

INSPECTION REPORT

Lisburne School

Offerton, Stockport

LEA area: Stockport

Unique reference number: 106170

Headteacher: Mrs. Susan Reid

Reporting inspector: Michael McDowell
1405

Dates of inspection: 11th – 14th September 2000

Inspection number: 225984

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Half Moon Lane, Offerton, Stockport
Postcode:	SK2 5LB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Joan Pritchard
Date of previous inspection:	22/09/1997

INFORMATION ABOUT THE INSPECTION TEAM

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Michael McDowell 1405	Registered inspector	Art, Design and technology, Information and communication technology, Physical education, Science	What sort of school is it? How well is the school led and managed?
Moira Kerr 19694	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?
Alan Watson 7222	Team inspector	English, Music, Religious education, English as an additional language	How well are pupils taught? Staffing, accommodation and learning resources
Pamela Weston 7994	Team inspector	Geography, History, Mathematics, Foundation stage, Equal opportunities, Special educational needs	The school's results and achievements, How good are the curricular and other opportunities offered to pupils? Assessment and monitoring

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 - 11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	12 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	14 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17 - 19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	20 - 29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lisburne is a small primary special school for pupils aged from four to 11 years who have statements of special educational need because of learning difficulties. Most pupils have moderate learning difficulties but a third have learning difficulties that are severe and include autistic spectrum and pervasive developmental disorder. Up to fifty day places are provided and currently there are forty-three pupils on roll, twelve girls and thirty-one boys. Most pupils come from Stockport in Greater Manchester but there is a small number from adjoining authorities. The majority are of white European heritage but a small number come from Pakistani, Indian and Arabic families. Two pupils speak English as an additional language. The population from which the pupils come has changed since the last inspection and there is now a greater spread of socio-economic groups. However there are about 36% of pupils who are entitled to free school meals, which indicates that within the families from which pupils are drawn there are significant levels of social and economic disadvantage. The nature of the needs for which the school caters is changing as more pupils with milder learning difficulties successfully maintain their places in mainstream schools. Pupils referred at Key Stage 1 tend to have more severe difficulties than was formerly the case. The head teacher has led the school since just before the previous inspection and is about to leave to take up a local authority post.

HOW GOOD THE SCHOOL IS

The school is very effective; it enables pupils with a broad range of special educational needs to make good progress across the curriculum. It provides a good start for pupils in its infants' class and it takes pupils forward to good, and in some cases, very good achievement by age 11. There is good teaching, assessment of very high quality and very good understanding of pupils' needs. The management of behaviour is very good and it promotes a good learning atmosphere. The school fosters very good attitudes and offers a broad range of learning experiences that support the personal development of pupils. Provision for their spiritual, moral, social and cultural development is of very high quality. The school cares for the welfare of its pupils very well, it is very well managed and it makes effective use of resources. It gives very good value for money.

What the school does well

- By good teaching, informed by high expectations, and supported by assessment of very high quality and good management of behaviour, pupils are enabled to learn well and to acquire the skills, knowledge and understanding they need in order to make good progress.
- Very good attitudes to school are fostered and pupils enjoy their experiences and behave very well. They are enthusiastic, respect the feelings and beliefs of others and have very good relationships with the teachers and with each other.
- A broad range of learning opportunities of high quality is provided and in particular, strategies for teaching numeracy are very good. A notably effective programme of personal, social and health education leads to very good personal development.
- Pupils' spiritual, moral, social and cultural development is very well promoted.
- The school provides care, support and guidance of very high quality.
- It is very well led and managed and makes effective use of its resources.

What could be improved

There are no areas of weakness of such significance that they must immediately be addressed. A number of less significant matters that might be improved appear in the text in the paragraphs indicated below. When drawing up its action plan in response to the report the governors should consider these.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

- There are insufficient play facilities. (Paragraph number 41).

- The methodology of incidental teaching of information and communication technology, (ICT), does not guarantee that learning is always continuous and at an appropriate pace. (Paragraph number 95).
- Pupils sometimes do not change into physical education (PE) kit for physical education. This inhibits their responses. (Paragraph number 104).

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected between 22nd and 25th September 1997. It was left with seven key issues to consider. These were:

- Unsatisfactory overall progress at Key Stage 2, which the report attributed to low expectations by staff and weak management of behaviour.
- Unsatisfactory progress in writing, science and art, which was attributed to weaknesses in curriculum planning and lack of staff training.
- Failure of the governors to carry out their full range of duties.
- Weaknesses in the curriculum with not all of the statutory requirements being met.
- Weakness in pupils' personal development.
- Insufficient opportunities for pupils' cultural development.

Each of these key issues has been fully addressed. There is now good progress overall, including Key Stage 2, with very good progress in numeracy. Expectations are very high and management of behaviour is effective. Progress in writing, in science and in art is good or very good and teaching competency is high. The governors are now active and fully involved and they carry out their duties. The curriculum is now good and personal development of pupils is very good. Opportunities for cultural development are numerous. The school has moved forward significantly in all areas since the last inspection and improvement is very good.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 5	by age 11	by age 16	by age 19	Key	
speaking and listening		B			Very good	A
Reading		B			Good	B
Writing		B			Satisfactory	C
Mathematics		A			Unsatisfactory	D
personal, social and health education		A			Poor	E
other personal targets set at annual reviews or in IEPs*		A				

* IEPs are individual education plans for pupils with special educational needs.

The school has set appropriate targets based on pupils' progress in literacy, numeracy and personal and social skills as measures by a finely graded scale. It is on track to meet its targets. Pupils' achievement is very good in mathematics, personal, social and health education and towards personal targets set for them in individual education plans, (IEPs), and at annual reviews.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good; pupils enjoy their lessons, show interest in what they are taught and try hard to do well.
Behaviour, in and out of classrooms	Very good; pupils behave very well – challenging behaviour, where it occurs, is generally related to the particular nature of the pupils’ special educational needs.
Personal development and relationships	Very good; Pupils help each other and have very good relationships with their teachers and other adults who help them. They learn to take personal responsibility for their belongings and to some extent, their own learning.
Attendance	Very good; unauthorised absence is very low.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall: 37		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 both key stages teaching is of good quality. Of lessons observed 3% were excellent, 22% were very good, 62% were good and the remaining 13% were satisfactory. Teaching is good in English and science and very good in mathematics. It is also very good in personal, social and health education and in swimming and geography. While very good lessons were seen in other subjects, on balance, the quality of teaching in all of them is good. Teachers plan very well and assessment procedures are detailed and thorough. Special support assistants are very well deployed and make a strong contribution to the pupils’ success as learners. Management of behaviour is very good and pupils of all degrees of special need are enabled to make progress. Pupils are given confidence to believe that they can be successful as learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the curriculum meets statutory requirements and the broader needs of pupils very well. Literacy, numeracy and ICT are regularly built into the planning for all subjects. It is enriched by opportunities for integration with other schools and by the contributions of members of the community.
Provision for pupils with English as an additional language	Good; no additional grant is received but language needs are met well.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Very good; personal, social and health education is very well planned and delivered and provision for pupils’ spiritual, moral and cultural development is greatly enhanced by assemblies and religious education lessons, adult example and the general ethos of the school.
How well the school cares for its pupils	Very well; monitoring of pupils’ academic and personal development is thorough and assessment is accurate and of very high quality. Attendance is thoroughly monitored and child protection procedures are in place and well understood.

