowledge and understanding of the National Literacy Strategy. They are thoughtful in its implementation to ensure that it fully meets the school's needs and consistently supports the pupils' progress. Teachers' plans have clear objectives, which are made explicit at the beginning of lessons so that pupils know what they are to learn and what they must do to succeed. This enables them to acquire skills and knowledge at a good rate. The teachers use on-going assessment to monitor progress carefully and to ensure that the tasks planned are a good match to the pupils' needs. Group tasks provide appropriate challenge for (usually) three ability groups in each class and support pupils well in reaching their individual targets. All staff take care to foster good relationships. They value pupils' contributions to lessons, and through sensitive and positive feedback promote their confidence. This encourages the pupils to work hard and to extend their ideas. Teachers have effective management strategies and make particularly good use of praise and encouragement to promote hard work and good behaviour. Pupils respond very well and work co-operatively together in small groups and pairs. They are enthusiastic to learn and sustain concentration to complete tasks. Plenary sessions are used effectively to extend or consolidate learning. They often begin with, 'What have we learned today?' and so encourage pupils to reflect on their own learning. The school is currently reviewing its position on how best to maximise the skills of the classroom assistants. The direct teaching of basic skills in well-organised 'Boost Groups' is very successful in promoting the achievement of pupils in Key Stage 2.
84. The English co-ordinator provides excellent management of the subject. Through careful and regular evaluation of teaching and learning, the audit of standards in class and analysis of performance in tests, the school is raising standards over time. The Literacy Action Plan is an effective management tool, which is clearly used successfully to co-ordinate and highlight appropriate strategies for specific and continuous improvement. Since the last inspection, the school has worked very well to implement the National Literacy Strategy. Pupils are now much more aware of different styles of writing that need to be employed in other subject areas, for example, in reporting the results of a science experiment or in describing historical events.

## **MATHEMATICS**

85. The attainments of pupils aged eleven in the 2000 national tests were very high when compared to the national average for the expected level (level 4) and well above the national average for the higher level (level 5). They were also well above those of pupils from similar school for both levels. This was an exceptional year for the school but levels of attainment have been consistently above the national average over the past four years.

86. In the national tests for seven-year-olds in 2000, the percentage of pupils reaching the expected standard (level 2) was above the national average, as it was for the percentage reaching the higher level (level 3). Their attainments were broadly in line with those of pupils from similar schools. These figures represent an improvement over the past four years when average attainment has been close to that found nationally.
87. The scrutiny of work carried out during the inspection indicates that the attainment of pupils currently in Year 2 is above the national average. Most pupils understand the structure of number to 100. They know about odd and even numbers. They can add on and take away using number lines to aid their calculations. They know about halves and quarters and can work out that a quarter of 32 is 8. They use their knowledge of number to solve problems of money and measurement. Pupils with lower attainment need practical apparatus to help them reach the answer. Overall achievement in Key Stage 1 is good.
88. Scrutiny of the work of pupils reaching the end of Key Stage 2 indicates that their attainment is above the national average, although not reaching the same very high level as that of the 2000 cohort. During the key stage pupils progress well and have a secure understanding of the four rules of number. Most pupils in Year 6 know their multiplication facts to 10 times 10. They understand and can work out calculations involving decimals to two places. They can recognise the most common two and three dimensional shapes and identify some of their properties. They can work out different ways to multiply by numbers greater than 10, and they can subtract large numbers accurately. Lower attaining pupils have difficulty in articulating the processes they use to arrive at their answers and this inhibits their ability to apply their skills in problem-solving situations. Achievement in Key Stage 2 is good.
89. In both key stages, the poor setting out of work is an inhibiting factor in the progress of pupils, particular those with lower attainments. As a consequence, when pupils arrive at the wrong answer, it is difficult for them to work back through their exercises to identify where they have made mistakes. Good attention is given to the needs of pupils with special educational needs. They are given suitably adjusted tasks, work in smaller groups, provided with teaching aids to help their problem solving and often enjoy extra attention from teachers and classroom assistants. As a result they make good overall progress.
90. The pupils' good skills in numeracy are employed satisfactorily in other areas of the curriculum. In Key Stage 1, mathematical language such as 'longest' and 'shortest' is used in English and science. Work in art employs the pupils' knowledge of shape and line. In Key Stage 2, measuring and weighing skills are used in design and technology, and graphical skills are used to record the outcomes of investigations in science and environmental studies. Pupils learn to input data into spreadsheets and learn how to interpret the results in ICT. This was particularly evident in a Year 5 investigation into the relative value of various brands of biscuit.
91. Throughout the school, no unsatisfactory teaching was observed. In Key Stage 1, the quality of teaching is satisfactory overall. Of the two lessons seen, features of good teaching include clear styles of exposition and the good preparation of teaching materials. The pace of lessons, however, can be too slow when the pupils become restless and their attention is not captured by lively and inspirational teaching. For example, in a lesson on putting numbers up to 20 in order, pupils were sat for too long a time in a cramped space where they had difficulty in seeing the numbers they had to sort into order. In Key Stage 2, the quality of teaching is very good overall. This represents a significant improvement since the last inspection. Three quarters of

