

# INSPECTION REPORT

## **BREDBURY GREEN PRIMARY SCHOOL**

Stockport

LEA area: Stockport

Unique reference number: 106095

Headteacher: Mrs K M Buckley

Reporting inspector: Mr J A Sangster  
20010

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> February 2002

Inspection number: 243690

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Clapgate Romiley Stockport Cheshire
Postcode:	SK6 3DG
Telephone number:	0161 430 3078
Fax number:	0161 406 8285
Appropriate authority:	Bredbury Green Primary School Governing Body
Name of chair of governors:	Mr A V Clark
Date of previous inspection:	9 <sup>th</sup> – 12 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Sangster 20010 Registered Inspector	Physical education Religious education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Lillian Brock 9952 Lay inspector		How high are standards? Pupils' attitudes, values and personal development Pupils' spiritual, moral, social and cultural development How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation
Margaret Entwistle 30651 Team inspector	Foundation Stage Mathematics Art Design and technology	
Michael Roussel 22157 Team inspector	Science Information and communication technology Music Special educational needs Equal opportunities	Assessment
Susan Macintosh 20368 Team inspector	English Geography History	How good are the curricular and other opportunities offered to pupils?
Jo-an Cox 19864 Team inspector		Resourced nursery special educational needs provision

The inspection contractor was:

Schoolhaus Ltd  
Suite 17  
BPS Business Centre  
Brake Lane  
Walesby  
Nottinghamshire  
NG22 9HQ

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

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>SPECIAL EDUCATIONAL NEEDS PROVISION IN THE RESOURCED NURSERY CLASS</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Bredbury Green Primary is a mixed community infant and junior school, with a nursery class on a separate site. The school draws its pupils from a wider area than the Romiley ward in which it is situated. The nursery has 12 places specifically for pupils with severe learning difficulties. There are 52 children in the nursery altogether, and all of them attend for either the morning or the afternoon. There are 270 pupils in the infants and juniors, including 43 pupils in the reception year. The school is bigger than most primary schools. The standard admission number is 38 and the school is oversubscribed. The attainment of pupils on entry to the school in the nursery is below average. All pupils in the school are white and speak English as their first language. The number of pupils eligible for free school meals is just above average. The number of pupils identified as having special educational needs (27 per cent) is above average, as is the number of pupils with statements of special educational need (2.7 per cent). These pupils are integrated well into the life of the school.

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

Bredbury Green Primary is an effective school. Although standards in English and mathematics are below average, pupils make satisfactory progress as they move through the school. Standards in music are good. Pupils have good attitudes to work and behave well. Teaching is good in all parts of the school, with some examples of excellent practice, and standards are improving as a result. The headteacher and governing body provide good leadership, and they are supported well by senior teachers. The school gives good value for money.

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

- The school has established very good links with its parents and with other institutions, particularly the local secondary school.
- The provision in the nursery, both for pupils with severe difficulties and for others, is very good.
- The provision for pupils with special educational needs is very good throughout the school, enabling these pupils to be fully included in what others do.
- Pupils' personal development, particularly their social and moral awareness, is very good.
- The procedures for child protection and for looking after and supporting all its pupils are very good.
- Pupils achieve above average standards in music, which also makes an important contribution to their personal development and the school's links with the community outside.
- Teaching is good.
- The school is well led and managed by the headteacher, senior staff and governors.

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

- Standards in English throughout the school, and in mathematics from Years 3 to 6

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

The governors should also consider the following minor issues for inclusion in their action plan:

- The development of skills in geography, history and religious education.
- The outside play area for reception pupils.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997. Since then it has made satisfactory progress. Although standards have dropped in that time, the number of pupils identified as having special educational needs has more than doubled. There have also been changes in the school's senior management. Action has been taken in the last year which is already bringing about an improvement. Teaching has improved, and the issues raised in the last inspection report about improving lesson planning in Years 1 and 2, improving the co-ordination of the curriculum and planning, and setting targets for learning, have begun to be tackled. Because of this the school is well placed to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E	E	D
Mathematics	B	C	E	C
Science	D	D	C	B

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

Although there has been a drop in standards in test results at the end of Year 6 in English and mathematics, results in science have improved. The evidence of the inspection showed that standards are beginning to rise in English and mathematics. In the Foundation Stage children make good progress and by the time they enter Year 1 the majority are achieving the standards expected of them. Pupils' achievement is satisfactory in Years 1 and 2. Although the results of national tests at the end of Year 2 in 2001 were below average in writing and mathematics, and well below average in reading, the evidence of the inspection showed that pupils in the current Year 2 are achieving average standards for their age in mathematics and science. They are still below average in English, although reading is improving. For the past two years the trend has been upward for pupils at the end of Year 2. For pupils at the end of Year 6 it has been slightly below the national trend. There is no significant difference in the achievement of boys and girls, and pupils with special educational needs make satisfactory progress. The school's targets are based on their knowledge of pupils' previous achievement. The school was close to meeting them last year, and this year's are not as high, as the year group has a higher proportion of pupils with special educational needs. However, they are sufficiently challenging.

The standards achieved in other subjects, where there was sufficient evidence to judge, are as expected for pupils' ages, except in music, where they are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They concentrate well and work hard in lessons.
Behaviour, in and out of classrooms	Behaviour is good in lessons, around the school and in the playground.
Personal development and relationships	Very good. Pupils work well together and establish very good relationships with each other and with teachers.
Attendance	Satisfactory, just above the national average. There is little unauthorised absence.

Pupils of all ages accept responsibility willingly. Older pupils help younger ones both in the playground and in assembly.



## TEACHING AND LEARNING

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

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

Teaching is good overall. No unsatisfactory teaching was observed during the inspection and two out of every three lessons were good, very good or excellent. The excellent teaching was observed in the nursery and Year 2. Teaching of English is good for Years 1 and 2 and satisfactory in Years 3 to 6. The teaching of literacy skills is satisfactory. Teaching of mathematics is good throughout. The teaching of numeracy skills is also good. Teaching is satisfactory in science, although again examples of outstanding teaching were seen. Teaching is good in music, physical education and religious education. It is satisfactory in art, design and technology and in geography in Years 1 and 2. There was not sufficient evidence to make a judgement on teaching in other subjects.

The school's provision for pupils with special needs is very good and for pupils with statements of special need it is excellent. Sometimes in English lessons the needs of all pupils are not met because teachers do not plan for the full range of age and ability in the class.

Pupils in the Foundation Stage try particularly hard and show great interest in their work, as a result of the good teaching they receive. The oldest pupils, in Year 6, are developing independence in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a suitable range of learning activities and meets all the legal requirements of the National Curriculum
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Provision for pupils with statements of special educational need is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good. The school provides well for pupils' spiritual and cultural development and very well for moral and social development.
How well the school cares for its pupils	The school cares very well for all its pupils and has very good procedures for promoting good behaviour

The involvement of parents in the school is good. They are positive about the school and the improvements which are being made.

The school provides a good range of extra-curricular activities. Its provision for pupils' personal, social and health education is also good. It has good links with the community and works very well with other local schools.

Procedures for monitoring pupils' personal development are very good. Those for assessing their academic progress are satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other senior managers provide good leadership and manage the school well.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well led, meet all their legal responsibilities and offer good support to the staff.
The school's evaluation of its performance	The school has satisfactory procedures for monitoring its own performance, which are beginning to take effect and lead to improvements.
The strategic use of resources	The school uses its funds well to improve the provision and raise standards.

The school has a good balance of experienced teachers and those new to the profession, and there is a good number of well-trained support staff. The school's accommodation is satisfactory and resources for learning are good. The management of special educational needs is good. The school applies the principles of best value well, linking spending decisions to the effect they will have as well as to cost.

## 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>• Teachers know pupils well.</li> <li>• Children are keen to learn and enjoy school.</li> <li>• Children achieve well.</li> <li>• Behaviour is good.</li> <li>• The school helps pupils to become more responsible.</li> <li>• The school is well led and managed.</li> <li>• The school works closely with parents.</li> <li>• There are good opportunities for pupils to take part in musical and sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the curriculum in Years 3 to 6.</li> <li>• A minority of parents feel they are not kept well informed about how their children are getting on.</li> </ul>

The inspection team agrees with most of the positive views expressed by parents, but it considers pupils' achievement to be satisfactory, except in the Foundation Stage (nursery and reception classes), where it is good. The school acknowledges the need for greater consistency in the information it gives to parents about the curriculum. The information given to parents about their children's progress through reports and consultations is satisfactory. Individual parents expressed concern over mixed age classes and long-term sickness of teachers, but these are matters over which the school has little control.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the nursery is below average for their age. Because of the very good teaching they receive in this part of the school, and the very good ratio of adults to pupils, children make good progress. Those children with special educational needs make very good progress. They enter the reception classes with levels of attainment which are average for their age, and by the end of the Foundation Stage the majority are meeting the early learning goals and ready to start on the National Curriculum. They make particularly good progress in the areas of personal, social and creative development.
2. Overall standards are not as high as they were at the time of the last inspection, but in the years since 1997 the number of pupils in the school identified as having special educational needs has increased every year and has more than doubled. The good standard of teaching throughout the school is having a positive effect on pupils' learning and as a consequence standards are improving.
3. In the national tests and assessments for pupils at the end of Year 2 in 2001, results in writing and mathematics were below the average for all pupils nationally, and well below in reading. In comparison with similar schools, based on the number of pupils who are eligible for free school meals, they were average for writing and mathematics, but below average for reading.
4. The work seen during the inspection showed that standards of pupils in the current Year 2 are average in mathematics and science but below average in English, although pupils are making satisfactory progress overall, and good progress in developing listening skills. From 1997, the year of the last inspection, test results dropped until 1999, but they have improved each year since then, and this improvement has been maintained overall.
5. In the tests for pupils in Year 6 in 2001, the results achieved by pupils were well below average in English and mathematics but average in science. When compared with those of similar schools, based on the free school meals comparison, standards were below average in English, average in mathematics and above average in science. Test results in science have been improving steadily since 1998, those in mathematics had been dropping since 1999 and those in English since 1998, although the results in 2001 were similar to those of 2000. However, the group of pupils who took the tests in 2001 suffered from the sudden loss of a fellow pupil in the previous summer, causing understandable distress, as well as disruption to their teaching in Year 6 because of the appointment of a temporary teacher for one term before their new teacher took up post in January.
6. The standards achieved by current Year 6 pupils, although still below average in both mathematics and English, are improving. This group has a higher than usual proportion of pupils with special educational needs. In English, pupils are making satisfactory progress in speaking and listening, reading and writing. In mathematics they develop sound skills with numbers, and they are becoming more confident in finding out their own ways to solve problems. In science they are achieving the levels expected for their age.
7. Although there are variations from year to year in the attainment of boys and girls, these do not show a consistent pattern and are best explained by differences in the year groups. The information from tests in both Years 2 and 6 is that a normal proportion of pupils is not attaining the higher levels. However, the school has an above average number of pupils with special educational needs, and in mathematics and science higher attaining pupils are being given the opportunities to make, and are making, appropriate progress.

8. In view of the below average attainment of children when they enter the nursery, their achievement there is good, and it continues to be satisfactory as they move through the school. Pupils with special educational needs make satisfactory progress because of the good support they are given by teachers and learning support assistants in school and by visiting teachers. They are fully included in the work of the rest of the class, and the provision for them in the nursery is particularly good.
9. The targets set by the school for results in 2002 are not as high as those in the previous year, because of the higher proportion of pupils with special educational needs in this group. The school is making good progress towards achieving these targets because of the good teaching pupils are receiving and their positive attitudes to work.
10. Standards in information and communication technology (ICT) have risen since the last inspection, partly because of the improvements in the equipment and the installation of the two computer suites and partly because of improvements in teachers' knowledge as a result of training. Standards are now at a level expected for pupils' ages. Standards in music have also improved since the last inspection and are above the level expected for pupils' ages. This is the result of good teaching, as well as some of the expert tuition received from outside the school.
11. Pupils are working at the levels expected for their age in geography and history in Year 2 and in history in Year 6, but there was not enough evidence available during the inspection to make a judgement about standards in geography in Year 6. Standards in art and design and design and technology are as expected for pupils' ages. The standards achieved by pupils in religious education and physical education are also as expected, except that the standards in swimming are good.