The school has very effective links with parents and the parents make a good contribution to the work of the school. The information provided to parents about their children is of very high quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the school is very well led by the head teacher and has effectively changed its approaches to meet new challenges. This has resulted in broad improvements in what it achieves. Those in leadership roles make strong, effective contributions.
How well the appropriate authority fulfils its responsibilities	Very good; the governors are active, involved and supportive. The chair has much relevant experience and has worked well with the head and members of the governing body to move the school forward. Statutory requirements are met.
The school's evaluation of its performance	Very good; the school keeps detailed records of pupil performance and has used these to set appropriate overall targets. It is developing a performance management strategy and has made a good start.
The strategic use of resources	Very good; careful management has enabled the school to develop its accommodation and its resources to meet its needs. Development planning aids this process. The principles of best value are known and are used in guiding spending decisions. Staffing is good. There are sufficient qualified teachers to meet the demands of the curriculum and the needs of pupils and these are well supported by special school assistants. There are sufficient resources of good quality and accommodation is adequate for present needs and it is very well kept.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They believe that teaching is good. • The school helps their children to become more mature and responsible. • They think that behaviour is good. • Their children enjoy attending. • The staff are very approachable. 	<ul style="list-style-type: none"> • Some would like more homework. • Some would like more activities outside of class.

Parents are generally very supportive and have a good opinion of the school. The inspection findings support this positive view. Teaching, personal development and behaviour are good and homework is given in line with the school's policy. While there are few extra-curricular activities, a range of visits and visitors is provided to extend the experiences within the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' achievements in English are good across both key stages following the satisfactory introduction of a modified literacy hour linked where necessary to "P" Levels, (a finely graded scale that is used to plot very small gains for pupils who learn slowly), and pupils' targets within individual educational plans. Pupils make good progress towards literacy targets within individual educational plans. The general improvement since the last inspection is noticeable with pupils responding well to well structured lessons.
2. Achievements in numeracy are very good overall and have improved since the last inspection. They are good at Key Stage 1 and very good at Key Stage 2. The good improvement is a consequence of better planning and very good implementation of a modified numeracy framework. Recent training has improved teacher knowledge of the subjects' new demands.
3. Science achievements are also much better than at the last inspection and are now consistently good across Key Stage 1 and very good across Key Stage 2. Pupils make good gains in scientific skills, and in their knowledge and understanding of science. This is due to the consistently good teaching and the work of the science co-ordinator. Planning is also much improved and provides good guidance for teachers.
4. Pupils achievements in information and communications technology are good in lessons and they are quite competent using the tracker ball. Achievement is good in art, PE, humanities, (history and geography), and design and technology. There is very good achievement in geography in Key Stage 2 and in swimming. Achievement in religious education is good in both the key stages. Pupils' achievement in personal and social development is very good and good in all other subjects, in particular swimming. Pupils make very good progress towards additional targets within individual educational plans, these are devised and monitored in collaboration with the head-teacher and parents.

Pupils' attitudes, values and personal development

5. Pupils' attitudes, values and personal development are very good and since the last inspection the school has improved its provision to promote personal development by giving the pupils more responsibility and encouraging them to use their initiative.
6. Pupils have a very positive attitude to the school and to the opportunities it offers. The majority of pupils enjoy coming to school and are keen to make their own contribution during assemblies when they listen attentively, participate eagerly and answer questions. The small class sizes and the good teaching strategies ensure that pupils get an opportunity to make their own contribution to most lessons. Many pupils feel confident when talking with adults and they are able to approach them and initiate the conversation, even when they have difficulty with their speech.
7. Parents and visitors comment on the very high standards of behaviour at the school. The consistent approach to discipline and the high quality support within the classrooms enable pupils, whose special needs may make appropriate behaviour difficult for them to achieve, to learn self-discipline and control. They move around the school in a controlled and courteous manner and the older pupils will hold doors open for adults. There is a warm and happy atmosphere in the dining hall due to the very good behaviour and the easy relationships the pupils have with one another.
8. Pupils are happy to take on the responsibilities they are given. These vary from the older pupils who organise the morning tuck shop, to the younger pupils who collect and deliver the registers. They put away seats after assembly without prompting and can follow instructions for clearing away at the end of a lesson. They form good quality relationships with each other in the

playground, join in games with their peers and with adults and are willing to offer help to those who need it. The pupils show a high level of confidence in communication with one another during the class circle times.

9. Attendance has improved since the last inspection and it is very good with very low levels of unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Overall the quality of teaching is good. Of lessons observed 3% were excellent, 22% were very good, 62% were good and the remaining 13% were satisfactory. Teachers' knowledge and understanding is never less than good and it is very good at Key Stage 1. Medium and long term planning is detailed and good at both key stages. It is well supported with appropriate resource materials. The positive impact of the National Strategies for Literacy and Numeracy on teaching throughout the school are very apparent, and teachers have incorporated similar methods into their teaching of other subjects. All elements of literacy and numeracy are addressed appropriately. The management of lessons is very good and pupils are encouraged to take a full and active part in their learning. Assessment procedures are detailed and thorough and make an important contribution to the setting of appropriate targets for cohort groups and for individual pupils. Arrangements for homework are flexible and include a half-termly topic overview, an occasional piece of work in mathematics and home reading. The pupils' own knowledge of their learning is satisfactory. Standards of teaching have improved since the last inspection and have had a direct effect upon the progress of the pupils in their academic achievements, personal and social development and confidence.
11. At Key Stage 1, teaching in all subject areas is good. In one lesson about "our friends and families" the teacher effectively used collaborative play to introduce the concept of family and patiently yet steadily moved the pupils forward in their understanding of the importance of our families and friends. A picture of an Asian family effectively illustrated the inclusiveness of families, whatever the culture.
12. At Key Stage 2 the teaching in all subjects is at least good and in mathematics and geography it is very good. Thorough planning and a good range of quality resources effectively support the pupils' learning. In one design and technology lesson in which the pupils were to identify everyday objects with wheels, they were expertly encouraged to choose their own resources. Teaching effectively encouraged improvements in skills of cutting, gluing and fixing using scissors, sellotape, glue, paper clips and treasury tags to join paper in a variety of ways. In the plenary session the teacher effectively used language master cards and the computer to answer questions about wheels. The teaching is inclusive and regardless of ability level or additional learning difficulty, staff expect all the pupils to achieve and progress at as high a level as possible. The great majority of the pupils rise to this challenge which is a feature of most lessons. On the very rare occasions that some pupils become uninterested in activities, staff refocus their interest gently but purposefully to ensure that the majority of the pupils continue unaffected. The high expectations and management of the pupils are outstanding.
13. The school teaches the full range of subjects of the National Curriculum and religious education. Teachers and support assistants have a secure knowledge of the curriculum. They work together very effectively to meet the needs of all the pupils. Class, small group and individual teaching ensures that lessons are all-inclusive and appropriately focused to meet the individual needs of the pupils. The best lessons have good pace and a range of appropriate strategies to support the pupils' learning. Lessons are less effective when there is insufficient content for the duration of the lesson. Teaching has improved since the last inspection. There are no serious shortcomings but very occasionally the content of a lesson might be insufficient to fill the full time. Teaching promotes learning successfully.