lessons contain very good teaching and in the other quarter teaching is good. Very good teaching is characterised by good subject knowledge allied to very good management of pupils, who are informed very clearly what the learning objectives of the lesson are. This was particularly evident in a lesson about choosing the appropriate number operation in solving problems. Pupils progressed well in the lesson as a result of the teacher's clear explanation of the task, followed by a good selection of problems that were well adjusted to the differing attainments of the class groups. Lessons generally have a crisp pace and the teachers' enthusiasm for the subject is evident in the pupils' positive response.

92. The school has successfully established the requirements of the National Numeracy Strategy into both key stages. Lessons contain a suitable blend of developing mental skills which are then applied to a main focus where pupils work in groups matched to their level of attainment. This is followed by a plenary session where the learning objectives of the lesson are brought together. Most teachers mark the work of the pupils consistently well, giving praise where it is justified. On occasions, pupils do not correct their work, even when they are reminded of the need to do so. Teachers often stress the need for pupils to set their work out neatly. Pupils are, however, insufficiently practised in the necessary skills of presentation in mathematics and no discernible improvement is evident. Homework is set across the school and it is followed up well in early morning times for review. Some parents of younger pupils are concerned that they are given insufficient information in the short term about the content of homework. As a consequence, their children can become over-anxious and homework loses its value as a result.
93. The co-ordinator for the subject has worked hard to create a positive ethos for the subject across the school. She has carried out a subject audit and the findings have been used to create a comprehensive numeracy action plan. Excellent assessment procedures have been employed to chart the progress of pupils on an individual, year group and whole school basis. The information that these have yielded has assisted the teachers in planning for all levels of attainment within their classes. In this respect the school has improved since the last inspection. All staff have received the appropriate in-service training. The level of resources for the subject is good and they are used well. Since the time of the last inspection, the school has maintained its strengths in the subject, standards have generally improved and areas of weakness have been successfully addressed.

## **SCIENCE**

94. Pupils' attainment at the end of Key Stage 2 is well above average; this is an improvement on the standards identified in the previous inspection. National Curriculum test results for eleven year olds in 2000 were very high for pupils reaching the expected levels (Level 4), and very high for pupils achieving the higher level (Level 5) when compared with all schools nationally. Over the last four years results at the end of Key Stage 2 have been well above the national average and broadly in line with schools in a similar social context. There are no significant differences between the performances of boys and girls. Evidence gathered during the week of inspection indicates that these high standards are being maintained.

95. Pupils' attainment at the end of Key Stage 1 is above average, this maintains the standards identified in the previous inspection. At the end of Key Stage 1, the year 2000 teacher assessments indicated that the number of pupils achieving the nationally expected level (Level 2) was very high in comparison with the national average, and pupils achieving the higher level (Level 3) was above the national average. Inspection evidence confirms that the overall trends in standards at the end of Key Stage 1 are above the national average.
96. During Key Stage 1, the pupils' rates of learning in lessons and progress over time, including those with special educational needs, are good. Pupils in Year 1 know and understand that sounds can be either low or high on their 'sound walk' investigation around school. They can name and identify where sounds are either 'high' or 'low' in different locations as they record their findings from their investigation. Pupils in a Year 2 lesson know and understand that all living things including humans need water and food to stay alive. Through their work on materials, pupils are beginning to acquire and develop the scientific skills of observation, sorting and classifying. By the end of Key Stage 1 pupils are experienced at making predictions based on everyday experiences such as changing the temperature when making chocolate crispy cakes, and have an understanding of the need for 'fair testing' in their investigations.
97. Standards seen in Key Stage 2 are well above average and pupils, including those with special educational needs, make good rates of learning and progress over time. Most pupils presently at the beginning of Year 6 are already achieving the levels expected at the end of the year in most aspects of science. This was clearly demonstrated in a Year 6 lesson in which pupils were investigating and measuring which materials reflected light the most effectively. Pupils used a variety of methods to investigate the reflected light including using hand held computers to come to a conclusion after formulating a line of enquiry. Year 5 pupils deepen their knowledge and understanding of the factors that keep plants alive and have undertaken a 'Dandelion' investigation to deepen their understanding of the scientific process of close observation. Pupils in Year 4 know and understand that they need a standard temperature measure when recording different temperatures of liquids. Year 3 pupils recognise that humans need a variety of food to keep fit and healthy and can identify the vocabulary associated with these different foods such as minerals, carbohydrates and proteins.
98. Pupils in both key stages develop their investigational skills well, particularly in Key Stage 2. All pupils acquire much of their knowledge and understanding through practical investigations. For example, pupils in Year 6 use their own ideas to plan an investigation and understand that to change a variable such as the distance of a torch from the material being investigated can affect their findings.
99. The curriculum for science is good. The subject makes a positive contribution to pupils' moral and social development in lessons. The development of scientific vocabulary, including speaking and listening in lessons, makes a significant contribution to the development of literacy in the school. The use of graphs when compiling information using ICT about favourite crisps makes a positive contribution to developing numeracy across the curriculum.