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

12. Pupils' attitudes to school and their behaviour are good. Their personal development and relationships with adults in the school are very good. This reflects the care and concern shown for each other by all members of the school community and the school's determination to give pupils a fully inclusive education.
13. Children's attitudes to learning are very good in the nursery and reception classes and are an important consequence of the good teaching seen there. This confirms the findings of the previous inspection.
14. Pupils concentrate well and work hard. They are pleased to show their work to visitors. This positive attitude to learning enables all pupils, including those with special educational needs, to make progress and justifies the perception of parents expressed in the response to the questionnaire that their children like school.
15. Pupils' good attitudes to learning were reflected in a Year 6 personal and social education lesson when they considered the social effects of smoking. In a lively, purposeful working atmosphere, they gave a reasoned and balanced argument on the subject. Pupils in a reception class were happily engaged in retelling a story. Because the learning was fun and their attitudes to learning were very good, they made good progress in writing a new story. Children in the nursery gasped with delight as they watched bubbles rise and change shape.
16. Behaviour is good both in lessons and around the school. When poor behaviour does occur, it is quickly sorted out with the minimum of fuss so that there is little loss of teaching time. There have been no exclusions during the year before the inspection and this reflects the school's determination to support pupils who have difficulty conforming to the school's framework for behaviour.

17. During assemblies, pupils sit quietly and patiently as classes arrive and their good behaviour is reflected in the calm, tranquil atmosphere. Movement around the school is orderly and demonstrates pupils' awareness of the need to consider others who are still working. In the playground, their play is happy and lively and no incidents of bullying or unpleasant behaviour were observed during the inspection. Year 6 pupils said bullying in the school was not a problem because "we like each other too much". This good behaviour extends to lunch times and wet playtimes, as well as during extra-curricular activities. In lessons, pupils know the rules and most conform well to them.
18. Pupils clearly enjoy working co-operatively in the friendly atmosphere the school engenders. The relationships formed between classmates and between pupils and teachers are very good. The same very good rapport exists between pupils and classroom support staff and adult helpers. Nursery and reception children have a carefully planned induction and staff quickly gain their trust, giving children the confidence to join in the activities. Extra-curricular activities show boys and girls working in harmony, as for example in country dancing. Pupils with special educational needs are fully involved in class and fully included in all activities. Children in the nursery and reception form good relationships with each other and this continues throughout their years in school.
19. Pupils show a good level of acceptance of personal responsibility when volunteering for tasks around the school. Year 6 pupils confirmed that they regard these as a privilege and take their duties seriously. For example, there is a School Council for which pupils must be proposed, seconded and justify their reasons for being selected. Road Safety officers are very active and won an award for their work. Even very young children have responsibilities in the school and nursery, as seen when nursery children bang the tambourine to initiate tidy-up time! Older pupils share their expertise with younger children by organising playground resources and helping them to understand the routines for assembly. When they are given the opportunity, this mature approach is extended to some lessons when teachers allow pupils to work independently. Most pupils are willing to attempt challenging work and would benefit from more opportunities for independent learning.
20. Attendance at the school is satisfactory. Most pupils arrive at school on time and there is little unauthorised absence. Authorised absence is due to holidays taken in term time and to the poor attendance of children from a few families who may not appreciate the effect that this has on the progress their children make. Most pupils like school. Ten per cent of pupils achieved or almost achieved 100 per cent attendance.

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

21. The quality of teaching in the school has improved since the last inspection. It is now good overall. The teaching staff have a wide range of experience but they share a care for and commitment to their pupils which is evident in all their work. During the inspection two thirds of the lessons observed were good or better, and in one in nine lessons teaching was excellent. There are particular strengths in the teaching in the nursery and in Year 2, but examples of very good teaching were seen throughout the school, and there were no unsatisfactory lessons during the inspection.
22. In all parts of the school, teachers have a good understanding of the subjects they teach and they teach the basic skills well. Teachers in the Foundation Stage and in Years 1 and 2 plan lessons very well and have high expectations of their pupils. However, in Years 3 to 6, particularly in English lessons, tasks are not always sufficiently well matched to the needs of pupils of all abilities and ages in the mixed age classes, so that those pupils who have high potential do not always have the opportunity to achieve it. This is not the case in mathematics, where, for instance, in Year 2 higher attaining pupils were fully challenged to understand the term *partition*.

23. Teachers manage pupils well, including those who have behavioural difficulties and other educational needs. This is particularly so in the resourced provision in the nursery, but also elsewhere in the school, where these pupils are included fully in all activities. This is made possible by the good support and understanding they receive from dedicated support assistants as well as their teachers. For instance, in a physical education lesson for a class of pupils from Years 3 and 4, a support assistant kept a watchful eye as the teacher encouraged a pupil to participate fully in the gymnastic activity.
24. The best teaching is imaginative and creative, using different approaches to engage the pupils. A good example was a religious education lesson in Year 2. After pupils had heard a number of creation stories, they were given the opportunity to create something of their choice from a variety of materials and then saw a carefully chosen pupil's work 'destroyed'. This led them to an understanding of how God might feel about the damage human activity can do to the environment.
25. Teachers use resources well. For example, in a lesson in the nursery the teacher used a wide range of resources, such as a picture of a frozen pond, a cool bag, a magnifying glass and a hot water bottle, followed by some very effective questioning, to ensure that pupils understood that ice is frozen water. In a very good lesson in Year 6, the teacher used scientific equipment with cotton wool to show pupils some of the effects of smoke and then reinforced this with a videotape showing the effect of smoking on human beings.
26. The assessment of pupils' progress is a great strength in the nursery and also in Year 6, where the good setting of targets by the teacher helps pupils to become more independent and self-motivated in their learning. Teachers mark pupils' work regularly, but their marking does not consistently point out to pupils ways they can improve.
27. Teaching in the Foundation Stage is good, with very good teaching in the nursery, where teachers and nursery assistants plan together well to ensure that children make good progress as they move towards the National Curriculum.
28. The teaching of English is good overall in Years 1 and 2, where some excellent teaching was also observed, and satisfactory in Years 3 to 6, because tasks are not always sufficiently well matched to the needs of all pupils, although some good teaching was also seen there. Teaching is most effective when teachers share the objective of the lesson with pupils at the beginning and check at the end of the lesson whether it has been achieved.
29. Mathematics is taught well. Teachers plan effectively, using the guidelines from the national strategy. Appropriate work is set for different groups, and pupils are clear about what is expected of them. Mental work is conducted at a good pace, although sometimes more pupils could be involved.
30. The quality of the teaching of science is satisfactory, and there are some examples of outstanding teaching, when teachers' high expectations enable pupils to carry out a carefully planned investigation over several weeks. At present, pupils' learning in science is limited by lack of regular access to computers in the classroom, but there are plans to remedy this. In the only direct teaching of ICT observed during the inspection, when a digital camera and tape recorder were used to record pupils' questions to 'Mr Wolf', the teaching was excellent, involving all pupils fully in their learning and developing their speaking and listening skills at the same time.
31. The teaching of music is very good, resulting in above average standards both in class lessons and in extra-curricular activities. It is reinforced by the good use made of music in assemblies. The teaching of art is always satisfactory but it is best when teachers demonstrate techniques and ask pupils to evaluate what they are doing. Encouraging pupils to evaluate what they have made is also a strength of teaching in design and technology.

32. Teachers have a good understanding of physical education and use this to help pupils understand the effects of exercise on their body, as well as developing their skills in gymnastics and dance, the two activities it was possible to observe during the inspection. As in music, the teaching in lessons is supplemented by a good range of extra-curricular activities and expert tuition.
33. The teaching of religious education is good, giving pupils a valuable insight into the range of faiths represented in British society, as well as sometimes moments of real wonder, for instance at creation. There was not enough opportunity to observe teaching to reach a judgement on it in history, or in geography for pupils in Years 3 to 6. Geography teaching in Years 1 and 2, supported by detailed planning, is good.
34. Although all the teaching in the school is at least satisfactory, there is also a high proportion of good teaching and examples of outstanding practice, which, if spread, would raise the standards of learning for all pupils.

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

35. In the last inspection report, areas of concern highlighted were the lack of, or inconsistent use of, policies or schemes of work for subjects other than mathematics, art, physical education and religious education, and insufficient monitoring of the effectiveness of planning and assessment. The school has made satisfactory progress in these areas and made significant recent improvements.
36. The curriculum provision is good now for physical education, very good for music and ICT, and satisfactory in all other subjects. There is now a monitoring policy in place. Lesson observations to establish effective teaching, for example of writing in English, are planned for this year in English and mathematics.
37. The legal requirements to teach the programmes of work set out in the National Curriculum are fully met, as is the requirement to teach religious education to all pupils. The school provides pupils with a sufficient range of suitable opportunities to learn.
38. The curriculum has now been reorganised in the light of the changes to the National Curriculum in 2000 and new national subject guidelines. Because there are mixed age classes which change from year to year, the curriculum for some subjects is planned on a four-year cycle for Years 3 to 6 and a three-year cycle for Years 1 and 2. This applies to history, geography, design and technology and religious education, which are taught in blocks of time over one term, rather than continuously. Planning in these subjects does now differentiate between the different years, so pupils study the same topic at a level appropriate for their age. This is the first year of the reorganised curriculum, and planning in detail for subjects has been completed for this year. Schemes of work and policies are being updated in light of the recent changes in planning.
39. The school has responded effectively to the National Literacy Strategy. In Years 1 and 2, planning is detailed and lessons adhere closely to the national framework, but planning in Years 3 to 6 for literacy does not yet include activities which match the needs of all the different abilities in each class.
40. Outside the literacy hour, each class has additional time for reading on the timetable. This time is very appropriately used for teaching reading skills and for assessing pupils' progress. These sessions add to pupils' enjoyment and understanding of what they read. The length of the literacy lesson varies by 20 minutes, but with no additional activities planned for the extra time. This valuable teaching time could be used more effectively to help pupils learn, for example in short activities to maintain interest and knowledge in subjects that are not taught

continuously. Pupils' literacy and numeracy skills are used well across the curriculum throughout the school, for example in history and geography.

41. The school is implementing the National Numeracy Strategy effectively. Pupils have a range of activities in these lessons, which are geared to their mathematical ability and help them to achieve satisfactorily.
42. The school is committed to being inclusive. It includes all pupils fully in its curricular provision and accepts pupils with a wide range of individual differences and needs. It has a higher than average number of pupils with special educational needs. A good example of inclusion in the school is when pupils with physical difficulties are involved in all aspects of school life, including physical education and swimming, and choir after school. Some pupils with reading difficulties are also members of the school choir. There is a caring ethos in all classrooms, modelled by adults and shared by pupils. In a Year 2 class, a pupil from a local special school attends one afternoon a week with a support assistant. The teacher and the pupils include the pupil in the lessons and this works very well. The pupil gains valuable experience by integrating with the children in the class.
43. Because of the good provision in sports and music, pupils who are talented in these directions are quickly spotted and encouraged, so they have good opportunities to develop their talent, and a few have already done so before leaving the school.
44. There are good links with the local community. The school invites local elderly people to a Senior Citizens' performance of the infants' play at Christmas, and the juniors' performance in July. Grandparents of pupils are involved in school fairs, raising funds for the school. There have been football training sessions with Stockport County and Manchester City.
45. Relationships with other educational institutions are very good. There are good links with the local high school. There is liaison between staff and visits and use of the high school's facilities. The choir performs with the high school. Their students come to the school on work experience and their staff come in to teach. The cluster of local primary schools is very active. Teachers at every level in the cluster of schools meet on a regular basis. The local primary headteachers meet frequently. There are good well-established relations between local training institutions and the school. Many students come to the school on work placement, for example in the nursery from the local university, as well as special needs nursery nurses or teachers in training. Sixth form students also come on work placement to the school from a local college. About 30 students each year on childcare courses at the local technical college come on short or longer work placements.
46. There is a good range of extra-curricular activities. They include a wide range of musical and sporting activities and a crafts club. These are well attended, particularly the choir, and include pupils with special educational needs. There is also the opportunity for individual instrumental tuition in guitar, flute or clarinet. The display near the school entrance gives an indication of the many venues where the school choir performs during the year, such as the local town hall and the town centre.
47. There is a good range of visits which enrich the curriculum, such as to Chester to support the topic on the Romans, and Bramhall Hall for the Tudor period. There have been visitors to school to discuss the Second World War. There is an annual residential visit for Year 6 to Boreatton Park, which supports geography as well as providing good opportunities for outdoor activities. Pupils in Year 6 on the Book Award Committee were invited for an evening with the children's author, Anne Fine.
48. Sex education and drug awareness are taught through the personal, social and health education programme, which is timetabled regularly throughout the school. Teachers are also trained to make use of specially allocated time to solve problems with pupils as they sit in a circle where they take it in turns to speak. The week before the inspection saw a drama group in the school for two days, working with pupils in Years 5 and 6 on drug awareness.