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

14. Curricular provision is rich, broad and relevant, and meets statutory requirements. It is all-inclusive and provides all pupils with exciting and stimulating experiences. Pupils with additional special educational needs have access to a broad and relevant curriculum, delivery of which is appropriately adapted to meet different needs. Pupils' self-esteem is nurtured by providing a wide range of opportunities for each child to "shine". The use of symbols and sign is developing to promote access. Mixed aged group classes are well matched for ability and all pupils have access to an appropriate curriculum, which ensures equality of opportunity. There are good arrangements for some pupils to integrate into mainstream provision. Curricular improvement since the last inspection is good.
15. Particular strengths across the school are in the provision for personal and social education, mathematics, science, music, art and swimming. Information and communication technology is developing well in relation to the school action plan and the school has plans to revisit planning for the foundation subjects and religious education. Good provision for pupils with autism ensures relevant specialised teaching and management programmes.
16. The school has implemented a modified literacy hour well. It has linked modified Qualifications and Curriculum Authority 'P' Levels to the literacy framework well. The modified numeracy hour, which also has linked 'P' Levels, is implemented very well. The balance of the curriculum is satisfactory, although timetables can sometimes be a little vague when for example 'minibus' appears. This alludes to the means of delivering the curriculum rather than the curriculum itself. However good use is made of the minibus and visits are used wisely and lay very good foundations for a topic, or reinforce previous learning very well. These trips are greatly enjoyed by the pupils and are a very good resource.
17. Extra - curricular provision at the school is satisfactory. This does present difficulties for the school, due to the short lunch hour and the inflexible arrangements required for special school transport. However good efforts are made to overcome this difficulty by arranging projects within the school day. A good example of this was the Yurt felt tent making in conjunction with the hat museum, results of which were on display in the school library area. There are also out of school visits to theatres such as the Manchester Royal Exchange and participation in football matches with local school teams.
18. The school has developed very good links with the community. Two or three times a year the choir sings in care homes. The harvest celebration is also linked to a care home. The pupils support the "Age Action Project" and two elderly volunteers from the project visit the school on a regular basis. Good relationships are enjoyed with other special schools in the area and this enhances pupils' curricular opportunities. Links are established with mainstream primary and secondary schools. These have enabled a successful inclusion programme to progress. There are very good links with schools in other European countries, for example Sweden and Hungary.
19. The school makes very effective provision for pupils' spiritual, moral, social and cultural development. These are all areas that the school has developed since the last inspection. Pupils' spiritual development is very good. Respecting the values and dignity of others and providing opportunities for pupils to do so are considered central to the work of the school. Teachers help pupils to value themselves and their relationships by celebrating their achievements and uniqueness and by teaching them to value those of others.
20. The spiritual dimension is highlighted in most subject areas, but is particularly strong in art, religious education, personal, social, and health education and music. Strong personal support and guidance in these lessons ensure that pupils know how well they are doing and it raises their self-esteem and confidence. Pupils have very good opportunities in art, to study well-known artists, and in music to experience and reflect on their own and the work of others.
21. In morning assemblies and before lunch, prayers are said and the pupils have time for reflection.

The school prayer is signed so that all are included in the prayer. The assemblies are very well planned and include a weekly assembly led by an outside speaker. During the inspection a minister from the Church and School Christian Outreach Trust led the assembly. This was greatly enjoyed by the pupils and was very successful. It was obvious that the pupils enjoyed these visits and had a very secure relationship with the visitor. Assemblies are broadly Christian in character, but celebrate other religions and other cultures at regular intervals. Other faith community leaders are invited into school at Diwali and Hanukkah. Assemblies celebrate achievements, big and small, of individual pupils.

22. Pupils' moral development is very good and is strongly supported by the high quality relationships and ethos of mutual respect, which characterises the school. There is an effective reward system and clear rules of conduct. Teachers are very good role models. Pupils learn to understand what is right and what is wrong by direct teaching of values in all subjects but particularly in religious education and personal and social development. Pupils also learn to behave in a morally acceptable way and to be sensitive to others in the school's daily routines. Members of staff are quick to acknowledge good behaviour and attitudes and do so consistently. Pupils are taught to understand the consequences of actions and are encouraged to value each other and respect property.
23. Pupils learn about other religious beliefs, cultures and ceremonies in for example religious education and history. There are good opportunities to build on this knowledge through visits to local temples and mosques. The pupils visit museums, theatres, art galleries and concerts, as well as performing in drama productions and concerts themselves. They have recently visited the newly opened Salford Lowry Centre before studying the work of Lowry in their art lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The arrangements for ensuring the welfare, health and safety of the pupils are very good. The head teacher, teaching and non-teaching staff know the pupils very well, are aware of what might indicate that a pupil is at risk, and what actions they should take. The head teacher works closely with the other organisations concerned with the care of the children such as Social Services, the school nurse and various therapists. The building and grounds are very well maintained by the caretaker, and this provides a pleasant and safe environment for learning and outdoor activities. A supplementary register is taken as pupils arrive at school and great care is taken to ensure that they are handed over to the correct escort or carer at the end of the school day. The police and the school nurse have been involved in enabling the pupils to be aware of how they can help to ensure their own safety and welfare by, for example, not playing near railway lines, saying 'no' and eating a healthy diet.
25. The system of home-school transport used by most pupils ensures that pupils attend regularly and in case of illness or other absence the escorts pass messages on to the school. There is also regular monitoring of the registers by the educational welfare officer. Good behaviour is promoted through the consistent application of a whole school behaviour management policy. This gives advice on how such things as classroom management, teaching styles and appropriate integration can affect behaviour. There is a simple graded system of rewards and sanctions with merit certificates which pupils can work towards together with weekly class awards presented in assembly. Parents are encouraged to share in the schools achievement of good behaviour through a booklet produced in conjunction with a group of neighbouring primary schools. Pupils' behaviour and personal development are very well monitored by staff, and at the weekly meetings with classroom assistants, and they form part of pupils' individual education plans.
26. Since the last inspection the school has improved procedures for monitoring pupils' personal and academic development. Assessment procedures are in place throughout the school. Each curriculum area has its own assessment procedures and these are clearly presented in the Assessment Policy Document.

27. Individual education plans (IEP) are precise and state performance to be attained by the end of a six-week period. These IEPs are used well when planning lessons. Targets set are specific, measurable, attainable, relevant and time related, and all plans include personal and social development targets. These make a significant contribution to the pupils' overall good achievements. Targets set at annual reviews usually represent two literacy-based targets, two mathematical targets and any other behavioural, self-help or social targets that the child requires. IEPs run from half term to half term. This ensures that teachers have an existing plan in place to work on and review from the start of each term.
28. Baseline assessment, which is presently linked to the Desirable Outcomes for Learning but which will be revisited in the light of the QCA recommendations, has been specially designed to meet the needs of the pupils who are under five. This provides a useful starting point for analysis of which targets to be set first. Key Stage 1 SATs tasks are revisited in Year 4 and the progress plotted against that achieved in Year 2. This information is then translated into the relevant 'P' Scale level and enables Year 5 and 6 teachers to agree cohort targets for the end of Year 6. Following the careful monitoring of test results vocabulary for mathematics has been highlighted as an area for staff to focus on. The speech and language therapist has been working closely with class teachers in highlighting conceptual gaps in the pupils language development.
29. The school fully meets the statutory requirements for day provision as outlined in statements of special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. The way the school works in partnership with parents has improved since the last inspection and is very good. Most parents speak very highly of the school and the arrangements it makes to provide a rounded educational experience for their children in a warm and caring environment. They say that their children like coming to school and this was confirmed by the pupils themselves. Parents are made very welcome in the school and find the staff helpful and approachable. The involvement of parents of new pupils in their induction into the school is very good with time being taken to ensure that they are happy with the arrangements made.
31. The school has very effective links with parents and offers them a lot of support. The home-school agreement affirms the contributions to be made by school, parents and pupils which are clear and achievable. The home-school diaries are very well used by both staff and parents to pass on personal and curricular information. Parents get regular information about the topics that their children will be studying so that they can work on the same areas with their children at home. Parents are encouraged to attend special celebrations within the school and the regular class assemblies after which coffee is served. Parent governors participate in the life of the school and other parents become classroom helpers, some going on to become classroom assistants or mid-day supervisors. Parents support the school through the Friends of Lisburne and raise funds for the minibus and other amenities.
32. Frequent letters keep parents well informed about school events. The Annual Governors' Report to Parents is generally informative and it meets statutory requirements. The annual reports on pupils' progress provide detailed information on what pupils have achieved and what they still need to achieve. Parents are invited to attend the annual review meeting and have the opportunity to contribute to the future targets for their child. The school prospectus provides detailed information on all aspects of the curriculum and school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