100. Pupils' attitudes to their work are good in both key stages. In all lessons seen pupils are well behaved and keen to participate in all activities, for example in a Year 3 lesson when pupils were keen to know about the different foods that keep them fit and healthy. They show good co-operation skills when working in groups. This was seen in a Year 4 lesson when pupils became involved in discussing with each other their results and findings of different temperatures of liquids.
101. The overall quality of teaching in both key stages is good. All lessons are well planned with clear learning objectives, which are effectively shared with pupils. All staff have secure subject knowledge and understanding. Pupils are actively involved in their own learning in lessons, particularly in group investigations. Teachers use open-ended questioning to make the pupils think like scientists and find answers and conclusions about everyday things in a scientific way. This was seen in a Year 3 lesson, when pupils were asked to classify the foods they ate in a week through a 'food diary' under four main food headings. Lesson proceed at a good pace and are well timed to include an appropriate introduction and a plenary to discuss what pupils found out in the main part of the lesson. Resources are used well to support learning in science; for example teachers use ICT effectively in some lessons. Pupils in a Year 4 class have used the Internet to look at the skeleton of an 'African elephant' as part of their work on 'living things'. Pupils use equipment safely, have due regard to the impact of their actions on other in lessons and have a good rapport with their teachers.
102. Leadership for science is very strong and has been a factor in maintaining the standards at Key Stage 1, and raising them further in Key Stage 2. The co-ordinator has very good subject knowledge and keeps up to date with developments in the subject in a variety of ways, for instance through membership of the Association of Primary Science. He has plans to raise the standards in science even further and has identified areas within the subject for further development. There is a policy and scheme of work, which have been updated to meet recent initiatives in the subject. There are excellent whole-school assessment procedures in place to help monitor pupils' attainment and progress over time in the subject. The monitoring role of the co-ordinator is well developed and includes classroom observations to evaluate the quality of teaching and planning, and its outcomes on pupils' attainment. Resources for science are good. They include the school grounds, which are used well for environmental science.

## **ART AND DESIGN**

103. During the week of the inspection only a limited number of lessons were seen, involving pupils in Years 2 and 6. Judgements about attainment are based on discussions with the co-ordinator and a scrutiny of pupils' work. Attainment at the end of both key stages is above the generally expected levels. This represents a significant improvement on the last inspection. The school has successfully addressed the issues highlighted to improve the delivery of the subject to its pupils. Pupils now use sketchbooks to record and develop their artistic skills as they move through both key stages, and they use the work of great artists to influence and improve their own work, and are able reflect on its importance in their work in art. Use is also made of ICT to help develop pupils' learning in the subject. This has had a positive impact on their attainment and rates of learning in lessons. All pupils, including those with special educational needs, make good overall progress throughout both key stages.