49. There are good opportunities for pupils to be responsible for their own learning and to show initiative. For example, in a Year 6 classroom, there is an 'achievement bubble' with 'What have we learned in school today?' Pupils put post-its on at the end of the lesson or day for achieving the objective. Pupils have individual literacy targets, for example in Years 2 and 6, which encourage them to take responsibility for their own learning. In discussion with their teacher, they are beginning to set their own targets, such as: 'To stop putting capital letters in the middle of words' in Year 2, and 'We will put more characters in our stories'.
50. The provision for spiritual development has improved since the previous inspection and is now good. Pupils are encouraged to work together in harmony and to learn and be sensitive to the needs of others. There are thoughtful assemblies held each day which are matched to pupils' spiritual needs. These are a meaningful experience for pupils, particularly when they link to the week's theme, which during the inspection was 'looking after the world'. Pupils are encouraged to share their thoughts, feelings and emotions on a range of issues. They consider all these during assemblies and during moments of quiet reflection. For example, a pupil said, "We don't cut down the trees because they are beautiful". Some lessons help pupils to experience a range of emotions. In a religious education lesson on the story of the Creation, Year 2 pupils considered how God might have felt when he created the world. The same children were excited by the colours of silks and satins during an art lesson. Nursery children's sense of wonder was stimulated when they walked through a 'Jungle' in the Light Therapy Room, as torches were shone to find the stars.
51. The provision for pupils' moral development is very good. Assemblies are effective in raising pupils' awareness of right and wrong. Pupils are rewarded for good behaviour and effort and for being kind to others, and these rewards help to give a positive feel to the daily life of the school. Pupils write their own class rules and are well aware of the school's high expectations of behaviour. The personal and social education programme is giving pupils the skills and knowledge to make decisions about their lives in and out of school, as seen in a Key Stage 1 lesson on personal safety. Pupils who are having difficulty conforming to the school's high expectations of behaviour are offered support to enable them to get back on track. Parents admire the way that the school deals with minor problems of behaviour but also appreciate that they are involved at an early stage when there are more serious concerns.
52. The provision for the social development of pupils is very good. There are many opportunities for pupils to work together in lessons. In the nursery and reception, children learn to share equipment and talk to each other and to visitors about their work. This continues throughout their school life, as boys and girls work and play well together. This can also be seen in the way that pupils with special educational needs are fully included in all aspects of school life and in the way they form good relationships with other pupils. Educational visits, extra-curricular activities and visitors into school all enhance pupils' social development and enrich their lives. Year 6 pupils confirmed that their residential experience has brought them closer and helped them to forge lasting friendships. The very good start in the nursery and reception ensures that pupils are confident when interacting with others.
53. Overall, the provision for pupils' cultural development is good. The headteacher's own musical talents inspire pupils during hymn singing and in lessons. For example, pupils listened spellbound when she demonstrated how to sing "Be Bold, Be Strong" and this set the scene for sheer enjoyment at their own attempts to sing the song in harmony. Displays around the school show that pupils have experienced how life might have been in Tudor times during a visit to Bramhall Hall and how children worked and lived in Victorian times through a visit to Quarry Bank Mill. There are visits to art galleries and museums which all enrich pupils' lives. They have visited a Jewish museum, Christian churches and a Sikh temple and festivals celebrated by other faiths are discussed in religious education and in the daily collective worship. The school has identified the need to develop further pupils' awareness and understanding of other cultures, religions and festivals.

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

54. The procedures for child protection and ensuring the welfare of pupils are very good. There are very good procedures for monitoring and promoting behaviour and good procedures for ensuring pupils attend school regularly. There are good procedures for monitoring and promoting pupils' personal development and sound procedures for monitoring academic progress. Overall, the school develops an inclusive ethos in which pupils can grow and flourish.
55. All adults in the school have a good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. Child protection procedures are very good and work well when needed. The designated teacher ensures that all adults who work with the children have an awareness of the importance of early notification of any concerns. Parents are informed of the school's procedures in the school brochure. There are good procedures for monitoring and supporting attendance and following up any absences. The school benefits from the services of a pro-active educational welfare officer who analyses patterns of poor attendance and works with families who need support in sending children to school regularly. The school does its best to discourage parents from taking children on holidays in term time. Registration periods are efficient and provide an orderly start to the day.
56. The school has very good procedures for the promotion of pupils' behaviour and for dealing with unsatisfactory behaviour. All staff have clear expectations of pupils, including those who have a special educational need, and they are consistent in their approach to any lapses. The system of rewards and sanctions encourages pupils to behave well. They are confident that the headteacher and staff will deal quickly with any worries they may have about unkind behaviour or bullying and parents confirm this. The framework for behaviour works well, as is demonstrated by the good behaviour of pupils.
57. The school meets the legal requirements for providing a safe place for pupils and adults to work in. The caretaker and his staff keep the school very clean and pupils confirm that they feel safe and secure. There are clear guidelines for all members of the school community in the local education authority's health and safety policy. Fire drills and evacuation procedures are conducted regularly. The caretaker is vigilant on a daily basis and reports any hazards or concerns to the headteacher. Risk assessments of the site are conducted twice each year. These are documented and prioritised and reported to the governing body. Four members of staff are fully qualified in first aid procedures. This generous provision ensures that both the nursery and the school have qualified first aid people available to them. Mid-day assistants have received training in how to give pupils 'Happier Lunchtimes'.
58. The personal development of pupils is very good and is monitored well through personal and social education. The system of key workers in the nursery is helping younger children to make good progress as seen in their records of achievement. Parents' written comments show a real appreciation of the way their children are cared for and helped to mature and develop. Pupils with special educational needs are given the confidence to work with other pupils in a caring, supportive atmosphere. A pupil from a local special school attends one afternoon a week with a support assistant in Year 2. The teacher and the pupils include the pupil in the lessons and this works very well.
59. Whatever their age, pupils are given opportunities to assist in the smooth running of the school. Very young children can be seen delivering registers to the office and show a pride because they have been chosen. Year 6 pupils confirm that they have academic and personal targets to aim for and that they feel well prepared both academically and personally for the transition to high school.
60. Procedures for assessing pupils' academic progress are satisfactory. The school has developed a new policy to ensure that information from assessment of pupils' progress is used to guide the curriculum planning. At the present time only teachers in Year 2 and Year 6

meet this requirement and the procedures have not yet filtered through to the other staff. The school evaluates the results of the national tests at the end of Year 2 and Year 6, and also the optional standard tests in other years. From this information, targets are set for classes, groups and individuals. For example, individual targets have been set for English in Years 2 and 6 and teachers have focussed on literacy writing targets throughout the school. Teachers regularly moderate and assess pupils' writing to help them improve.

61. The school provides extra support to improve standards and to help pupils catch up, by organising additional literacy support and early learning support groups, booster classes in Year 6 for literacy, and 'Springboard' mathematics, in addition to homework. In addition, the need for more pupils to achieve the higher levels in the national tests has been recognised.
62. The school's procedures for identifying and supporting pupils with special educational needs are good. Thorough procedures are in place for the drawing up of individual education plans that are used by teachers in the planning process. As a result, these pupils make sound progress overall because of the support they receive from their teachers and classroom assistants.

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

63. Parents view the school as a good school which is helping their children to become mature and responsible. They describe it as a school which expects children to work hard and achieve their best. They confirm that the headteacher and staff are approachable and that they feel able to discuss any worries or concerns with them. Parents feel positive about the improvements that are being made.
64. The quality and quantity of information for parents are good. They receive regular newsletters about events and activities taking place in the school. Parents confirm that the newsletters are helpful and informative. In addition, parents of younger children receive information about what pupils are learning. At the meeting prior to the inspection, parents of older children expressed a wish for similar information so that they could offer more support to their children. The school brochure is informative and in accessible language but does not include details of pupils' absence. The annual report of the governing body is helpful in giving parents an insight into developments which have taken place. Parents have the opportunity to meet with teachers during the autumn and spring terms. There is good information for parents of children entering nursery and reception for the first time. The reports to parents on pupils' progress are satisfactory, with some perceptive comments from teachers on effort and achievement.
65. Parental involvement in the work of the school and the impact that they have on their children's learning at school and at home are good. Most parents support their children with homework and listen to them read. The school has held workshops for parents on literacy and numeracy and offers encouragement to them to assist in school. Thirty parents help regularly in school with a variety of activities, and more can be called upon to help on special occasions, such as visits. The home/school agreement is resulting in a good partnership with parents. The very effective links with parents are exemplified in the work of the Friends of Bredbury Green. Large sums are raised from social activities organised for either children, adults or families, such as the Christmas Fair, and this has helped children to enjoy and appreciate, for example, trips out of school, books and computer resources. Parents of pupils with special educational needs are invited to the review meetings of their children's progress and most take advantage of the opportunity to do so.
66. Parents of children due to start nursery receive a home visit and this ensures that staff are well informed and able to offer very good support to their children. Induction meetings are held for children in the nursery and reception, and parents appreciate the introductory visits when their children play alongside others. In April a course is planned for nursery parents that will help them to support the learning of their children. The school has an effective partnership with

parents, most of whom confirm that they would feel comfortable approaching the school with suggestions or complaints.

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

67. The headteacher provides good leadership for the school. She has been in post for less than a year and a half, and in that time the school has made progress in dealing with the issues raised by the last inspection of improving curriculum co-ordination, planning and monitoring and the use of assessment information. Parents believe that the school has improved under her leadership. She has been ably supported in this by the deputy headteacher, who has been in post just over a year and has taken on responsibility for areas such as curriculum planning and assessment. As a result, the progress made by the school since the last inspection has been satisfactory. Significantly, the standard of teaching has been raised, so that it is now good in all areas of the school, with some examples of excellent teaching, although this has yet to make a full impact on the standards achieved by pupils. The school meets very well its stated aim of providing a stimulating and caring environment in which children are encouraged to develop, and all staff share a commitment to improvement.
68. The headteacher has established a senior management team of five, who meet regularly and are closely involved in the school's improvement, including the formulation of its development plan. This sets out in detail the priorities for the current year, but the school also has a longer-term view of what is needed.
69. At the time of the last inspection, the management of the nursery was praised highly, and it is still very good. At that time the role of other subject managers in monitoring what goes on was limited. Steps have been taken to give them greater opportunity to monitor planning and pupils' work in time when they are released from teaching, but this is an area of the school's provision which is still being developed. The headteacher and deputy head have monitored classroom teaching directly, both as part of the school's performance management and, in the case of new teachers, their induction to the profession. Performance management has been implemented fully, with objectives set for the headteacher and all teaching staff. Induction for newly qualified teachers is good, and the two currently in the school have settled quickly into their roles.
70. The management of special educational needs is good. The recently appointed co-ordinator has ensured that the new guidelines from the local education authority have been implemented fully, taking due consideration of the new special educational needs Code of Practice.
71. The school's governing body fulfils its role well. It meets its legal responsibilities. It has a well-organised committee system and the chair of governors is particularly effective in ensuring it runs smoothly, acting as minute secretary for all the sub-groups. He has a clear view of the strengths and weaknesses of the school and the areas for development, which is shared by the governing body. The governors support the staff well. The governor with responsibility for special educational needs provides active assistance in the administration of this area.
72. The school's budget is tight but it is managed well, spending being directed effectively towards areas which will raise the standards in the classroom. Over the last year particular attention has been given to creating an environment which is conducive to learning, by improving classroom furniture and installing whiteboards and overhead projectors, as well as developing separate computer suites for both infants and juniors.
73. When making decisions about spending, the school has shown a good awareness of the principles of best value. It compares its provision with that of similar schools and bases its decisions on the effect they will have on standards as well as on their cost.