33. The head teacher, who is soon to leave her post, has provided very effective leadership and this has enabled the school to make very good progress since the last inspection. She has been very clear about the educational direction the school must take, skilful in prioritising the order of change and sensitive about the pace at which change should occur. She has very good

knowledge of what takes place in the school and she effectively monitors the quality of the education provided and the outcomes achieved. She is very well supported by the deputy head teacher and by teachers who exercise particular responsibilities, such as curriculum leaders. She has successfully engendered a strong team spirit among the staff and this benefits the school and the pupils in many ways. As a result the school has adapted well to changing circumstances and it has prepared itself fully to introduce the modified National Curriculum from the start of the autumn term.

34. The governors are knowledgeable, active and supportive. The chair has very relevant past professional experience that enables her to be of particular support to the head teacher when necessary. Other members of the governing body give freely of their time, take on the responsibility of sub-committee work and undertake training to enable them to help the school more effectively. Legislative requirements are met well. Governors have a good understanding of the strengths and weaknesses of the school and they play a part in monitoring the curriculum and the quality of teaching.
35. There is a clear understanding among senior management and governors that a performance management policy must soon be developed. Some present practices are a good foundation on which to build. These include, staff development interviews to target in-service training and the recent process of assessing candidates for threshold payments. The local authority appraisal scheme is in abeyance but while it was current, teachers were appraised annually as the law required. The school has allocated resources to support the monitoring of teaching and the role of co-ordinators in this process is developing.
36. The national targets for pupil performance are acknowledged to be beyond the level of attainment of the pupils with moderate and sometimes complex learning difficulties. However, the school undertakes baseline assessment and, using finely graded scales, sets targets for pupil performance based realistically on past achievement. The school has a well-developed system for planning priorities. The cost of each planned development is known and the priorities selected are appropriate.
37. The budget planning process ensures that educational priorities are supported. In the past financial year the school had an excess of income over expenditure of below 2%. An aggregated fund of around 8% of annual funding exists to provide for projects such as the re-development of the play space. Financial controls were rated as good at the latest audit and the minor improvements required by the audit team have been implemented by the school. In making its expenditure plans the school is aware of the principles of best value and uses these to guide its decision making.
38. The school has a good number of very well qualified and experienced teaching and support staff. Together they possess a wide range of expertise to meet the demands of the National Curriculum. Staff are well trained in the national initiatives for literacy and numeracy and these have been implemented effectively. Those members with additional qualifications and expertise are used appropriately. Support staff make a significant contribution to the standard and quality of education provided. The teaching and support staff work closely together to provide very good quality educational and behavioural support for all the pupils. They in turn are supported by all members of staff to provide a good quality learning environment. The staff have clearly defined roles and responsibilities and work very hard to include all pupils in the full curriculum. Visiting specialists provide good back up support to the school and its pupils.
39. The arrangements for staff development are very good. Since the last inspection arrangements for staff development have been improved. All of the requirements for staff appraisal have been met and the head teacher also conducts regular personal interviews with each member of staff. These meetings examine the individual's progress in carrying out their responsibilities, identify training needs and agree personal targets. There are appropriate procedures for supporting the induction of newly qualified teachers and those who are new to the school to enable them to function effectively.

40. Accommodation is good and effectively managed. The buildings and surrounding areas are spacious and well maintained. Classrooms are of adequate size. They have carpeted areas and the pupils have ready access to water. The multi purpose hall is good in size for assemblies, physical education and dance as well as providing a light and attractive dining area. The library provides a quiet area for individual support for pupils as well as doubling as a music room. Stimulating and attractive wall displays make an important contribution to the bright and welcoming atmosphere of the school. Internal steps sometimes inhibit the free movement of the pupils. Fund raising has enabled external areas to be redesigned with hills and fun areas for the pupils' enjoyment.
41. Resources across the curriculum are good in both quality and quantity and adequately support the demands of the curriculum and the pupils' learning. Since the last inspection resources and artefacts for religious education and design technology have been significantly improved. For example, Year 3 pupils had an adequate supply of adhesives, scissors, paper clips and treasury tags for their design and technology lesson on, everyday objects with wheels. The surface of the outside play area is good but play facilities should be improved. Good use is made of outside visits to museums and churches to support the pupils' learning.
42. In the previous report the management and leadership of the school was satisfactory and improving. It has now improved and management and leadership are now good. The school uses its resources efficiently and well and this is a further improvement on what was previously reported.
43. The school gave sound value for money at the last inspection and it now gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. There are no areas of weakness of such significance that they must immediately be addressed. A number of less significant matters that might be improved appear in the text. When drawing up its action plan in response to the report the governors should consider these.
 - There are insufficient play facilities. (Paragraph number 41).
 - The methodology of incidental teaching of information and communication technology, (ICT), does not guarantee that learning is always continuous and at an appropriate pace. (Paragraph number 95).
 - Pupils sometimes do not change into physical education (PE) kit for physical education. This inhibits their responses. (Paragraph number 104).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	22	62	13	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	No of pupils
Number of pupils on the school's roll	43
Number of full-time pupils eligible for free school meals	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.4	School data	0.1

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	2	3	5

Pupils are entered for National Curriculum end of Key Stage tasks and they are assessed by their teachers. All have statements of special need because of their learning difficulties and their performance in the tasks is in line with that of other pupils with similar special needs nationally.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	3	10

Pupils are entered for National Curriculum end of Key Stage tasks and they are assessed by their teachers. All have statements of special need because of their learning difficulties and their performance in the tasks is in line with that of other pupils with similar special needs nationally.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	40
Any other minority ethnic group	2

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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	7.2
Average class size	10

Education support staff: Y R – Y 6

Total number of education support staff	11
Total aggregate hours worked per week	278

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	353,613
Total expenditure	348,268
Expenditure per pupil	8,293
Balance brought forward from previous year	24,147
Balance carried forward to next year	29,492

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	15

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	60	33.3	0	0	6.7
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	33.3	33.3	20	0	13.3
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	73.3	13.3	13.3	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	93.3	0	6.7	0	0
The school works closely with parents.	73.3	20	0	0	6.7
The school is well led and managed.	66.7	26.7	0	0	6.7
The school is helping my child become mature and responsible.	86.7	13.3	0	0	0
The school provides an interesting range of activities outside lessons.	60	26.7	0	0	13.3

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

45. The school does not always have pupils in the foundation stage on its roll. At the time of the inspection there was one pupil in this age group who had started recently at the school. Currently, provision is aimed at meeting his individual needs. The planned curriculum for the Foundation Stage is presently being re-organised to incorporate Early Learning Goals and to develop teaching strategies that will meet the needs of the very small number of pupils under five who have very deep and complex learning difficulties who enter at this stage. The expectation statements used to assess pupils' progress at the end of each unit of work will also be revisited.
46. On entry to school pupils are carefully assessed and each child's needs are catered for individually. Some children are not able to score on the baseline assessment and they are plotted against developmental checklists and P Scales. There is great care taken that pupils receive their full entitlement, and although some pupils are still at a very early development stage, all are included in the learning process. In English and mathematics the curriculum is planned in line with the National Literacy and Numeracy Strategies framework, with great emphasis placed on language development and the needs of individual pupils. All other subjects are taught through a topic approach over a two-year cycle. Planning for these takes account of the QCA recommendations and will in future incorporate Early Learning Goals. Those pupils who are "looked after", who are unable to participate fully in the classroom activities because of their very deep emotional problems, are very well supported and work alongside their classmates at an appropriate level.