104. During Key Stage 1, pupils use sketchbooks to develop their artistic skills and work with a range of materials and techniques. For example, previously completed work by pupils in Year 2 shows they have experimented with paper tearing and overlaying colours to produce different colours. Pupils in Year 1 have made a viewfinder to focus their ideas on an observational drawing using pencil. Pupils also use the work of great artists such as Henri Matisse and Van Gogh to help them in their work. For example, pupils in Year 2 have painted flowers in the style of Matisse. Pupils also have evaluated and reflected on their work when they drew wooden masks from Africa and birds from South America. They have also produced pictures of poppies and repeated patterns using ICT to support their learning in the subject.
105. All this is successfully developed and built on when pupils move into Key Stage 2 and extend further their artistic skills, understanding and knowledge. Pupils in Year 3 have explored a variety of media including the Internet to produce different pieces of work associated with chairs. They have produced fabric for a 'coronation throne' and printing sticks for decorating upholstery. In Year 4 pupils have been investigating different samples of patterns using pencil and crayon. They have used ICT to produce pictures in dots in the style of Seurat. Pupils in Year 5 have researched the work of Turner and Canaletto and have developed their close observational drawing skills by sketching drinking mugs. In Year 6, pupils create a montage of images showing movement in their pieces and use the work of Bridget Neilson as a model to work from.
106. The subject makes a positive contribution to other subjects in the curriculum and to pupils' spiritual and cultural development. For example, in the hall there is a large display of artwork about different homes from the past, present and future using a variety of media and techniques, reflecting the school's involvement in the 'Millennium Art Project'.
107. In the lessons observed the teaching was never less than sound. Teachers have good knowledge and lessons are well prepared and delivered. This is evident from the work displayed around school and the work recorded in the pupils' sketchbooks. Teachers give clear instructions and intervene at appropriate times in lessons to help pupils improve the quality of their work. This results in pupils being enthusiastic and interested in their art lessons. This is reflected in the work examined in sketchbooks and during the lessons observed.
108. The co-ordinator leads and manages the subject well. This is reflected in the way the school has successfully addressed all the issues highlighted in the previous report. The school has a policy and scheme, which reflects the latest initiative for the subject. There is a very good whole school system of assessing pupils' attainment in art as they move through the school. There are good resources for the subject, including reference books on great artists, artefacts and a range of computer software. These effectively support learning in the subject.

## **DESIGN AND TECHNOLOGY**

109. During the week of the inspection only a limited number of lessons were seen, involving pupils in Years 1, 3, 4 and 6. Judgements about attainment are based on a scrutiny of pupils' work, talking to the subject co-ordinator, teachers and pupils. Attainment at age seven and eleven is at levels generally exceeding those of pupils of this age. This maintains the standards identified in the previous report. All pupils, including those with special educational needs, are making good rates of learning in lessons and progress over time.

110. At Key Stage 1, pupils learn how to plan their work using simple pictures and diagrams and can list and identify the materials they are going to use in making and constructing a model. This was seen in a Year 1 lesson when pupils made a simple 'Zig-Zag' mechanism for their moving book project. They followed a simple diagram to make their model using scissors and adhesive. They modified their model during construction and talked about whether they had been successful or not. As pupils move through the key stage they show that they can design and make a model and, on its completion, can evaluate and suggest ways of improving it. This was seen in previously completed work, when pupils in Year 2 evaluated what went well or didn't when making their puppets. Pupils in the key stage also gain experience of using different techniques when joining materials using masking tape, glue, staples and different adhesives. ICT is used to support learning in the subject, for example pupils in Year 1 have designed 'Teddy Bears' which were displayed in the Key Stage 1 bay.
111. At Key Stage 2, pupils' designs become more advanced and complex and they learn to think about the purpose of their models before making and constructing them. For example, in a Year 4 lesson pupils were designing a 'purse or money holder' and had to clearly identify what materials they would use in the construction stage and list the order in which they would make their model. Pupils also work with different materials which helps develop strategies using a variety of tools. For example, pupils in a Year 6 class were making a 'waterproof tent' using paper, card, art straws and pipe cleaners. They used the pipe cleaners in a variety of ways to join their art straws to create the framework of their 'tent' and this included modifying their model whilst constructing it. Pupils also experience food technology. In Year 3 they learn how to grate, dice and chop carrots and judge the binding properties of various spreads on bread. By the end of the key stage pupils can measure accurately, cut, fold and join different materials using a range of tools and strategies. For example, in previously completed work pupils in Year 6 have evaluated their work on waterproofing shelters and items such as an umbrella to see if it had been successful and fulfilling the requirements of the design.
112. The overall quality of teaching in lessons observed is good. In lessons pupils are taught how to handle a range of different materials and to evaluate and modify their designs and models. During all the lessons observed teachers use skilful questioning and intervention to interest and spark ideas from the pupils. This was seen, for example, in a Year 4 lesson, where pupils designed and modified their original ideas after discussions with the teacher. Teachers also pay particular attention to developing pupils' personal and social skills in lessons by expecting them to work together and collaborate in designing and making a model or construction. For instance, in a Year 6 class, pupils worked well together in small groups when they discussed ways of improving their designs and models. All pupils enjoy their work in design and technology and are keen and willing to talk about their work with other pupils and adults alike.
113. The subject co-ordinator is very enthusiastic and experienced, and leads and manages the subject well. There is a policy and scheme of work, which has been implemented to take account of recent initiatives in the curriculum. There are whole school assessment procedures in place, which offer information on pupils' attainment and future learning in the subject. The school is well resourced with a wide range of materials and tools for pupils to work with. This makes a positive contribution to the wide range of experiences offered to pupils.