74. The funding for special educational needs is used effectively, and is supplemented well from the school's own budget, to ensure that the good level of support already provided is maintained. The school also uses other grants well to improve standards. The school secretary carries out the day-to-day financial management efficiently and the most recent auditor's report found that financial controls were operated well.
75. The school has a good balance between experienced and newly qualified teaching staff and has a good number of trained and effective support staff. The ratio of adults to children in the nursery is very good, and each child there is assigned to a 'key worker' to whom he or she can relate.
76. The school's accommodation is satisfactory. The competent and efficient caretaker, highly praised by parents and well supported by the cleaning staff, keeps it in good repair. The school is making good use of the accommodation, following a re-organisation of classrooms and storage facilities. There is now a quiet room, which is used for small group work or for time out of classrooms. The library has been re-located in the entrance hall to make room for the new computer suite and there is generous provision for the storage of resources. The nursery building is outstanding, with a splash pool, a sensory room and good indoor and outdoor play facilities. The exterior of the school is attractive with pleasant grounds, but the surface of the playground is uneven and puddles form after rain, which make it unsuitable for play and physical education at these times. The school has identified rectifying this as a priority when funds allow. The accommodation for the reception class is cramped and there is no separate play area for reception children. However, this is already a priority in the school development plan.
77. The school makes satisfactory use of new technology in its administration and in teachers' planning, but the planned networking of computers will greatly improve their potential for learning in the classroom. Resources in other areas of the curriculum are good, particularly in mathematics, reading, religious education, music, art and physical education. At the time of the inspection, old books had been removed from the library and new books to replace them were awaited. There is a need to undertake an audit of all teaching resources for special educational needs, so that teachers are aware of what is available.

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

The school should raise standards achieved by pupils at the end of Year 6 in English and mathematics by:

- sharing the best practice seen in teaching (paragraph 34)
- in English, increasing the level of challenge for higher attaining pupils by planning for different ages and abilities in mixed age classes (paragraphs 22, 123, 125)
- in mathematics, using monitoring and tracking processes more fully to set challenging targets for individual pupils (paragraphs 138, 139)
- making more use of the information from assessment to match work more closely to the needs of all pupils (paragraphs 60, 129)
- marking work more consistently to suggest ways of improvement (paragraphs 122, 126, 139)
- developing further the role of the co-ordinators in monitoring work in their subject (paragraph 69)

In addition to this key issue, the governors should also consider the following weaknesses for inclusion in their action plan:

- review the use of the time during the day, and curriculum planning, to give greater opportunity to develop and maintain skills in geography, history and religious education (paragraphs 40, 165, 171, 196);
- implement plans to provide a designated outside play area for reception children (paragraphs 76,107).

## **SPECIAL EDUCATIONAL NEEDS PROVISION IN THE RESOURCED NURSERY CLASS**

78. The mainstream nursery has exceptionally well-resourced provision for 12 children with identified special educational needs, within a 52 part-time place nursery class. Currently, there are 14 children on the nursery special needs roll, who each have a part-time place. Five children have a statement of special educational need, seven are at Stage 4 and two children are at Stage 3 of the 1994 Special Educational Needs Code of Practice. The children have differing special needs which range from severe to multiple or profound learning difficulties. The nursery special needs co-ordinator is in the process of updating children's records, to implement the changes highlighted in the 2001 Special Educational Needs Code of Practice.
79. All children in the nursery class, including those with special needs, are offered the same fully inclusive and very effective curriculum, which enables them to make optimum progress towards the early learning goals. An initial assessment, of the complex learning difficulties of these children, is completed during the first six weeks after admission. This assessment is used to inform the excellent individual educational plans, which contain specific achievable targets to ensure effective progress. Very good assessment procedures are in place for the early identification of other children who may have special educational needs.
80. The teaching of all children in nursery is very good, with some excellent teaching of children with special needs being observed. The staffing ratio of three teaching staff and four nursery nurses is high, and they all work together very effectively as a team. They plan together to provide lessons with consistently clear learning objectives, to ensure that the children with special educational needs can build on their previous learning.
81. There are four groups of children every morning and afternoon. Each group has their own key worker who is responsible for the planning and record keeping of that group. The inclusive nursery curriculum enables one or two children with special needs to be in each group, so they can all follow the same activities, as indicated by the pictorial time-line.
82. Teachers make thorough diagnostic assessments three times a year, and there are continuous daily assessments, to help future teaching and planning for specific needs, and relevant individual targets. Teachers note the assessment opportunities and the different activities for different children in their planning, which enables them to check on how well pupils are learning. All lessons are well resourced and well organised and children feel secure and valued.
83. Staff have effective questioning skills and take care to involve children in all activities; they are skilful in encouraging even the most hesitant child to join in and take part. A good example of this was noted during a splash pool lesson. Good independent skills were promoted as children were encouraged to try to undress themselves. One child was very proud to show the inspector that she was able to get undressed almost by herself; she repeated "jumper off, off" (this is one of the targets in her individual educational plan). The two teachers worked excellently together, continually supporting and reinforcing children's learning as they caught fish in fishing nets.
84. This outstanding teaching of children with special needs is having a positive impact on their learning. Most children are making very good progress towards the targets in their individual plans.
85. Nursery staff work co-operatively and productively under the exemplary leadership of the special educational needs co-ordinator, whose thorough grasp of the developmental needs of young children makes a significant contribution to the quality of teaching and learning.
86. There is regular liaison with the educational psychologist, occupational therapist and physiotherapist, and weekly visits from the speech therapist, to discuss individual plans and

children's support. Professionals and parents attend annual reviews in accordance with the Code of Practice.

87. Parents are encouraged to become actively involved in their child's learning in the nursery. Home visits are offered so that parents or carers can meet their child's key worker before visiting the nursery. Parents of children with special needs value these home visits, as they often do not live in the local area. Excellent records of achievement are built up over the course of a year and provide clear evidence of a child's progress. The excellent collection of songbooks and tapes for children to use at home are much appreciated by parents.
88. The provision for children with special needs in the nursery is exemplary; the outstanding teaching, inclusive curriculum, excellent monitoring and systematic continuous assessment of individual needs, effectively impact on children's learning and progress.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	13	25	22	0	0	0
Percentage	12	19	37	32	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	270
Number of full-time pupils known to be eligible for free school meals	0	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	4	4
Number of pupils on the school's special educational needs register	15	81

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	19
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence	%
School data	5.3
National comparative data	5.6

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	19	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	18	18
	Girls	18	18	18
	Total	32	36	36
Percentage of pupils at NC level 2 or above	School	82 (76)	92 (85)	92 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	18	18	18
	Total	35	36	36
Percentage of pupils at NC level 2 or above	School	90 (76)	92 (79)	92 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	13	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	24
	Girls	11	9	11
	Total	24	21	35
Percentage of pupils at NC level 4 or above	School	63 (61)	55 (76)	92 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	21
	Girls	10	9	10
	Total	23	22	31
Percentage of pupils at NC level 4 or above	School	61 (64)	58 (76)	82 (85)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	229
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27
Average class size	30

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

Total number of education support staff	13
Total aggregate hours worked per week	234

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2.1
Number of pupils per qualified teacher	12
Total number of education support staff	4
Total aggregate hours worked per week	132
Number of pupils per FTE adult	4

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-1
	£
Total income	638504
Total expenditure	637363
Expenditure per pupil	2236
Balance brought forward from previous year	9868
Balance carried forward to next year	11009

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	322
Number of questionnaires returned	147

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	1	1	0
My child is making good progress in school.	58	37	4	0	1
Behaviour in the school is good.	60	37	1	1	1
My child gets the right amount of work to do at home.	50	39	7	1	2
The teaching is good.	71	25	3	0	1
I am kept well informed about how my child is getting on.	51	39	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	20	2	1	1
The school expects my child to work hard and achieve his or her best.	70	27	2	0	1
The school works closely with parents.	60	35	5	1	0
The school is well led and managed.	77	21	1	0	1
The school is helping my child become mature and responsible.	69	29	1	0	1
The school provides an interesting range of activities outside lessons.	54	28	6	1	12

**Other issues raised by parents**

Some parents would like more information about what their children are learning in Years 3 to 6. Individual parents expressed concern about the effect on children's progress of mixed age classes and long-term staff sickness.

## **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**

89. The nursery unit continues to provide a very high quality of education for the children who attend it. At the time of the last inspection, the nursery had been recently opened but, already, outstanding teaching was making an impact upon early attainment. Nursery provision and teaching have gone from strength to strength and the excellent practice is now being shared with the teachers in the reception classes and is having a positive impact on the quality of learning there. As a result of the flying start in the nursery, the children who entered the reception classes in September of this school year were attaining very well in comparison to other schools in the area. This is a significant improvement upon previous years. The improvement is even more marked bearing in mind that the pattern of what children can and cannot do on entry to the nursery is below the average level for their age and appears to be declining. The 2001 rise helps to explain why most children now are on target to reach the early learning goals in all areas of learning by the end of the reception class (the expectations for most children of this age). In previous years progress across the Foundation Stage has not been so marked.
90. The nursery is a highly inclusive unit catering for children with severe and multiple special educational needs alongside other children. The high level of expertise of the nursery staff makes the best use of features such as a splash pool, ball pool and soft play room and a sensory room. The nursery staff create a highly stimulating, imaginative and joyous environment for these very young children, in which they flourish and learn rapidly. The reception classes in contrast have no such stimulating facilities. However, the reception class teachers have adopted the Foundation Stage curriculum and now plan in the same way as does the nursery. They have created a range of practical and play opportunities in their very much smaller classrooms. The deployment of a reception class teacher in the nursery for this school year is increasing the liaison between reception and nursery. This is helping to avoid any lost time, as the new reception class children settle into the demands of a more formal curriculum and a larger group size.
91. The teaching in the Foundation Stage is good overall and very good in the nursery, with some of the teaching being excellent. Planning is of outstanding quality, particularly in the nursery, as is the continuous assessment and recording of achievement there. Comprehensive plans show an excellent progression through the various stages of learning. This ensures that no element of early learning is underdeveloped. Plans for each term build imaginatively around a theme and give good support to the four nursery assistants who join the teachers in planning for a particular area of learning each week in the nursery setting. The reception class teachers are careful to ensure that, as well as meeting the early learning goals, their children are prepared for the curriculum in Year 1.

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

92. The development of personal and social skills is central to the philosophy of the nursery and by the time the children come into the reception class they are already on course for attaining the early learning goal in this area. They continue to achieve and are especially good at forming relationships and working as part of a group, and in maintaining concentration and interest in learning.
93. Teaching of this area is excellent in the nursery, helped greatly by the presence of the children with special educational needs. Because of the teachers' approach and attitudes, the children learn to be very sensitive to their needs. The staff model a very high level of care for the children and this shows itself in the way that children look after each other. For instance, when a child with special educational needs took her turn at the microphone to record an animal

sound the other children smiled with her and for her. Similar incidents were noted time and again during the inspection. Every opportunity is taken to develop self-confidence, self-control and independence. Daily routines are carried out by the children whenever possible – they even signal the start of tidy-up time for themselves. At snack time they learn the social rules of sharing food together and politely help each other to slices of banana and corn hoops in a very mature way.

94. The reception teachers act as good role models for the children so that the teaching is good and maintains the excellent start made in the nursery. They continue to expect the children to be attentive, and they listen well throughout the whole-class introductions to numeracy and literacy sessions. At times the younger reception children lose concentration because they have been kept listening too long and because the teacher's explanations do not always capture the interest of the children sufficiently. However, a music lesson with the headteacher showed well how this class could take turns and work as part of a group as they 'composed' a piece of music. The older reception children showed a very responsible attitude during a hall-based physical education session, working together to get out benches and mats.

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

95. The teaching is good and most of the reception-aged children are on track to achieve the early learning goals in linking sounds and letters, reading, and handwriting. Writing is less strong than reading and only a few children are presently at the level of the early learning goals.
96. The very good teaching of early reading and letters in the nursery begins the good rate of progress over the Foundation Stage. Also, the reception teachers build upon what the children already know and teach the links between sounds and letters using the nationally recommended phonics scheme. Because the teachers keep track of each child's learning, they can plan reading experiences that match the reading levels of the children, although this is more pronounced in the older reception class where records show this level of detail well. The nursery teachers share 'big books' with the children in whole-class situations and this prepares the children for the more formal 'literacy hour' in the reception classes. All classes have a writing table equipped with whiteboards, felt tip pens, differently sized paper, crayons and pencils, which is always busily occupied. Teachers give the children reasons for writing and find thoughtful ways of giving praise. For instance, the teacher of the younger reception class children likes to photocopy writing done on a whiteboard so that it can be valued by being taken home or displayed.
97. In the nursery, the children develop an enjoyment of stories and rhymes as they did at the time of the last inspection. They handle books properly and choose to look at them regularly. As they read the story of 'Peace at Last', they predicted what Daddy might do get some sleep, and some children could recall the sequence of the story. They can recognise and name the letters of the alphabet, spotting these on their snack time mats. They understand how writing messages such as party invitations will have a result, and enjoy showing their emerging writing skills on a very large writing board on the wall.
98. In the reception classes, the teachers incorporate the national literacy framework into their planning and have short focussed sessions to teach letters and sounds. Most children can hear and say the initial and final sounds in words and use this to help with reading unknown words. Because they take home sets of words to practise their sight vocabulary, they are confident with books and all of the children can 'read' with some expression. The higher attaining children are well launched into reading. Writing is weaker than reading. Children can write their own name and certainly are beginning to use their knowledge of letters and sounds to spell simple words. They are moving towards the accepted level of beginning to write simple sentences and full stops.
99. The children make very good progress in listening attentively and, in the nursery in particular, benefit from the teaching staff's skill in developing and extending vocabulary at every turn.