ENGLISH

47. Achievement is good. Pupils at both key stages make good progress during their time in school. This is equally good in speaking and listening and reading and writing. The pupils' use of literacy skills, particularly in reading, and in speaking and listening is good and helps their research skills and evaluation of work in a broad range of other subjects. The curriculum is educationally inclusive and supportive of all pupils including those who make effective use of the Picture Exchange Communication System.
48. At Key Stage 1, the pupils are enthusiastic about answering questions. They listen attentively, seldom interrupt their friends, relate what they know and occasionally predict what will happen. By the end of Key Stage 2 the substantial majority of the pupils have extended their vocabulary and use such words as "yesterday" when describing a visit to the park. They are able to express their ideas in complete sentences and most recount and recall events accurately and fluently. The pupils effectively ask questions to help formulate their own ideas.
49. At Key Stage 1 the pupils understand that text is used for reading. Some pupils are able to read simple sentences but have low powers of retention and frequently forget what they have read. Other pupils guess at the text and do not associate the visual prompts with what they are reading. They are able to read and recite nursery rhymes such as, "Humpty Dumpty" with teacher support. By the end of Key Stage 2 most pupils show good progress in reading with a good understanding of the text. They are able to associate letters with sound and can recite the alphabet. Many can use simple phonics by covering a part of the word with their finger and build up the syllables. Others use picture prompts especially in "big books" They recognise letter combinations such as "ch" and identify them in words such as "catch".
50. A few of the pupils are almost fluent readers although a few pupils continue to have difficulty with phonics and reading simple text. At both key stages the pupils follow a structured reading programme. They have a good understanding of the difference between fiction and non-fiction books. Most pupils read to their parents at home. Library books selected by the pupils effectively complement the reading scheme.

51. At Key Stage 1 writing skills develop so that the substantial majority of the pupils can write their name unaided. The pupils in Year 1 make effective use of the sand tray to write capital and lowercase letters. They can write short clear sentences using a capital letter and a full stop. Differentiated tasks enable all pupils to be included and involved at their individual level of ability. They make progress over time and several pupils can copy letters, words and given phrases and a small minority are able to write independently by age seven. The substantial majority of the pupils require a high level of adult support when they are required to write. They are able to place missing words in given sentences. By the end of Key Stage 2 the substantial majority of the pupils have experienced a wide range of writing including lists, letters, recounts, stories and messages. They are able to construct independent sentences with a great degree of accuracy in the spellings. Some pupils at Key Stage 1 can spell three letter words with a short vowel sound and some short, high frequency words such as "mum", "dad", "as" and "if". At the end of Key Stage 2 several pupils write accurately and use an extensive vocabulary of more complex words. Handwriting skills develop from a simple letter formation that is copied until the end of Key Stage 2, when many pupils are able to write using a clear form of print writing.
52. The pupils respond well in all lessons and their behaviour is of a good standard. They enjoy the literacy hour and often make particularly perceptive contributions during the whole class text and word level work. At both key stages the pupils listen attentively, follow instructions and show an interest in their work. They co-operate sensibly when required to work together and take a pride in their work. The pupils enjoy the structure and pace of the lessons.
53. The quality of teaching is good at both key stages. The teachers have a secure subject knowledge and a good understanding of how pupils learn. This enables the pupils to make consistent progress in developing their literacy skills. Teachers use their voices effectively and imaginatively to encourage, involve and motivate the pupils and to hold their interest. Behaviour is well managed and control is firm and friendly. Worksheets are appropriate for the pupils' individual needs. For example, Key Stage 1 pupils make effective use of worksheets that relate to the name, sound and formation of letter H. Computers are in every classroom and are well used to support the pupils' learning. For example, Key Stage 1 pupils make effective use of the Animated Alphabet. In a Year 3 lesson the pupils were given extension work on the computer in which they chose a sentence from the text and used the tracker ball to select and position words from the word bank to match the text. This strongly supported their learning skills. Lessons are well paced with appropriate changes of activities to suit the needs of the pupils. The strategies of the Literacy Hour have been used well in other subjects of the curriculum. Teaching is effectively differentiated to enable all pupils to be appropriately included in all aspects of lessons. The pupils work is assessed as the lesson proceeds and end of unit assessments contribute to individual target setting. Work is efficiently marked with encouraging comments and appropriate challenges. Bright and challenging wall displays provide effective visual stimuli for the pupils. The library is well stocked with an appropriate range of fiction and non-fiction books. This meets the needs of all ages of pupils and is well used.
54. All staff have taken part in the training for the National Literacy Strategy. The subject is well managed and co-ordinated. English plays an important part in other subjects. Drama is well used, for example, in the acting out of the story of the healing of Jairus's daughter in a religious education lesson. The subject makes an important contribution to the spiritual, moral, social and cultural development of the pupils. This is so in circle time when the pupils are encouraged to express their feelings and opinions. They also express anger in their rendition of, "In My Backyard", in a music lesson.

Pupils for whom English is an additional language

55. The school has two pupils for whom English is an additional language. They are integrated into all aspects of the curriculum. The pupils' language and communication skills are carefully assessed and appropriate support is provided within the school. Additional support is available from the local education authority should it be requested.

56. There has been notable improvement since the last inspection in the English curriculum, the standards achieved and in the consistency of teaching.

MATHEMATICS

57. Pupils achieve very well overall in mathematics. Pupils' achievements are good in Key Stage 1 and very good in Key Stage 2. The variations in the progress the pupils make are linked directly to the length of time the pupils have been in the school and the settling down period necessary to adjust to the routines of school life. The inspection took place very early in the school year when some pupils had only been in the school for three days. Good standards of achievement are obtained in Key Stage 1 where standards of teaching and learning are good. Effective teaching builds on the baseline assessment of what individual pupils already know. High attaining pupils recognise and count from 1 to 5 and with support can recognise these numbers and match the number with appropriate number of dots. There is a growing recognition of number 1 to 6. (Progress is easily measurable through the very good records that are kept. Pupils learn to recall well during numeracy lessons). Lower attaining pupils match coloured bricks to patterns, where the teacher and support assistants provide pupils with plenty of time and encouragement to choose the correct solution and remain on task because they receive good support and encouragement. This helps to achieve satisfactory behaviour.
58. At Key Stage 2, pupils make very good progress overall against targets set for them in their individual education plans. Standards of teaching and learning are very good. Teachers know pupils very well and ask challenging questions during the numeracy lessons. Pupils know the routine very well and concentrate because they want to answer. They understand and use number bands to 30, understand number patterns to 100 and can enter and read data and diagrams. They can understand simple problems such as 26 people attend a party, there are 2 tables with 10 chairs at each table; how many more chairs are needed? During a lesson on doubling these pupils challenge each other to write double numbers and then add them together. They enjoy the challenge and the independent activity. Lower attaining groups show delight during plenary sessions when they demonstrate their ability to count to 5 other pupils. They are working very successfully with numbers to 20. They are able to add and subtract to 20, sometimes using multilink or number boxes. They are able to construct a bar chart showing their favourite pets and understand simple measurement.
59. Pupils who have additional difficulties, such as autism or more challenging behaviour, make the same progress as other pupils because teachers know them well and support assistants provide very effective support, to promote their progress.
60. Overall, the quality of teaching is very good. Knowledge of pupils and excellent behavioural strategies enable all pupils to make very good progress by building on their previous knowledge and understanding. Teachers and support staff encourage pupils to work for the whole lesson by well judged changes of activity to motivate pupils to new tasks and so deepen their understanding of number.
61. Assessment procedures are very good and teachers know their pupils very well. This partly explains why pupils are achieving better than at the last inspection. Teachers provide good short-term targets for pupils to attain. Their regular assessments form the basis of planning for pupils to make further progress during lessons and so promote learning of basic mathematics. The provision of teachers and support assistants is very good.
62. Another factor in the very good progress made by pupils, is teachers' effectiveness in promoting pupils' mathematical learning in other subjects such as, physical education, geography and food technology. In food technology pupils investigate the change in eggs when they are cooked and make into 6 'egg soldiers', counting them carefully before eating. The subject co-ordinator provides very good leadership. She has made very good improvements to the provision of mathematics since the previous inspection and has raised pupil' achievements and progress. A strong and improved feature is the integration of the National Numeracy Strategy into