## GEOGRAPHY

114. Standards in geography, as at the time of the last inspection, are similar to those found in most schools. The majority of pupils, including those with special educational needs, make satisfactory progress in learning appropriate skills and extending their knowledge. Standards in geography are not as high as in English and mathematics. This is due in part to the recent priority rightly given to implementing National Literacy and Numeracy Strategies. With the implementation of Curriculum 2000 and national guidance in other subjects, the school is well placed to raise standards in geography and improvements can already be seen in some Key Stage 2 classes.
115. In Key Stage 1, the pupils discuss the physical and human features in their own locality. They consider the attractiveness or otherwise of certain features and record their work in pictures. They suggest ways of improving the immediate environment such as picking up litter. The pupils gain a sense of the wider world by locating holiday areas visited by pupils, on maps of the British Isles or of the world. They identify differences in climate, currency, food and language, where applicable. By the end of Key Stage 2, the pupils have sound geographical knowledge of all areas studied and have appropriate map reading skills. Pupils in Year 5 study Ordnance Survey and road maps to investigate the proposed route of the Poynton by-pass. They are aware of the issues involved and ask and answer questions to find out exactly who is likely to benefit from the new road. In Year 6, pupils have extensive knowledge of mountainous areas of the world and demonstrate proficiency in research skills to plan (in groups) an expedition to visit, for example, The Andes or The Rockies. They take into consideration a range of factors including physical conditions to be encountered, routes and types of travel, possible communication difficulties and costs. They are beginning to use the Internet to research their project.
116. No lessons were seen in Key Stage 1 and only two in Key Stage 2. Scrutiny of work and of teachers' plans indicate that teaching is satisfactory in Key Stage 1. In Key Stage 2, the quality of teaching was good in one lesson observed and very good in the other. The teachers made sure that lesson objectives were understood by pupils so that all knew what was expected and were aware of how to succeed. Group work sessions were carefully planned so that pupils of all levels of attainment were appropriately challenged and made sound progress. Skills were clearly and directly taught with enthusiasm so that pupils were well motivated. The teachers used effective questions to make pupils think harder, to extend their ideas or consolidate their learning. Good opportunities were provided for pupils to collaborate in pairs and groups. Pupils responded very positively, were interested and sustained concentration well. They shared equipment and ideas enthusiastically.
117. The curriculum co-ordinator manages the subject very well. Annual audits of standards in all classes, and regular staff discussions to ensure quality, are instrumental in evaluating and promoting individual as well as whole school performance. Analysis of assessments is used very well to develop the curriculum and plan future work. National guidance has recently been adopted to provide a broad curriculum with appropriate emphasis on the building of skills and knowledge over time. There are particularly good links with literacy, mathematics and ICT, which enhance all-round standards.