They develop confidence in speaking clearly in whole class lessons in the reception classes. They are less good at talking together to make plans and develop activities, because in the reception classes there are fewer opportunities for the children to work collaboratively on shared tasks.

### **Mathematical development**

100. The children are achieving well in mathematics and many have already reached the early learning goals in counting, ordering and calculating. Those that have not are well on track to achieve the goals by the end of the year. This is because the teaching of mathematics is good overall, and very good in the nursery. By the mid-point of the nursery, most children are able to count to six reliably, and some to eight, as they fix the legs on the Incy Wincy Spiders they are making. In the reception class, they count securely to ten and many count to 20 comfortably. They can order numbers on a number line, pick out the smallest number from an array and are well on the way to understanding the concepts of addition and subtraction.
101. In both nursery and reception there is good visual support for the children's learning. There are number lines, hundred squares and 'washing lines' of hanging numbers in several parts of the reception classrooms. The nursery teachers excel at working with the children in the many areas of provision such as role-play, the cooking area or the imaginative play area, and through skilful questioning they extend the children's mathematical awareness. They count the number of cookies to go in the microwave, and count out the banana slices at snack time. In the reception classes, the teachers are working with bigger groups of children, and so miss some of these opportunities.
102. Teachers in the reception classes follow the National Numeracy Strategy recommendations so that there is a whole-class introduction to an aspect of number followed by a series of related activities to extend and consolidate. These are planned for different levels of understanding, so that the children can succeed and grow in confidence. For instance, the higher attaining children in the younger class of reception children were using the language of *more than*, *less than* as a stepping stone to addition, whilst other children were comparing the largest and smallest number from an array. In the older reception class the teaching is good in that the pace and quality of questioning challenge the children, so that they learn from the presence of the Year 1 pupils during the lesson introduction, whilst being set interesting tasks at the correct level as follow-up work.

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

103. The children make good progress in the nursery because of stimulating teaching that prompts investigation and enquiry. In the reception classes, teaching is at a satisfactory level, although more directed and less enquiry-based. As a result, most children reach the standards expected for their age. By the end of the reception year, the early learning goals for time and place and ICT are well developed. Another strength is the determination of the teachers to awaken in the children an understanding of other cultures and beliefs. This features in the Foundation Stage development plan, which is being carried through with energy. There are ongoing displays about the festivals of other cultures in both age groups.
104. In the nursery, teachers are skilled at using the children's natural curiosity to investigate objects and materials. For instance, an excellent directed activity with ice blocks involved the children in observing ice melt. They looked at and felt the ice and because of very good questioning by the teacher, all made good progress during the session. They knew that ice was frozen water and learned the word *melt* to describe what had happened to the ice. In the baking session they learned how ingredients change as they are mixed and cooked.
105. The reception children are taught new skills more formally as a class and then follow up what they have learned in small groups. Sometimes the activity is very structured and directed by



the teacher too much, so that the children do not notice things for themselves as much as they should. Nevertheless, in science the children learned which materials might keep 'Teddy' the warmest on a cold day. They have walked around the local environment and can make simple plans and maps of their route around the school and evaluate what they have seen. Limitations on space in the reception classes mean that the children do not sufficiently build upon the construction skills with large kits that they learn to use so well in the nursery. However, the teachers recognise the importance of designing and making and show them how to join different materials and use simple tools.

106. ICT skills develop well in the Foundation Stage. The computer is always switched on and in use in the nursery and children's skills with the mouse develop well. By the reception year children are timetabled to use the computer suite. There, under the direction of a parent helper, they consolidate their skills with a mouse and have essential experience of fine motor control, as for example when using the *Dazzle* program. However, the children do not have enough chances to learn ICT skills through programs related to other learning goals, such as mathematical development or language and literacy. There are fewer opportunities for reception children to use tape-recorders, video-players and talking stories than in the nursery, but overall standards in ICT are at the expected level.

### **Physical development**

107. The children make steady, satisfactory progress in developing their co-ordination, control, manipulation and movement and achieve the expected level by the end of the reception year. This is because direct instruction in hall-based sessions is of good quality. Yet, although the teaching is satisfactory, there are gaps in the opportunities made available for reception year children. There is no dedicated outdoor play area where large play equipment can be put out for regular use. This limits the opportunities to learn how to travel around, over and under climbing and balancing equipment and develop gross motor skills. The school is very much aware of this deficiency and has highlighted in its development plan the creation of an equipped play area for the reception children.

108. The very high quality of the areas of continuous provision in the nursery means that children have many and varied opportunities to use a range of equipment. They use scissors and glue carefully and know how to look after such tools and carefully replace them in their holders ready for the next time. In a music session the children danced in time to the song 'If you are happy and you know it', and responded to the positional language of the song by clapping hands, shaking heads and stamping feet. Similar opportunities are given to the children in the reception classes, although limited by the lack of space in the classrooms. They handle tools with care and understand the safety requirements that this creates. In hall-based sessions they show satisfactory hand and eye co-ordination and move well within the hall space. In a good lesson with older reception children, they were able to create various balances using the 'points and patches' technique, and travel along benches in a variety of different ways.

### **Creative development**

109. The quality of teaching and provision in this area of learning is very good in the nursery and satisfactory in the reception year. The children make sound progress overall, and by the end of the reception year most will have met the early learning goals, so that attainment is satisfactory. The children make the best overall progress in music, painting and drawing. In the nursery, sensitive, imaginative teaching awakens the children's imagination through role-play, dance, music and art and they make good progress. The provision areas in the reception classes are less spacious and less visually and aesthetically appealing than in the nursery, despite the teachers' best efforts. The combination of the more cramped classroom, lower ratio of teachers and trained classroom assistants, and the more formal curriculum means that progress slows down in the imaginative and expressive clusters of stepping stones. The teachers do ensure that children use the home corner and the painting and small world play

items, and include these in their planning, but opportunities are fewer. As yet adults are not involving themselves as much as they should in these activities.

110. In the nursery, the children make good progress in learning to use paint and other media and to use brushes and other tools well. They identified the different brush strokes in the work of Van Gogh and Monet and were able to choose thick or thin brushes and colours to make their own painting of an iris. Because of excellent intervention by the teacher, they extended their play with large building apparatus to re-tell the story of Humpty Dumpty. This was because of the thoughtful provision of toy soldiers and Humpty Dumpty models and because of the way the teacher extended the activity. In music they used a tambourine and a selection of shaking instruments to beat out a rhythm, danced in time to the music and were certainly at the final stepping stone before the early learning goals at this stage.
111. The children continue their learning in music well in the reception classes. They know a number of songs by heart, and loved singing 'When Goldilocks went to the House of the Bear' to the accompaniment of a guitar. They described the sounds of different instruments and began to understand how music is composed and 'written down'. The teachers are careful to plan for painting, clay, designing and making and role-play but tend to decide what the children will do. Open access to painting or a wide range of materials is limited. However, children continue to develop their skills in using media and materials and designing and making, and the early learning goals are securely achieved.

## ENGLISH

112. Standards reached by pupils in Years 2 and 6 in the national tests in English were average at the time of the last inspection in 1997. Since then, standards have been well below average in reading, and in writing for the first two years. In the last two years' tests, standards in writing have improved. In the 2001 tests, the results were well below the average in reading and below average in writing, although close to the average for similar schools. There have been unavoidable staff changes during that time, which for pupils in Year 2, particularly last year, had a negative effect on standards.
113. Results in tests for eleven year olds in 2001 were well below average, as they were the previous year, and below the average for pupils in similar schools. There were also staff changes last year in Year 6, which affected pupils' progress, as well as an above average number of pupils with special educational needs in the year group.
114. Current standards are higher than last year and improving, although still below average. Pupils are now making good progress in Years 2 and 6 because of good teaching. Overall, pupils make satisfactory progress throughout the school.
115. Pupils' listening skills develop well after the good start in nursery, so that by the end of Year 2, standards are average for their age. For example, pupils in Year 1 identify correctly the different sounds at the end of 'cup' and 'cub' by listening carefully to the teacher. In Year 2 they listen carefully to each other when working in pairs, and understand instructions for their activities so they can explain what they are doing. By the age of seven, standards in speaking are not as developed in a minority of pupils as their listening skills and are below average overall. However, pupils develop their speaking skills well when there are planned opportunities to do so. In Year 2, for example, in a debate about an additional runway at Manchester airport, many pupils spoke at length and developed their well-considered arguments effectively.
116. Pupils make satisfactory progress in Years 3 to 6, so standards in listening remain as expected, with speaking below average but developing well in Year 6. Here, pupils' confidence is supported well by the drama techniques the teacher regularly uses, so that pupils justify their opinions about characters in a story with evidence, for example, and speak at length. There are fewer planned opportunities in other classes for pupils to speak and discuss. In one class, for example, pupils respond mostly in short sentences to the teacher's questions, and

- as a result their speaking skills are limited. In another, some pupils found difficulty in explaining to the class what they had done in their group.
117. Standards in reading are below average overall but progress is satisfactory. More pupils in Year 2 are reading close to the expected level than in last year's national tests and tasks. Below average readers learn a variety of strategies which help them read more effectively and this increases their confidence. Pupils enjoy reading and talking about what they read. They know about the author Dick King Smith, his life and his writing habits. "He's our author. We read his books." Most pupils understand the difference between fiction and non-fiction and know how to use the index and contents page to find information in a non-fiction book.
  118. Teachers and other adults read frequently with pupils in school. Many pupils' reading is further supported by parents and carers at home. Pupils' progress is recorded at school and at home in reading record books and diaries. Some diaries have regular comments made by parents, and further up the school they contain useful communication between teachers and parents. In all years, group reading is used effectively and pupils' reading skills improve as a result. By Year 6, a majority of pupils are reading at the level expected for their age. A few pupils' reading is above average, but a sizeable minority of the pupils in the year read below the average for their age. Overall, the standard is below average. Pupils learn strategies which help them understand the text or story they are reading, and which they then apply to texts in other subjects, for example in history.
  119. As well as enjoying reading a book in a group, most pupils enjoy reading at home as well. All pupils in Year 6 have a reading journal in which the teacher sets them homework about their books. These varied tasks range from setting questions for others in the group, describing a character with supporting evidence, to summarising and making notes. Pupils of all reading abilities complete a good amount. They develop a good understanding of what they read, with books geared to their interest, and homework matched to their level of understanding. Pupils know how to find information for their topics, on the Tudors for example, in non-fiction books and on the computer. Pupils' reading develops well as a result of these initiatives.
  120. The school's supply of books is well supported and augmented by a regular choice of non-fiction and fiction books and group readers on loan from the local Education Library Service. These are to be found in the school library and in boxes of topic and project books in classrooms, which pupils have regular access to and make good use of. Many of the reading scheme books in school at present, used mainly by younger pupils, are old and in poor condition and are unsatisfactory. However, the school has invested heavily in a new reading scheme that includes a wide range of non-fiction as well as fiction books to widen pupils' experience of texts and increase their enjoyment.
  121. Standards in writing are below average overall but progress is satisfactory. In Year 1, good, well-sustained systems are already in place for teaching pupils about letter sounds, and for learning a good range of frequently used words to support pupils' early writing. This is maintained and developed in Year 2. Pupils compile lists of words with similar patterns. Some pupils use some of the words in sentences and show they understand what the words mean as well as how to spell them. Individual pupils' progress over the year is evident in their diaries. For example, spelling, neatness and writing all improve, with some letters joined, in an average writer's diary, and they are beginning to use full stops and capital letters. Writing is not as well developed for the below average writers, but they make satisfactory progress in their knowledge of sounds and spelling patterns, which helps them in their writing. Pupils write in a range of styles, such as writing instructions, planning and then writing a story, and writing poems using words associated with aeroplanes, like *zoom* and *twirl*.
  122. Pupils make satisfactory progress by Year 6. However, only about half the Year 4 pupils in a mixed age class are using capital letters accurately in their writing, which is below the expected level for their age. By Year 6, pupils' writing covers a wide range of styles and forms, including biography, interview, factual writing, including dialogue, as well as planning and developing a fantasy story. Finding out about the different features of particular kinds of writing

and identifying them, and how authors such as Anne Fine write, helps pupils to improve their own writing. Above average writers use good expression. Their fantasy stories contain good descriptions such as: '(The Council chamber) had pillars that curved over your head to meet in the middle, like a baseball cap'. They plan their writing using a variety of vocabulary and a range of sentence structures. Average writers share many of these features, and increasingly so, due to the teacher's useful suggestions on how to improve. Some of the writing lacks punctuation, with sentences that are far too long, and this is not commented on by teachers. Their handwriting is joined and legible. Below average writers plan the outline of their stories and characters. They write in paragraphs, use speech marks and basic punctuation mostly appropriately, and maintain the structure of a beginning, middle and end in their stories. There is, however, little awareness of how to develop a story, or any description of what is seen or how to build up tension. Handwriting is not consistently joined. Without additional support, below average writers do not complete exercises, nor write as much as others, so do not achieve as well as they might.