mathematics lessons. The subject development plan is very good and is calculated to raise standards further. There are good examples of planning to promote numeracy skills further through the use of information communications technology.

63. Overall the subject makes a strong contribution to the three principles set out in the inclusion statement in Curriculum 2000. Suitable learning challenges are set. Teachers and support staff respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils, very successfully.

SCIENCE

64. By the end of Key Stage 1 pupils have achieved well. They make good progress, in most cases from a low base of previous knowledge, skill and understanding. They learn to develop and channel their natural sense of curiosity about the world and gradually to look carefully, investigate what they observe and to make predictions. They learn the vocabulary appropriate to their tasks; at first this is on a simple level, for example, learning the names of parts of the body in their work on "Ourselves". Learning is strengthened by the range of activities that are well matched to the pupils' present levels of understanding and interest. They sing "action" songs to become fully conversant with their bodies' structure, they complete jigsaw puzzles of the body, they name limbs and joints, hands, feet, the head, eyes, nose and mouth and can point to these on drawings as well as on their own bodies.
65. There is acceleration in achievement at Key Stage 2. This is partly attributable to an influx of relatively higher attaining pupils who join the school in Year 3 or later but also to the planned and careful manner in which the school builds thoroughly on the good start given to those who have moved up from the infants' class. Pupils are making very good progress by age 11. There is an investigative emphasis to learning, and by Year 4 pupils are mastering the sequence of activities that underpins this. In a very good lesson on materials, the pupils were taught to use the first hand evidence of direct observation to answer the question "What happens if we heat water?" They recall previous learning about sources of energy and put forward simple plausible explanations for the phenomena they observe. By the lesson's end most could sequence the stages of their investigations correctly and they had an understanding that heating water produces steam which can then be cooled to become liquid once again.
66. By Year 6 pupils have consolidated their understanding of scientific investigation. They used observation and classification in an investigation into the properties of liquids and solids. They sorted collections of materials into liquid and solid and they began to recognise the similarities and differences between these states of matter.
67. There is very good planning that has drawn appropriately on the advice that has been given to back-up the new National Curriculum. This has enabled teachers in both key stages to provide lessons of good, and, in a third of cases, very good quality, that focus appropriately on both the subject requirements and the pupils' learning needs. There is strong emphasis on investigation and on learning actively. In science lessons pupils' learning skills are strongly developed and extended. In their response to the lessons they are encouraged to exercise precision in their motor skills, to learn appropriate vocabulary and to sequence and to match real life objects or events to drawn and written records and accounts. Most importantly, they are encouraged to think about what they see. Thus, for example, after initial investigation of states of matter, several pupils in Years 5 and 6 are aware that the property of "spilling" and "flowing" is not unique to liquids because sand or rice might also do these things.
68. Pupils show keen interest in their lessons and thoroughly enjoy the finding out processes. They report their findings clearly and give reasons for what they say. They work collaboratively by the time they reach Year 5 and are respectful of others' views and ideas. Across the age range behaviour is at least good and it is frequently very good. Where there are incidents of inattention or minor disruptions these are entirely related to the special nature of individual difficulties and not conscious attempts to prevent learning. As part of the good practice of inclusion, pupils with

a very wide range of needs are brought together in teaching groups so that all can share in the excitement of scientific discovery.

69. The previous inspection reported unsatisfactory progress in science in Key Stage 2 after satisfactory progress at Key Stage 1. More able pupils in particular were said to fail to achieve their potential. Little teaching was seen but some that was seen had poor features and at Key Stage 2 it was unsatisfactory. There was a poor match of work to pupils' capabilities and assessment processes were underdeveloped with few appropriate records. The policy was outdated.
70. All these matters have been thoroughly and successfully addressed. Energetic and knowledgeable co-ordination has led to the development of good quality planning, very thorough and accurate assessment of pupils' progress and good quality teaching. All this has had a positive effect on pupils' progress.

ART

71. The pupils in the infants' class are introduced to art and design across a broad range of subject based activities. For example, in religious education, they draw and paint their families and in science they make close observations of their bodies and learn to locate features on their drawings of faces. They also have dedicated art lessons. The pupils make good progress in Key Stage 1.
72. Art lessons make good use of the work and methods of artists to enable pupils to develop visual awareness, familiarity with a range of techniques and the ability to reflect on and talk about their work. During this term the work of Jackson Pollock is being explored and pupils spatter and drip paint to form images governed by movement.
73. Good progress continues to be made as pupils move through Key Stage 2. Achievement is high, as, for example, in Year 3, where pupils responded with fascination to the work of Bridget Riley and they used templates that they made to produce their own versions of her work. Very good achievement is found in Year 4 where pupils who have been studying the work of L.S. Lowry discriminate well between colour shades in mixing watercolours to match his characteristic palette. They observed figures in his paintings "The Funeral Party" and painted their own versions. They did this very well. By Year 6, making skills in a range of media, including clay, collage and drawing have been extended. Artwork in Year 6 is related to the historical theme for the term and the work of Tudor court artists, such as Holbein, is drawn to the attention of pupils. They have worked collaboratively on a large scale to produce a three dimensional figure of Henry VIII.
74. Teaching is good overall and occasionally very good. This enables pupils to develop a strong visual vocabulary and lessons are supplemented by visits to exhibitions. At the time of the inspection, Year 4 pupils visited the Lowry museum as part of their lessons about the life and work of the artist. In all art lessons pupils show great enthusiasm and are anxious to respond to the stimulus that the lessons provide. There were gasps of surprise, for example, when pupils reached out and touched the op-art pictures of Bridget Riley, only to find that they were not three-dimensional objects but flat two-dimensional paintings. When good or very good teaching produces such enthusiasm, the well-structured lessons that follow build on it skilfully to take the pupils forward. While no direct teaching of art was observed at Key Stage 1, drawing and painting activities within other subjects were seen to be planned and well supported. The work produced for scrutiny the quality of teaching is good.
75. Pupils' attitudes to the subject are very positive and their behaviour is always good and regularly very good.
76. Art is well co-ordinated and enthusiastically promoted in the school. The development of what pupils know, understand and can do is well assessed and their work is helpfully annotated.