## HISTORY

118. Standards in history, as at the time of the last inspection, are similar to those found in most schools. The majority of pupils, including those with special educational needs, make satisfactory progress in learning appropriate skills and extending their knowledge of the past. As in geography, standards in the subject are not as high as in English and mathematics. However, with the implementation of Curriculum 2000 and national guidance in other subjects the school is well placed to raise standards in history.
119. In Key Stage 1, the pupils compare their own toys and homes with those of fifty years ago. Through careful observation of artefacts and discussion, they sort items such as steam irons in order of age and note changes over time. Pupils in Year 2 know about some famous people and events in the past. Through learning about the Great Fire of London, they gain insight into city life in 1666. By the time pupils reach Year 6, they are developing a sound sense of chronology through the range of periods studied. In Year 5, pupils are encouraged to take on the roles of archaeologists or museum curators in their scrutiny of pictures of artefacts from the Indus Valley site. They examine these objects carefully to ask and answer questions about the past. Pupils in both key stages are beginning to use CD-Rom and the Internet to research historical topics. In Year 6, pupils are setting up their own multimedia presentation to display the range of data they have collected on aspects of life in Britain since 1948.
120. Due to the constraints of the timetable, only one lesson was observed in each key stage. In both of these, the quality of teaching was satisfactory. The quality of teaching was satisfactory in both the lessons observed. However, introductions sometimes go on too long, pupils become restless and the pace of learning slows. Groupwork sessions are carefully planned so that pupils of all levels of attainment are appropriately challenged and make sound progress. A suitable range of attractive books, artefacts and ICT resources is well prepared by staff and heightens the pupils' interest in the subject. This also supports pupils in finding out about the past for themselves. Opportunities to use full reference library facilities are, however, limited. The teachers use effective questions to make pupils think harder, to extend their ideas or consolidate their learning. Good opportunities are provided for pupils to collaborate in pairs and groups. Pupils respond very positively and sustain concentration well when working together. The vast majority share equipment and ideas sensibly, although sometimes a small minority of pupils who are not fully absorbed in the lesson disturb others and distract them from learning.
121. The curriculum co-ordinator manages the subject very well. Annual audits of standards in all classes and regular staff discussions to ensure quality are instrumental in evaluating and promoting the school's performance as well as individual achievement. Analysis of assessments is used very well to develop the curriculum and plan future work. National guidance has recently been adopted to provide a broad curriculum with appropriate emphasis on the building of skills and knowledge over time. There are particularly good links with the literacy curriculum through opportunities for developing speaking and listening skills in discussion and reading and writing in research. These enhance standards in history and English in most age groups.

122. A range of visits, for instance to the Deva Centre in Chester and the Silk Museum in Macclesfield, helps to bring the subject to life.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. By the ages of seven and eleven, pupils attain standards which are in line with the national expectations. This represents an area of improvement since the last inspection when standards were judged to be below the expected levels. However, these attainments are below the levels seen in most other subjects in the school and inspectors judge that there remains some underachievement in the attainment of a majority of pupils. The school has worked hard to address the issues identified in the last inspection report and it is now well placed to lift standards further.
124. Throughout Key Stage 1 pupils have experience in all aspects of ICT. They learn to enter text presenting their own ideas and giving accounts of factual events. Many pupils are not familiar with the lay-out of the keyboard and their written work is slow. However, they use paintbrush techniques to 'flood' areas with colour, and follow instructions well on how to insert symbols into graphics and maps.
125. In Key Stage 2, pupils build on their skills to gain experience in many aspects of their work. Computer and keyboard skills are developed alongside work in other subjects of the curriculum. In Year 3, pupils gain some knowledge of the use of the Internet, finding out about weather conditions and events in history. They use a CD-Rom to identify families of instruments in the orchestra. Year 4 pupils use word processing skills to create job advertisements. In Year 5, pupils access the Internet to find out about Van Gogh. They design Christmas cards, and use an encyclopaedia on CD disc to find out about figures in history. By Year 6, pupils are using techniques of desktop publishing to present stories as if written for a newspaper. They learn to combine image and text in historical research and show the results of mathematical and scientific investigations in a variety of forms. High attainers are confident in gaining access to the Internet and in the use of CD-Rom. Most pupils are able to set out data in spreadsheet form, but need help in interpreting the outcomes of their operations. The majority are able to enter text in a variety of forms, alter the layout of their input, and save and retrieve their individual programs. They know some of the functions of the tool bar. However, many of the older pupils do not progress to higher levels as a result of insufficient regular practice of basic skills; they are not fully conversant with the meanings of the screen icons and are not confident with operations such as 'cut and paste'. Investigations are carried out well to support most areas of the curriculum, including music and design and technology, where pupils develop their understanding of notation and the use of the digital camera.
126. No direct teaching of information technology was observed during the inspection. Currently the accommodation in school prevents the establishment of a computer suite and pupils cannot be taught skills in large instruction groups. A rolling programme has been well established which allows pupils to work in small groups at the computers placed in the shared areas outside the classrooms or in pairs at the classroom computer. The programme is organised to develop the full range of skills in ICT alongside investigational work in other subjects. This arrangement means that pupils who are facing difficulty have to break off to seek further help and the pace of their learning slows as a result. Generally, however, it is possible to see that all pupils, including those with special educational needs, are now making satisfactory progress and that this results from at least a satisfactory quality of teaching in both key stages.