123. The quality of teaching that was observed in Years 1 and 2 was good overall. The detailed planning carefully matched to the needs of the pupils also indicates that teaching is generally of a good standard. The most effective teaching was seen in Year 2. Overall, the teaching observed in Years 3 to 6 was satisfactory. Planning does not cater for the range of attainment and ages in all junior classes, so learning opportunities are missed. The most effective teaching was seen in Year 6.
124. There are clear strengths in teaching. The most effective teaching happens when a range of well-planned and appropriately matched activities motivates and enthuses pupils, who try their hardest. In lessons where the teacher uses every opportunity to reinforce the learning that is taking place, pupils' confidence increases as a result. Teachers' lively style, good pace and interesting content keep pupils actively involved and learning. Where teachers share with the pupils at the beginning of the lesson what they will be learning and check and reinforce their understanding in the last few minutes of the lesson, pupils' learning increases as a result.
125. All teachers manage pupils well in lessons, encouraging and praising pupils' efforts. They establish good relationships with pupils and behaviour is good, so pupils learn effectively. Appropriate use is made of homework, particularly in Year 6 with the reading journal. A particular strength of the teaching throughout the school is the group reading sessions which teachers use to good effect to teach reading skills and assess pupils' progress. When the same work is set for all pupils and the work is not closely matched to the pupil's age and ability, pupils do not achieve as well as they might.
126. The teacher makes a comment on pieces of work with a suggestion of how to improve in Year 2. Regular marking in books with comments on how to improve, however, is less consistent in Years 3 to 6.
127. There is good, well-targeted support for pupils with special educational needs in literacy lessons. This takes place in the classroom, with pupils sitting and working with other children and taking part in the activities. Teaching assistants and nursery nurses support individual pupils who make satisfactory progress in lessons and towards the targets in their individual education plans. They also work effectively with groups of pupils in the class on activities planned by the teacher, such as group reading, where they assess and record pupils' progress after the session.
128. During the long-term absence of the co-ordinator, English has been managed effectively by the headteacher and the two key stage co-ordinators. They have developed many good systems and practices that have been put in place recently to raise standards. They involved the local education authority adviser in work on yearly planning appropriate for mixed-age classes, using the National Literacy Strategy. This was to ensure that pupils develop the skills they need to progress as they move through the school. Refining planning further for older

pupils would create a greater range of opportunities for pupils of all abilities, particularly higher attaining pupils.

129. The key stage co-ordinators undertook an analysis of last year's national tests for Year 2 and Year 6. The results are used to set class targets for improvement. The co-ordinators have produced a portfolio of assessed writing at every level to raise staff expertise in assessment and make it more reliable. All classes are now set a written task every half term, to monitor and assess pupils' progress. The detailed written assessment by the teachers in the juniors helps them to plan appropriately and set targets for pupils, so that they know what they need to do to improve. In Years 2 and 6, pupils have group and individual targets for literacy which are reviewed with the pupil every half term. This is not yet fully in place across other years.

## **MATHEMATICS**

130. Standards in mathematics are below those expected of most eleven year olds and below those reported in the last inspection. In 2001, results in National Curriculum tests fell to well below the national average. However, until last year, pupils in Year 6 did better than the average for their age, and even in 2001, results were comparable to those in similar schools. Standards are improving again now across the school. The current Year 6 class includes a high proportion of pupils with special educational needs but all the pupils in the class have achieved well since September so that standards have improved from well below to just below the national average. Pupils in Year 2 have reached a standard that is broadly typical for their age. This shows a big improvement since 1999, when test results fell to a very low level, and is the result of very good teaching in Year 2. The lower attainment of seven year old boys seen in test results over the last three years is no longer evident and at Year 6 there is no discernible difference in the achievement of girls and boys.
131. The National Numeracy Strategy is now well embedded in the school and is making an impact on standards as pupils move up the school. Teachers apply the suggested framework effectively so that pupils of all abilities mostly make good progress in mathematics lessons, and in Years 2 and 6 there is evidence of very good progress during this school year. Work is generally set at three different levels to follow up the teacher's initial explanation and in the best lessons, in Years 2 and 6 especially, the teachers give an additional sustained input to a focus group. This means that higher attaining pupils can work with more complex examples and those who struggle more with mathematics are given enough help. Pupils with special educational needs achieve well too, because they often have the help of a classroom assistant who has been properly briefed and understands the intentions of the task.
132. Numeracy is the area of mathematics in which pupils achieve the best across the school. They develop a very sound basic understanding because of the current teaching emphasis upon place value. "Look what the number is telling you", says one teacher regularly! By Year 6, a strength is the growing ability of higher and average attaining pupils to solve problems, set out their calculations and explain their strategies. Lower attaining pupils require more structure but are becoming braver in explaining their mathematical thinking orally and are better at this than might be expected.
133. By the end of Year 2, pupils are confident users of the number system. By Year 1, most count securely to 100, and are familiar with addition and subtraction facts up to 20. In a Year 1 and 2 lesson seen during the inspection, Year 1 pupils could select the incorrect 'odd one out' from an array of subtraction statements and some used their knowledge of doubles and halves to explain their decisions. By Year 2, pupils show a secure grasp of the value of numbers. There is evidence in their books of good quality recording of work done in lessons using apparatus to break down three-figure numbers into hundreds, tens and units. Higher ability pupils used their understanding of place value to work in thousands, adding three-figure numbers to an original four- and then five-digit number. Shape, space and measures and data handling are presently taking a back seat, but with the strong enquiry-based approach in this class, progress should be good when these areas are taught more fully. Certainly, during a Year 3 lesson on three-

dimensional shapes, pupils could name *cuboid, cylinder, pyramid, sphere, cone* and *cube*, and were making a creditable attempt at counting the faces, edges and vertices of three-dimensional shapes.

134. In Year 6 the fairly large proportion of slightly below average and below average attaining pupils can carry out straightforward calculations in whole numbers, decimal fractions and percentages. They are, though, less confident in finding their own ways of solving mathematical problems and in explaining these either orally or on paper. However, more able pupils are already benefiting from the teacher's insistence that they look for the 'best way' to tackle calculations and to show their recording accurately and others are moving towards this level of working. For instance, in a very good lesson on finding percentages, all abilities were interested and involved, talking to each other about the problem and offering ideas to the teacher and other pupils. The prominence given to explaining strategies is less pronounced in some other classes in Years 3 to 6 but is an emerging strand in teaching overall. If applied firmly and consistently, it should enable more pupils to reason mathematically. Pupils can construct graphs and charts, but the older pupils have not had full benefit from the ICT suite and do not use the computer to collect, sort and interrogate data as a matter of course.
135. The quality of teaching and learning in mathematics is good overall. Because they are secure with the numeracy strategy, all teachers plan effectively. Termly guidance sheets combine the strategy's objectives for two year groups and these help teachers to avoid unnecessary repetition in mixed age classes. In most classes, tasks and activities are suitably matched to three levels of ability. At present, a commercially produced scheme is used selectively by most teachers. In the best lessons for younger pupils, teachers use the time-honoured method of writing the practice examples in pupils' books, so that they are sure that tasks meet each group's needs. This also leads to a good level of output because pupils know exactly what to do and what is expected, so that they make a swift start.
136. All teachers have appropriate subject knowledge to enable them to keep the pace of mental work going and to ask questions that will help pupils make connections and see mathematical patterns. Because of this, mental agility with numbers is sound, although knowledge of times tables is not secure by Year 5. In the best lessons, the teachers recognise the value of visual aids and other resources to help with demonstrations and tasks. For instance, Year 6 pupils' understanding of percentages was greatly helped by the use of a washing line of numbers, on which pupils could peg percentage cards and see for themselves the equivalence between percentages and fractions. Individual whiteboards, hundred squares and number lines are used regularly. However, in many classes question and answer sessions require responses from only one pupil at a time, whereas more use of digit cards and 'show me' materials would increase opportunities for all pupils to take part. Despite this, pupils enjoy mathematics lessons, especially those where learning is made to be fascinating and fun. For instance, in a highly successful Year 2 lesson, pupils and teacher role-played a visit to the 'units, tens and hundreds shop', carrying brightly coloured shopping bags to 'buy' sets of ten, a hundred or a thousand. As a result, they understood perfectly what they had to do when it was time to consolidate their learning in independent tasks later in the lesson.
137. A weakness in the subject is that in most year groups not enough use is made of other subjects to help pupils to apply their mathematical skills in a range of situations. Pupils learn well during mathematics lessons but are not made to see its usefulness in subjects such as science or geography, in a planned, systematic and regular way. The lack of computers in each classroom also means that although they learn to use data bases, for example, as part of their ICT skills, there are lost opportunities for applying their skills to mathematical problems.
138. Most teachers use assessment adequately in order to plan the next learning steps for their pupils. For instance, difficulty in understanding the concept of area led to a good practical lesson in a Year 4 class, where pupils drew around their body shape and then calculated the number of squares contained in the surface of the body outline. Some of the less experienced teachers do not always predict likely misconceptions or spot them during the lesson, so that

difficulties go undetected. This happens mostly when the teacher chooses to monitor the whole class rather than focusing upon a group and checking for understanding.

139. Pupils' work is regularly marked, sometimes with supportive comments. However, teachers do not always indicate to pupils what it is they are doing wrong, or show them how to improve. In the few classes where this is happening, pupil progress is fastest and the good practice of some teachers needs to be built upon. The missing element here is the lack of targets for pupils that will show them what they are aiming for and that can act as a reference point for feedback on completed work. There are plans to adopt the target-setting protocol already in place for English. All teachers assess more formally, and keep records of the outcomes, and each year group is tested using nationally approved tests according to an agreed timetable. The results of the tests are used to predict likely scores at the end of Year 6 and are a useful tool in monitoring progress.
140. Even though results in national tests have fallen, the school has kept pace with national initiatives. However, there have been too few opportunities for the monitoring of teaching and for the sharing of the very best practice within the school. If this can happen, alongside the projected improvements to assessment, tracking and target setting, and with more opportunity to use mathematics in other subjects, then standards should rise.