77. The previous inspection reported satisfactory progress at Key Stage 1 but unsatisfactory progress at Key Stage 2 where pupils were said to become bored with their lessons. Teaching was satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Art had too low a profile in the curriculum. These criticisms have been successfully addressed and art has an appropriate place in the life of the school. Far from being bored by it, pupils enjoy their lessons and go on to achieve well as they respond to much improved and more closely planned teaching. Art makes a strong contribution to the pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY

78. A number of pupils in the infant class are new both to the school and to formal education. The first lessons in design and technology (DT) are focused appropriately on assessing their capabilities, particularly their cutting skills with scissors and their knowledge of how to join materials using simple techniques such as pasting. These skills are used in other areas of the curriculum, including art and science, where improvement of cutting skills by the use of trainer scissors was seen to be proceeding well. No lessons in DT were, however, observed in key Stage 1. Nevertheless, from activity observed in other contexts, it can be seen that pupils are beginning to master necessary skills at an appropriate rate of progress.
79. In Key Stage 2, pupils achieve well and they make good progress. In a unit of work on vehicles pupils in Year 3 were all able to name and describe the features of a collection of toy vehicles. They were generally able to distinguish plastic as a construction material but they were less certain about the differences between wood and metal. They learned that wheels turn on axles but few recognised the word "axle" or used it correctly. They drew vehicles but had difficulty with this. They are not yet able to draw in plan and sectional modes. Nevertheless, each pupil can use a catalogue to identify objects with wheels and talks to their classmates about this. They evaluated the suitability of the adhesives they used when sticking their wheel pictures onto a record of their findings.
80. In Years 5 and 6, pupils set out to design a drink. They tasted a range of sample soft drinks and rated them for appeal based on factors such as sweetness or the attractiveness of packaging. Pupils charted the outcomes of their trials and collated these to come to a group decision about the qualities of the best drink. They achieved the goals of the lesson very well and their progress was very good in this activity.
81. Pupils show enthusiasm for their lessons and try hard to do what is asked of them. They enjoy their activities and learn a vocabulary appropriate to the subject. They behave well in their lessons when they are doing both individual and group tasks.
82. The eager disposition to learn and the good learning habits of pupils are a response to good quality planning and teaching. When this was observed in Key Stage 2 it was good and in a third of lessons it was very good. There is a good match between the activities chosen and the capabilities of the pupils, with sufficient challenge to carry learning forward. The role of the support assistants is crucial in making the lessons a success. In all of the activities undertaken in DT support assistants play a major role. They work directly with small groups in some aspects of the work, for example, food technology, and maintain high standards that reflect the requirements of the curriculum and of health and safety. Teachers maintain the pace of their lessons and have high expectations of what is to be achieved.
83. In DT it was previously reported that there was satisfactory progress in each key stage, that attitudes and behaviour were satisfactory to good and the quality of teaching was satisfactory at Key Stage 2. Recording and assessment were weak with only a limited range of materials and techniques in use. There has been substantial improvement in all of these matters. The subject is well led and learning is progressive throughout the school. Assessment of pupils' achievements is accurate and it is used to inform planning.

HUMANITIES

84. The school has improved the level of pupils' achievements in humanities across both key stages since the previous inspection. Achievement is now generally good and it is very good in geography in Key Stage 2. This is because of the good and sometimes excellent teaching that the pupils receive. No lessons were observed in Key Stage 1 geography, but evidence of pupils' work indicates that their achievements are good. Humanities is very well managed across the school by the co-ordinator who ensures that there is continuity of learning.
85. By the end of Key Stage 1 higher attaining pupils are able to match vehicles to the form of travel and label animals on the farm. Other pupils are able to recognise old and new clothes. When shown a model of a delicate silver horse-drawn carriage they handle it with very great care.
86. At Key Stage 2 higher attaining pupils are able to identify at least three household objects from Victorian times and explain how they differ from the modern equivalent. Teachers make very good use of plenary sessions to expand and enhance the pupils' learning. For example when learning about ancient Egypt, the pupils, with support, made very good use of reference books. In the plenary session they take turns sharing their information and telling what they have discovered. This is helping to develop their skills in performing for an audience and very successfully building up their confidence. Older pupils know that the Tudors lived long ago, before Victorian times, and recognise Henry VIII and Queen Elizabeth I. They can compare their homes with those of Tudor homes. They are interested in looking at maps and can identify various key points, such as a church, school and railway station. Pupils of all ability levels are able to identify at least one building in Stockport from pictorial representation. Another pupil recognised Macdonald's "because of the big M". All pupils benefit from the many opportunities that the teachers provide to dress up and enter into role-play in both the historical and geographical structured play areas.
87. Teaching and learning in humanities is good overall. Teaching and learning is well supported by the teachers' and pupils' enthusiasms for the subject and the very good relationships teachers have with pupils. A significant strength of the teaching is the way the teachers carefully plan opportunities to experience life in the community, life in the past, through the very good use of artefacts, visits to museums and the local environment. A particularly good example of this was the recent topic 'Where in the World is Bertie Bear'? Bertie travelled to Spain with Werneth Concert Band and the photographic evidence of this trip provided an excellent learning resource in a meaningful context for the pupils. Prior to the departure of Bertie, pupils visited Manchester airport where they experienced the departure procedures and a visit to the Bureau De Change where Bertie would need to visit to change his money. The Internet was used to provide pictures and information about the hotel where Bertie would stay in and Girona and Rosas, the places that Bertie would visit. All these approaches enliven learning and ensure good progress.
88. Very good behaviour management is a strong feature of lessons. Very clear planning and routines mean that pupils know what is expected of them, and this has a positive impact upon their behaviour and capacity to listen and learn. Standards of attitudes and behaviour are good. Pupils concentrate well and produce sustained work when working with support and in very small groups.
89. The present policy document is being revised in the light of QCA recommendations and the new Curriculum 2000. At present each class teacher draws up their own short and mid-term plans, which are overseen by the co-ordinator. At Key Stage 1 topics are planned over a two year cycle. Each topic runs for half a term. At Key Stage 2 topics are planned on a one year cycle and run for a full term. Activities are planned in the medium term to match specific learning objectives and key elements. Some activities, for example, chronology and sequencing of events, will go on throughout the year for progress in those key skills. The previous inspection found that assessment was inconsistent. The co-ordinator has worked very hard to ensure that assessment clearly takes place and that all pupils are included in the process. Assessment is ongoing and involves both the teacher and the pupil. Work is very well annotated, stating clearly the input from staff and the pupils achievement. At the end of each topic all pupils are assessed

against the three levels of expectation.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. The school has recently been re-equipped with computers in each classroom and a computer based in the library is linked to the Internet via Stockport's Grid for Learning. Information technology (ICT) relates to the latest National Curriculum requirements and plans are made by each teacher to ensure that pupils are given experiences in finding things out, exchanging and sharing information and developing ideas and making things happen.
91. There are no specific lessons in ICT and there is wide variation at each age in the competencies that pupils bring to the subject. However, over each key stage, in relation to their capabilities, pupils achieve well. They are confident in their use of the computer and aware that the tracker ball they use controls what happens on the screen.
92. By Year 5, pupils know that the computer can assist them in exploring information from different sources, can be used to produce pictures and text and to communicate with others. In work in design and technology older pupils organise and classify information, while younger pupils in Year 3 use a talking text programme to produce sentences related to the text they work on in their literacy. Good use is made of a computer program to label pictures of types of buildings in a geography lesson on "My Town".
93. The Internet and mapping programs are both used to support the excellent work on "Where in world is Bertie Bear?" Pupils receive initial instruction and continuing help from support assistants as they use the computers. They learn well and they concentrate hard on their tasks. While the youngest children may need to be prompted to use a simple program to label parts of the body as a part of the study of "Ourselves" older pupils are accurate and persistent in their use of, for example, painting programs.
94. Behaviour is good when pupils are using the computers. Little direct teaching was observed, but where this was seen, as in the use of a talking text program in Year 3 or in the introduction to the painting program for lower attaining pupils in Year 6, it was good. Demonstration was clear and pupils were given an opportunity to gain "hands on" experience quickly without too much adult interference. When given such opportunities, pupils concentrate well, experiment sensibly and persevere. They recall what they have learned previously when they return to use the programs that they have used at an earlier date.
95. The plans made by teachers mostly reflect the use of ICT in support of other subjects. Good records are kept of what each pupil has done and of their level of skill. However, the methodology of incidental teaching of ICT cannot guarantee in every case that learning is continuous and at an appropriate pace. In only one class are plans made for regular consolidation lessons to ensure the pace and progression of learning.
96. The findings in the previous report were not significantly different, although progress, or achievement, is now judged good across the age range. Resources are now improved and are well used and there has been good use of in-service training to enable staff to make better and more consistent use of ICT in teaching.