127. This range and depth of work represents an improvement in the application of ICT across the curriculum since the last inspection. Appropriate use is made of the pupils' established skills in literacy and numeracy. Of particular note are the links established by each class with pupils from schools in other countries.
128. The co-ordinator for the subject has a very strong expertise and this is very helpful in school based in-service training for the staff, classroom assistants and volunteer parents, all of whom contribute well to the work of pupils. An ICT action plan has been established to support improvements in the areas of weakness identified in the last report. As a result, teachers have sufficient expertise to support the studies of their classes and equipment has been increased and up-dated to keep abreast of developments in the subject. Excellent assessments of pupils' individual skills and experience are maintained which allow progress to be monitored on a class and whole-school basis.

## **MUSIC**

129. Due to the constraints of the timetable, only three lessons were able to be seen during the inspection. Two of these were in Key Stage 1 and one in Key Stage 2. The scrutiny of written work and assessment records, together with discussions with the subject co-ordinator, indicates that attainment is above the nationally expected levels for pupils at end of both key stages. Achievement is good for all pupils across the school, including those with special educational needs. Standards have been maintained at the good levels identified in the last inspection.
130. By the age of seven, pupils learn to sing tunefully and play simple songs giving due attention to the musical elements of tempo, timbre and dynamics. Using a computer program they record notes on a five bar scale showing duration and pitch. They learn about the different instrument families and study instruments from a variety of cultures.
131. By the age of eleven, pupils build progressively on their previous knowledge to study musical style and mood. They create dances interpreting the rhythm of African music. They learn to identify harmony in playing chime bar chords. They learn to sing rounds in two parts. Pupils show a good appreciation of the range and notation of dynamics; most being able to adjust their singing to show understanding of 'forte' and 'piano'.
132. Pupils enjoy their singing lessons. They behave well, showing a good appreciation of each other's attempt to play instruments accurately. However, in whole school assemblies, their singing is not very lively and they do not show an awareness of the different duration of notes. Some pupils are able to play the recorder and they accompany some singing of hymns in assemblies. School assemblies are used to direct the pupils' attention to the work of well-known composers. Although there are

plans to start a school choir and recorder groups, the school does not offer instruction in playing instruments, such as the guitar or violin. As a result, the subject does not enjoy a high profile in the everyday life of the school. Parents are very appreciative of the high standard of performance reached in the annual school Pantomime, in which all pupils take part.

133. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. Teaching across the school is shared by two part-time members of staff, both of whom have good subject expertise. They manage pupils well and provide opportunities for active participation in playing instruments. In a very good lesson seen in Key Stage 2, pupils improved greatly their understanding of elements of music through being shown how to improvise and compose their own versions of a simple theme.
134. The subject co-ordinator works in the school on a part-time basis, but has worked well to ensure that all pupils have access to the full curriculum. Assessment procedures are generally very good, but need adjusting to take account of recent National Curriculum guidelines. At present there is no system in place to identify pupils with specific talents. Resources for learning have been improved since the last inspection and they are maintained in a good condition. The school makes good use of the mobile classroom for music lessons.

## **PHYSICAL EDUCATION**

135. During the week of the inspection, the physical education lessons observed were games, gymnastics and dance activities. Discussions with the co-ordinator, teachers and pupils, and a scrutiny of teachers' planning indicate that the school provides a balanced programme of physical education, which fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in athletics and gymnastics activities, and respond to music through dance. Pupils in Year 3 and 4 have swimming lessons. Pupils in Year 6 also have experience of outdoor adventurous activities using the school grounds for orienteering.
136. Pupils of all abilities make good rates of learning in lessons and progress over time. As they move through the school, pupils develop their skills and perform with increasing competence. They have a clear understanding of the effects of exercise on their bodies. Attainment at the end of both key stages exceeds expectations for both age ranges. This maintains the high standards identified in the previous report.
137. In Key Stage 1 pupils respond to music through dance movements. They use their bodies to express a particular part of a theme or story being used in a lesson. This was seen in a Year 2 lesson in which pupils were using the theme of 'Weather' to complete a sequence of dance movements. Pupils in Key Stage 2 build and develop the skills they have already learnt. In Year 3, pupils can travel over the apparatus using different part of their bodies. They know and understand what is meant by a sequence of movements and can hold a balance after completing their movements. Pupils in Year 4 can pass and receive a soft ball in the hall, and transfer these skills into small-sided invasion games. In Year 5, pupils explore different styles ideas of

how to improve their dance using different styles after watching a video. By Year 6, pupils know and understand how to create and control a sequence of movements, which include a roll and balance with an emphasis on shape, height and accuracy. Pupils in Key Stage 2 also gain experience of different sports and many compete effectively, both within school and in competitive inter-school sport. All pupils in Year 6 have attained the basic standard of swimming at least 25 metres.