## SCIENCE

141. Standards achieved by pupils in Years 2 and 6 are average for their age. These standards are similar to the findings of the last inspection. In the 2001 teacher assessments, the proportion of Year 2 pupils who achieved the expected level 2 was close to the national average, but the percentage achieving the higher level 3 was well below average. The present Year 2 pupils are making good progress and are attaining average standards overall, but with a significantly higher proportion of pupils attaining at the higher level. In 2001 national tests for Year 6 pupils, standards were close to the national average when compared to all schools and above average when compared to similar schools. Present Year 6 pupils are making sound progress and are attaining average standards overall. Pupils with special educational needs make satisfactory progress.
142. During the inspection it was only possible to observe one lesson in the infants, in the Year 2 class. In this class pupils are making very good progress in their investigative skills because of the teacher's carefully planned investigations. Pupils were engaged in the final week of investigating materials and their properties. They were grouped so that each group would investigate five areas of study. Each week the teacher introduced the activities and in the observed lesson the problem posed by the teacher was, "I am going out in the cold and I need a hat to wear to keep my head warm. What should I wear?" Pupils successfully discussed a range of hats made of different materials before agreeing on a woollen hat. This rolling programme was only possible by the support given by four other adults. With the guidance of the teacher and good teamwork, each group of pupils made effective progress.
143. By the end of Year 2, pupils have a good knowledge of life processes. For example, in the 'Me and my Friends' topic, pupils have looked at the similarities and differences between themselves and animals and have sorted living things into plants and animals. They have undertaken investigations to see how high they can jump and understand the importance of a fair test, for example making sure the bricks they jumped over were all the same size. Pupils have looked at sound and compared the differences in the sound that a range of musical instruments makes; they have composed their own piece of music, linking closely with their learning in music. In a close link with their study of animals, to investigate why some animals could hear so well, pupils looked at the size of the ears of different animals.
144. By the end of Year 6, pupils have a sound knowledge of electricity and the range of sources and devices that use it. They understand the principles of a circuit and know the materials that insulate and those that conduct electricity. They have a satisfactory knowledge of life

processes and they know about the male and female reproductive organs, understand the importance of exercise and diet on healthy living and the importance of the skeletal system and the main organs in the body. Much of work of the younger pupils is completing worksheets and there is little opportunity for them to record their own findings. Pupils in Years 3 and 4 were looking at the function of teeth and the importance of a healthy diet. However, little difference in knowledge and understanding was seen between the years.

145. Teachers plan opportunities for investigations across each term. This was well illustrated by the Year 5/6 class when they were investigating the effect that exercise and rest has on the pulse rate. Pupils were able to analyse their results and present them in a line graph. They then wrote up their investigation and drew conclusions from their results. Example of pupils' work demonstrated how successful the study had been. However, at least two-thirds of the Year 6 class found difficulty in understanding how to present data in graph form, despite the lengths the class teacher went through to explain the process. In many classes more able pupils do not have enough opportunities to plan and carry out their own investigations to test their hypotheses. For example, in most of the lessons observed across the school, pupils undertook the same task regardless of their ability. This too often resulted in a lack of challenge to inspire and extend the learning of the more able pupils.
146. Pupils' behaviour in lessons is generally good because they are interested in their work. Pupils listen well to each other and are keen to join in discussions. These positive attitudes result in pupils learning from each other, and acquiring satisfactory scientific skills overall. Their interest and enthusiasm, combined with the support of their teachers, enable them to develop appropriate strategies for tackling experiments, and they enjoy this type of work.
147. The quality of teaching is satisfactory overall, with some examples of outstanding teaching. Where the teaching excels, it is because of high expectations, very good planning, teachers' secure subject knowledge, good management of pupils and the effectiveness of their teaching methods. Good relationships exist between teachers and pupils, and this gives pupils confidence to ask questions to clarify their thinking. At the present time the use of computers to reinforce pupils' learning is just beginning to make an impact, especially now that there is the opportunity to access the Internet as well as use CD-ROMs.
148. The school's science curriculum is satisfactory. Reception, Years 1 and 2 follow a three-year cycle for science and Years 3-6 follow a one-year cycle. There is a need to work towards a scheme of work that meets the requirements of the latest National Curriculum guidance and ensures development in pupils' learning as they move through the school.
149. Analysis of the 2001 test results in science, attendance at science co-ordinators meetings, in-service courses and membership of a working party have given the science co-ordinator a good base from which to lead the school in the raising of standards in science. The quality of learning resources is good; they are easily accessible to staff and used effectively to support the pupils' learning.

## **ART AND DESIGN**

150. The standards achieved by pupils in Years 2 and 6 are as expected for their age. This is the position as it was at the last inspection. Although only three lessons were seen during this inspection, there is plenty of evidence around the school to show that art is regarded positively and makes a good contribution to the ethos of the school. Pupils' work is attractively displayed, and visits to the local art gallery and contributions to displays and exhibitions in the community enhance the pupils' cultural and social development. Pupils are proud of what they achieve and enjoy art lessons. In the lessons seen, teaching was always sound and in some lessons good.



151. Observational drawing is developed from the start of school, so that Year 1 pupils succeed in making effective observational drawings of twigs, stones and rocks; they show careful observation and a good use of colour for their age. Older Year 1 pupils can use pencils of different widths and degrees of softness, and use shading techniques in pencil sketches of their teddy bears. Progress in drawing is evident as pupils move up the school so that by Year 2 they produce some good quality line drawings of trees in winter. By Year 4, for instance, they create self-portraits in pencil and shade in lips, hair and eyes successfully. By Years 5 and 6, sketching skills improve because the pupils are given good quality resources with which to work. For example, in a good lesson with this age group, they used charcoal, drawing pencils, chalk, and oil and pastel sticks to sketch body poses. This was made especially effective because the teacher insisted that the pupils evaluate their own and each other's sketches and decide how to make them better. In other art lessons, the evaluative element has not been so strong and it is not a firm strand in the art sketchbook that older pupils keep – although the sketchbook is a good feature in itself.
152. Pupils use a range of media but the extent of this varies across the classes. All of the teachers plan for collage work in different materials. In Year 2, groups of pupils work on a rotating basis. This works well because there is very good teaching and enough help from well-briefed parents and teaching assistants. The pupils therefore have a rich range of experiences over several weeks and productivity is high. During the inspection, they learned, for instance, to create prints in the style of William Morris, to create a landscape using textiles and to weave a strip tapestry in cool winter colours. The skills of colour mixing and using brush strokes to paint what they see, rather than infill pencil sketches, are underdeveloped in the older pupils.
153. Teaching is at its best when teachers demonstrate techniques and pose evaluative questions throughout the lesson. Through following a locally approved scheme of work they have developed a sound teaching expertise, which they are now applying to the recently adopted national guidance. The co-ordinator has not had the opportunity to monitor teaching as yet but has plans for developing the subject on her return to the main school in September.

## **DESIGN AND TECHNOLOGY**

154. Standards in design and technology are as expected at the end of Year 2 and Year 6, although there are areas of weakness that need to be addressed. This is at least comparable to the position at the last inspection when no firm judgements could be made because of limited evidence. Teaching is satisfactory, and in two of the lessons it was good.
155. There has been improvement in the subject through the very recent adoption of the nationally approved scheme. This is giving teachers more confidence in teaching the subject. Subject knowledge is variable across the school but all teachers shows a good understanding of the design-make-evaluate cycle and expect children to think about the purpose of a product before they begin the design process. A weaker strand in the subject is the use of tools and electrical equipment in a way that builds up skills over time.
156. In most other aspects teachers in each year group have a reasonable understanding of the levels at which their pupils should be working, but at present they do not have an overview of skill development to refer to. The co-ordinator has worked with the deputy headteacher and the local education authority adviser to address this issue. A planning sheet has been devised that tracks the development of skills across the age groups from reception to Year 6, but this has not yet been introduced to the staff.
157. In each year, group teaching stresses the design and make process, and from Year 1 onwards, products are made only after the pupils complete a design specification at a level appropriate for their age. Year 1 pupils create puppets on a balsa wood stick and so experience joining different materials together and working with wood. By Year 2, they design

and make winding mechanisms with a great deal of flair and attention to detail. Before making a spider man winding his way up twin towers, or Jonah being eaten by the whale, the pupils draw the plan and list what they will need. They understand how to separate out the steps and stages of the construction, and are able to draw aerial and side views of completed models. The evaluative aspect is a strength and very evident in the best teaching, such as in this class. Pupils recognise what they need to improve in their model, for instance that “the sticky bit needs to be down” or “I need a better handle”. They even compare the finished product to the original design, which is not a regular feature of pupils’ work at this age. The good quality of teaching in this class does much to explain how the children develop skills and understanding so securely by the end of Year 2.

158. Pupils in Year 6 show a fair understanding of the design process and other teachers in Years 3 to 6 promote this. Pupils learn how to design a healthy sandwich in Year 3, to analyse packages and then make a container for chocolates for Mothers’ Day in Year 4 and design and make a stretched skin instrument in Year 5. In Year 6 they benefit from good teaching so that they are able to draw good quality side and aerial view plans for a pulley-driven vehicle. These are accurately labelled with measurements and other details, using accepted conventions.
159. The co-ordinator has not had the opportunity to monitor lessons or to lead staff development sessions in the subject. If the newly prepared skill progression sheet is used well to check for steady learning across the school, then standards should rise higher.

## **GEOGRAPHY AND HISTORY**

160. History and geography are taught in termly blocks on a four-year cycle, because of mixed age classes which do not remain as a class throughout the school. Because of this it was not possible to see any history or geography being taught in Years 3 to 6. There was work in history books and on display of one topic taught in the previous term in Years 3 to 6. There is no geography taught until the summer term in this year of the cycle.
161. For Years 1 and 2, it was possible to see two geography lessons, teachers’ planning and pupils’ work. These show that pupils are working at the level expected for their age in both history and geography. In history, pupils in Year 6 are working at the level expected for their age. It was not possible from the evidence available to form a judgement on the quality of teaching in history and for pupils in Years 3 to 6 in geography.
162. In history, in Year 2 pupils gain an understanding of the past by focusing on Victorian family life and how it is different from their own. Their writing shows how much they have been able to find out about the topic, and how much they begin to understand about lives in the past, to write so appropriately, for example: “My job: To crawl under the machines”; “I got hit by the factory owner today. It hurts a lot”; “I am hungry. I only had watery soup for my dinner. I am cold and sad.”
163. In the autumn term Years 3 to 6 studied the Tudors. They visited Bramhall Hall, a local Tudor building. They learned about features characteristic of the period, such as houses. They focus on the religious aspect of the period. One pupil writes a threatening letter from a very angry Pope to Henry VIII telling him not to divorce his wife: “If you do, you will be excommunicated from the Catholic Church.” Another writes as his wife Catherine, pleading: “Don’t go off with Anne Boleyn. Promise you won’t marry her. Please my beloved.” These letters show good understanding of some of the issues involved. In Year 6 pupils made their own book about the Tudors. Pupils research many aspects of life at that time, such as farming and education, and compare some of them to now. They find a website with information about different Tudor monarchs and important dates, and use that to develop a Tudor time-line. Lower attaining pupils receive additional support, such as worksheets which they complete, as well as short pieces of their own writing, for example on Henry VIII’s wives. The good amount of work that pupils cover on this topic adds to the development of their enquiry and research skills and their

knowledge and understanding of the period, through finding out about different aspects of life at the time.

164. A discussion with a group of pupils in Year 6 about history showed that they know that you collect evidence from extracts of authors from the period, paintings and wood-carvings, and that you need evidence to know more about the past. Though familiar with the terms, they need prompting to recall historical vocabulary such as *artefacts* and *primary and secondary sources*. They find it difficult to place the periods they have studied over the past four years in order of time. They recall more about recent topics such as the Tudors and the Second World War.
165. There was no unit of work in history or geography at the time of the inspection that would help pupils maintain and develop their knowledge and understanding in these subjects, such as placing events within their correct time in history, or knowledge of significant places in the world in geography. Both subjects in their planning provide opportunities for development in other subjects such as literacy, art, design and technology, and ICT.
166. In geography in Year 1 pupils look at their immediate environment and draw a map showing their route round school. They walk round the area outside the school, then draw a map of a route they have taken locally, with features they may pass on the way. They look at their own area in relation to other wider areas. Pupils begin to look at the wider environment outside their immediate area. In Year 2 pupils continue to develop their knowledge of the world beyond their local area. They develop their investigation skills by looking at maps. They collect and sort evidence and information and carry out fieldwork on their visit to Manchester Airport. They use a key and locate some key features on a map of the airport using co-ordinates. They develop an awareness of the effect of humans on the environment through discussing the issues of whether an additional runway is a good idea or not.
167. In geography the detailed planning contributes to the overall good quality of teaching in the infants. The strengths in the teaching are the very good organisation, thorough planning, good subject knowledge and management of the class. The teacher explains the format of the lesson at the beginning so all are clear how to proceed. The teacher provides pupils with very good opportunities to speak at length, and develop their ideas. The pupils become really involved in their arguments, and use the information they have when putting their case to the class. Teaching is not as effective when the quality of the resources is poor, thus detracting from the level of pupils' learning.
168. A discussion with a group of pupils in Year 6 showed that they recall doing investigations when they studied the water cycle, to see if water would evaporate with the salt. They can describe the water cycle: "The higher the altitude, the colder it gets". In their local area they looked at housing and their different materials. They used atlases and located places on maps using co-ordinates.
169. Recent changes in the overall planning for history and geography now ensure that the subjects are taught in line with the new national guidelines. They are planned over a four-year cycle, so Years 3 to 6 study the same topic at the same time. However, the planning does not distinguish between the different years, so pupils study the topic at a level appropriate to their age, and increase their historical and geographical skills and understanding as they move up the school.
170. Leadership and management in history and geography are satisfactory. The history co-ordinator is very experienced, knowledgeable and enthusiastic about the subject. Teachers also incorporate visits to local museums, a Tudor Hall, a day in Roman Chester, visitors to school and theatre groups, to enrich the history curriculum. The co-ordinator monitors termly and weekly planning, and takes samples of work from teachers and assesses them according to the National Curriculum.