MUSIC

97. Overall, pupils make good progress. At Key Stage 1 the pupils listen well and are able to count in rhythm from one to four. They make good progress with rhythmic clapping and body movements. They sing a range of songs and nursery rhymes including, "Say Hello", "Hickory Dickory Dock" and "Down on the Farm". They are familiar with such musical words as, "song, clap, beat and tick-tock". They are able to name, handle and play a range of untuned percussion instruments including triangle, cabasa and guiro. They make good progress in accompanying

their own singing on percussion instruments.

98. At Key Stage 2 the pupils make very good progress. They are able to sing quiet, loud, high and low and enjoy such songs as, "Where Are You?" They are able to identify by their sound and name a range of instruments including, cymbals, bell, rainmaker, shaker, wood block and cabasa. Older pupils make good progress and are able to sing a collection of songs from the school musical, "Rainhill Trials". Two pupils sang the song, "Poor, Poor Man" having memorised both words and melody. Pupils expressed a range of emotions such as anger in the song, "In My Back Yard". Singing such action songs as, "God Loves You" and "I Love You" in assemblies and listening to such music as extracts from Holst's "Planet Suite", effectively compliment music lessons and extend the pupils' musical experiences.
99. The pupils are well motivated and enjoy music. They perform well as a class and individually and effectively appraise their own and each other's performances. Pupil to teacher relationships are secure and help bring out the best in the pupils. The pupils show respect for the expensive instruments they are using and listen attentively in lessons and assemblies to music from a range of cultures. The quality of teaching is good. The knowledge and expertise of teachers and a visiting specialist have a positive impact on the pupils' learning. Lessons are well planned, prepared and managed and have clear learning objectives. Teaching methods are varied appropriately and this makes a significant contribution to the pace of lessons and helps to sustain the pupils' interest. Good resources are well used to support the pupils' learning. Music makes only a limited contribution to the development of literacy and numeracy with the emphasis being on performance rather than written work but it contributes strongly to pupils' spiritual and cultural development and to social development, as when the choir visits care homes to sing.
100. Since the last inspection standards in music have continued to improve.

PHYSICAL EDUCATION

101. Pupils in Key Stage 1 have opportunities to exercise and develop their physical skills both through play and in physical education (PE) lessons. At the time of the inspection, which was very early in the school year, a number of pupils were new to structured activity in gymnastics. An emphasis is placed on planning and familiarising the pupils with the safety and disciplinary requirements of such work. The pupils are encouraged to travel safely, to use different parts of their bodies to propel them along and to learn the commands "Stop!" and "Go!" They move to the music of nursery rhymes and act these out. They experiment with jumping, hopping and skipping. Simple games are introduced and they reinforce response to commands. In their outdoor play, pupils are enthusiastic and energetic. A good start is being made in PE.
102. In Key Stage 2, pupils are given the full range of opportunities required by the National Curriculum. In a dance lesson in Year 3, pupils at the beginning of Key Stage 2 listened carefully to music and instructions and they responded positively. They were keen to shape and refine their movements. They demonstrated their ability to work collaboratively and to listen and obey commands when they joined together to play simple games using a parachute. In an introduction to dance, pupils in years 5 and 6 showed good control and they responded well. There were some carefully controlled movements to match the mood of the music and some boys and girls moved gracefully and energetically interpreting the music with great surety. Overall, achievement across the Key Stage in dance and gymnastic activities is good to very good and very good progress is made in swimming by Years 5 and 6. A number of pupils are well on track to reach the national standard in swimming for the Key Stage before the end of the year.
103. Pupils enjoy their PE lessons. They take part with enthusiasm. Behaviour, where this is within their control, is at least good. Behaviour in the swimming session and on the journeys to and from the pool was very good.
104. Well planned teaching which is of good quality enables pupils to develop confidence, to rise to physical challenges and to strive to improve what they can do. All pupils are included. Although

modifications are made to the demands made on some, this is done sensitively and the challenges set for pupils with greater learning needs are appropriate. Support staff make a very strong contribution to this. Teachers strive hard to give each pupil a feeling of success and they are effective in this. Expectations are high and the benefit of this is seen particularly in swimming where pupils have developed high degrees of water confidence. They eagerly expect that they will succeed as swimmers. The progress made by each pupil is assessed accurately and used as a basis for planning future activity. Pupils in Key Stage 2 sometimes attend PE lessons without changing into PE kit. This inhibits their responses to some degree and is a deficiency that should be addressed.

105. Since the last inspection the quality of teaching has improved and it is consistently good or better in Key Stage 2. The achievement of pupils - the progress they make over time - is also now good. Again, this is an improvement since the last inspection.

RELIGIOUS EDUCATION

106. Pupils at both key stages make good progress during their time in school. The pupils at Key Stage 1, in a lesson on Friendships and Families, drew their family and also made good progress in using model figures to represent their families. They knew that mummy and daddy are important to their family. They began to explore the importance to them of family and friends. In doing this they used carefully chosen resources. For example, by using pictures of an Asian family, the cross-cultural nature of the family is emphasised. At Key Stage 2 the pupils effectively identify places which are special to them. The pupils in the class are able to relate to such special places as, "with Jesse my cat and stroking her" and "in front of the fire". There is good language development as each pupil talks about their own special place and writes a sentence on the topic. The pupils in Year 4 have a satisfactory understanding of the story concerning the healing of Jairus's daughter and enjoy acting out the characters and main events in the story. They understand the Bible is a special book with the two sections called Old and New Testaments. Effective listening, talking, acting and writing make an important contribution to the development of literacy skills.
107. The pupils' response to religious education is good at both key stages. They are well motivated and enjoy lessons. They show respect for the resources they are using and respond well to each other's point of view. Teacher to pupil relationships are strong and productive. The pupils show good concentration and respect when a Bible story is read. The quality of teaching is good at both key stages and follows the Stockport Agreed Syllabus and the Qualifications and Curriculum Authority's recommendations. Teachers have a good knowledge of the subject and prepare well for lessons. They have clear targets and learning outcomes. The lesson outlines are brief, encompassing the main points and the appropriate resources to be used. The teachers' extensive knowledge shows through in their delivery of lessons, in a relevant way, with clear questioning. The effective use of support staff, who are well briefed and often take responsibility for working with a small group or individual pupils, contributes to the pupils' learning. When teaching is most effective aspects of the lesson are delivered in the time available. It is less effective when there is a lack of content and pace.
108. Assembly topics, attractive and stimulating wall displays, talks from visiting church leaders and visits to such places as Chadkirk Chapel, effectively complement class lessons. Since the last lesson there has been an improvement in the quality of teaching and a range of resources and artefacts covering a number of faiths are now available in the school.