138. Pupils' attitudes to physical education are good throughout the school. Behaviour whilst pupils are preparing for and participating in physical education lessons is good. Pupils listen carefully and respond well to instructions and advice. All pupils are enthusiastic participants and make good use of the opportunities provided in lessons to refine their performances. They co-operate well in small groups or as part of larger team as was seen very effectively in a year 4 games lesson.
139. The subject makes a positive contribution to the pupils' social and moral development. They have opportunities for playing team games and develop a sense of competitiveness and fair play. Speaking and listening skills also make a good contribution to the development of literacy in the school.
140. The quality of teaching observed in both key stages is good. All lessons begin and end in an orderly manner and contain appropriate warm-up and cool-down activities. Teachers have good subject knowledge and are secure in their understanding of teaching the subject. All lessons are well organised, structured and clearly planned to show progression and a safe working environment. Staff set appropriate physical challenges, provide clear instructions and explanations and encourage pupils to develop different skills. For example, in a Year 1 dance lesson the teacher asked pupils which animals they wanted to represent using different movements with music. They effectively encourage all pupils to participate in every aspect of the subject. Intervention and questioning is used effectively and pupils are encouraged to improve their performance, for example in a Year 5 dance lesson. All teachers act as good role models, dressing appropriately and showing an enthusiasm for physical education which is reflected in the pupils' attitudes.
141. A range of extra-curricular sporting activities is provided including soccer, netball, hockey, cricket, rugby, athletics, cross-country and folk dancing. These are well organised by all members of staff and a high number of pupils take part. The school takes part in competitive sport with local schools. Some parents have expressed a wish to see the school organise a traditional Sports Day rather than have a repetitive 'Fun Run'. The school does, however, organise sporting competitions on the morning of the Summer Fair for interested pupils.
142. The co-ordinator is very enthusiastic and manages the subject well. The school has good facilities and resources, which include a spacious hall and large playing field. The school has a policy and scheme and adopted the latest initiatives for the subject. There is a very effective whole school assessment procedure to evaluate and record pupils' attainment and progress during the academic year.

## **RELIGIOUS EDUCATION**

143. Pupils' attainments exceed the expectations of the locally agreed syllabus at the age of both seven and eleven years. This represents a maintenance of the good standards identified at the time of the last inspection.
144. By the age of seven most pupils are able to recount a number of stories from the Christian faith. They recognise some of the more common features of a church and

learn about some of the major Christian celebrations. They study aspects of the Jewish faith, learning about the Ark of the Covenant and the feast of Shabbat. They learn that religious beliefs can affect how people view their everyday lives such as their response to sad times in their lives.

145. By the age of eleven, pupils have extended their knowledge of the major world faith communities. In Year 3, pupils study stories from the Buddhist faith, learning how they contain meaning for everyone, comparing them with Christian parables. In Year 4, studies of similarities between religions are continued with pupils learning about the role of the rabbi as leader, judge and teacher. Older pupils learn more about Jewish celebrations, about the Law of Karma in Hinduism, and the Buddhist concepts of permanence and impermanence. Issues of everyday life are considered alongside religious belief such as community, the family, personal and social responsibilities. Their study of Christianity continues with learning about the Bible and major religious figures such as William Wilberforce. Throughout both key stages, achievement is good for all pupils, including those with special educational needs, in learning about religions and making their own personal response to religious beliefs and practices.
146. Religious education is taught across the school by two suitably and qualified and experienced teachers. Only one lesson was able to be observed in Key Stage 1. This was of good quality. The pupils were encouraged through a good use of question and answer to express their ideas with respect for each other's feelings. In Key Stage 2, the two further lessons observed were also of good quality. Good subject knowledge is used to good effect in teaching about comparative religions and there are high expectations allied to the presentation of good teaching materials. In a lesson about the Buddhist story of Kisa particularly good use was made of the pupils' abilities to act out the story in order to demonstrate its underlying meaning.
147. The co-ordinator for the subject has worked very well to ensure that the locally agreed syllabus is implemented throughout the school. Excellent assessment records are kept to enable the pupils' overall progress to be matched to end of key stage descriptions of attainment. A collection of artefacts has been developed to assist in the teaching of comparative religions, although these need to be supplemented by visual aids large enough to be seen by all pupils. Visits are organised for pupils to the Jewish museum and local Buddhist centre, and local ministers come in to the school on a regular basis.
148. This subject contributes well to the pupils' spiritual, moral, social and cultural development and pupils make good use of their skills in literacy and ICT in writing about and displaying their work.