171. The geography co-ordinator has been in post for a few months only, since her arrival at the school. She did an audit of the resources in the light of the changed planning. Many were no longer appropriate, for example many maps were of areas no longer taught. The local area is now well covered, with aerial and Ordnance Survey maps. The computers are not networked yet, so CD-ROMs, for example of aerial maps, are of limited use. Her priorities as co-ordinator are to write a scheme of work and update the policy for geography. She also wants to look at how pupils' skills in the subject can be maintained when geography is not being taught.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

172. The school has very good provision for ICT. It has two well-equipped computer suites, one for reception, Years 1 and 2, and one for Years 3 to 6. However, at present most classrooms do not have a computer, which makes it difficult for pupils to follow up work, both in developing skills and using ICT to support other subjects. This is being addressed in the near future when new computers will be placed in each classroom. All computers in the suites are networked and have access to the Internet. As a result of this good provision and the effective leadership provided by the subject co-ordinator, standards are rising and pupils in the school are achieving standards expected for their age. This is an improvement on the last inspection, when there was a limited number of computers in the school.

173. Pupils undertake a wide range of ICT activities, and the practice is for the class teacher to teach the skill and a classroom assistant, who has a working knowledge of the programs, to follow this up and support pupils who come out of their classes in groups.

174. The portfolio of pupils' work is very comprehensive and demonstrates good coverage of the subject. From Year 1, pupils learn to use the drawing package and learn to use the paintbrush and mouse to draw themselves. Other examples were 'designing a hat' and 'a birthday card' and wallpaper designs.

175. Further examples of work were of a cross-curricular nature. Good examples of work in literacy were seen in Year 4 where pupils were looking at persuasive writing and had created their own advertisements, adding a graphic from *clipart*. In history, Year 6 pupils were required to develop a newspaper article based on a Tudor event. They saved a picture from the web, retrieved it from the disk, selected a chosen font and size, edited their work, raised questions and pursued a line of enquiry. However, pupils tend to need adult help to complete their work.

176. Pupils have had experience in control technology in their use of a robot, where they program in the movements they wish the robot to perform. In the computer suites many pupils were unable to work independently and had to wait for the classroom assistant to help them before moving on. Some pupils have computers at home where they can reinforce and refine their skills. This was evident when observing a group of pupils from Year 6 who were given a series of tasks to perform to judge their ICT knowledge and skill development.

177. Pupils have very positive attitudes to ICT, and show genuine excitement at some of its uses and effects. They behave very well and show respect for the equipment. However, apart from their short group sessions there is no other opportunity to access the computers and refine their skills.

178. It was not possible to judge the quality of teaching in the subject as a sample of only one lesson was seen. However, in this lesson, taught by the ICT co-ordinator, the quality of teaching was outstanding. At the present time three staff have had the national training for ICT and another three are due to receive it.

179. The subject co-ordinator has made great strides in its development. There has been good support from the local education authority advisory teacher for ICT. The subject is a high priority in the school development plan and already a number of the targets have been

achieved. The policy has been written and the scheme of work has been revised in line with national and local guidance. The school is well equipped with listening centres, programmable robots and a digital camera. Once the school has installed and networked the new computers in the classrooms, pupils will be able to reinforce and consolidate what they learn in the computer suite in a range of subjects across the curriculum.

## MUSIC

180. Standards in music in both key stages have improved since the last inspection. Pupils in Years 2 and 6 achieve levels above those expected for their age. Progress throughout the school is generally very good and this is due to the enthusiasm and commitment of the subject co-ordinator, teaching staff and the visiting peripatetic music teachers, who teach the flute, clarinet and guitar. Brass lessons are due to start shortly and this will be a good addition to the school band. The headteacher, who is the music co-ordinator, is well supported by staff with musical expertise in the teaching of recorders and with the school band. The sharing of these good teaching skills adds quality to the singing and performance of music and further supports the development of music throughout the school.
181. Music is taught well, using published guidance and a range of resources. From the moment pupils entered the first assembly of the week there was recorded music of Gershwin's 'Rhapsody in Blue'. A highlight of the assembly was the fine performance of the school choir and of the headteacher playing the piano as pupils left the assembly. Music is in evidence all around the school, and in one class, pupils were very articulate about the music of Grieg they had been listening to.
182. There are three recorder groups, ranging from beginner to advanced, and each group is making good progress. All pupils are taught to read conventional music scores and attention is paid to the dynamics and correct value of notation when playing the music. As with the recorder groups, the concentration and behaviour of the school band in rehearsal were excellent. The good relationship with their teachers ensured the rehearsal went smoothly. However, it would have enhanced the ensemble playing if the band had sat in band formation.
183. In Years 5 and 6, pupils were working on performance using voices and instruments. The teacher modelled a rhythm that was copied by the class. This was a very good start to the lesson, where the stimulus challenged and inspired pupils to listen carefully to the rhythm, tempo and dynamics the teacher used. The main part of the lesson was to sing the round 'London's Burning' and add instruments to accompany the singing. Pupils had to decide which accompaniment they preferred from a *drone* and *ostinato*. To help and support the work of the class teacher, and as an example of good teamwork, the headteacher led the pupils singing the round, leaving the teacher to concentrate on the instrumental playing.
184. In the only other lesson observed in the Year 2 class, the teacher was able to inspire the pupils in their understanding of pulse and rhythm and to copy a simple rhythm pattern. To encourage the feeling of rhythm the teacher played the ABBA 'Dancing Queen' and pupils were encouraged to dance to the rhythm. By the use of the well-known 'The Grand Old Duke of York,' pupils were able to clap the rhythm while singing the words. A good link with literacy was using the work they had been doing on 'Mr Wolf', and pupils responded by answering the time from 'What's the Time, Mr Wolf?' The whole lesson flowed smoothly throughout and this ensured pupils gained a good understanding of rhythm and pulse whilst thoroughly enjoying their music lesson.
185. The quality of singing is very good. Pupils sing with warmth of tone and clear diction, paying attention to the pitch and dynamics of the music. In assemblies and hymn practice, teaching stresses the importance of correct poise and breathing and of listening carefully to each other to ensure they pitch well and sing in tune. The overall outcome of this good teaching is heard in the singing, joyful and tuneful children's voices. This quality permeates into the classroom in other music lessons.

186. In the lessons observed the quality of teaching was very good, and for those teachers who are not so confident at teaching music, there is ongoing support available from the headteacher and other colleagues who have musical expertise.
187. Pupils' interests in music are enhanced through a range of extra-curricular activities during the school lunchtime and after school. The school choir has a high profile in the school and in the community through the wide range of performances they undertake. Pupils throughout the school have the opportunity to take part in school performances, such as the *Wizard of Oz*. The subject is well resourced and pupils are introduced to music from around the world through their singing and listening to recorded music. Music is going from strength to strength.

## PHYSICAL EDUCATION

188. Because of the constraints of the timetable, it was possible during the inspection to observe only dance for pupils in Years 1 and 2 and gymnastics in Years 3 to 6. In these activities pupils in Years 2 and 6 achieve the standards in physical education expected for their age. However, the school provides the full range of activities of the physical education curriculum, including games, athletics and swimming, and this is supplemented well by extra-curricular clubs in football, netball and country dancing. Pupils are also able to take part in competition with other schools in football, netball, rounders, baseball, hockey and athletics.
189. In Year 1 pupils respond well to music in a mixed age reception and Year 1 class, moving around the hall as 'happy' or 'sad' animals. They are given good encouragement by the teacher, and the good relationship she has established with them gives them the confidence to experiment. In a mixed age Years 1 and 2 class, pupils respond to the spoken word as well as music, following the story of 'Granny's house'. They improvise imaginatively, for instance when dusting down a box they have 'found'.
190. In gymnastics in Years 3 and 4, pupils are able to balance on different body parts and build up a short sequence which involves moving and rolling, showing satisfactory control. Older pupils in Year 4 and pupils in Year 5 are able to explore and practise different ways of moving both on the floor and on apparatus. By the time they reach Year 6 pupils are able to devise and develop a sequence of movements, and the majority of pupils are able to maintain their effort. They observe, appreciate and talk about the performance of others. Although swimming was not observed during the inspection, a very high proportion of pupils achieve the expected level of swimming 25 metres and learn survival skills.
191. The quality of teaching is good. Teachers plan lessons carefully, incorporating warm-ups and cool-downs at the beginning and end of lessons. They ensure that pupils are aware of the reasons for this and of the effect of the exercise on their bodies. In some classes they use Blu-Tack to demonstrate effectively how muscles can stretch more easily when they are warmed up. In a Year 6 lesson, pupils paused to allow them to reflect on what was happening to their bodies, which increased their understanding. Teachers provide good demonstrations and encourage pupils to evaluate their own work and that of others, leading to improved performance. Teachers pay good attention to safety and ensure that both pupils and themselves are dressed appropriately for the activity. Pupils behave well and respond well in lessons, and good support is provided to enable pupils with special educational needs to participate fully.
192. The school has a large indoor hall which provides good accommodation for physical education, as well as an outside field, but the playground area is too uneven to promote the good development of games skills outside. There is a good range of equipment for physical education, which is used well. Although it has not been a priority in the school's development, the enthusiastic approach of the co-ordinator and other staff has ensured that satisfactory standards have been maintained since the last inspection.

## RELIGIOUS EDUCATION

193. The standards achieved by pupils both in Year 2 and Year 6 in religious education meet the expectations of the local authority's syllabus. This is similar to the findings of the last inspection. At that time teaching was generally good and there was a good range of resources for the subject. This is still the case.
194. Pupils in Year 2 know the difference between the Old and New Testaments. They are familiar with the creation story from the Old Testament, and have produced some good artwork to illustrate it. During a very good lesson they were able to express their own feelings when they had created something and also how they felt when it was destroyed. Through skilful teaching they were then able to understand how 'God feels' when humans damage the created world. The teacher also encouraged pupils to develop their speaking skills, for instance by thinking of alternative words for *proud*. From their written work it is clear that pupils have also considered what they could do to make their own school environment a better place. Younger pupils in Year 1 know that the Bible is a book which is read by Christians. They are also able to identify religious objects which are associated with Christian or Hindu traditions. They understand the difference between a church and a *mandir*, a Hindu place of worship. They know that adherents of both these faiths can be found in Britain.
195. There was no opportunity to observe religious education being taught to pupils in Year 6, and there is no recorded work by these pupils. However, discussion with some of them showed that they have a satisfactory knowledge of Christian, Muslim, Jewish and Hindu traditions. They know that Hindus believe in a range of gods but that Muslims, Christians and Jews believe in one. They are able to recall stories from both the Old and New Testaments. They know that Muslims worship in a mosque and understand something of the significance to a believer of the pilgrimage to Mecca. They admitted that they had difficulty recalling what they had learned about Judaism in Year 3 but could recall some details about the festival of Hanukah, and they had also had the opportunity to visit a Jewish museum in Year 5. Pupils in the current Year 5 know about some of the practices of Hindu worship and younger pupils in Year 3 are able to describe the Puja tray used in worship in Hindu homes. They also know about festivals of light in different religious traditions.
196. Because of the way the school organises its curriculum, there is no planned opportunity for pupils to revisit the different religions studied and deepen their earlier understanding. All pupils from Years 3 to 6 study the one religion in the same year, so that their level of understanding of a particular religion depends very much on where it comes in the four-year cycle. However, because of the good teaching they receive, pupils generally learn well and understand what they are being taught. Lessons mostly have a good pace, which maintains pupils' interest. Occasionally teachers do not use religious language entirely accurately, for instance using *denomination* to indicate another religion, but posters are used to good effect to help pupils understand what places of worship, for example, of different faiths look like.
197. Religious education makes a good contribution to pupils' spiritual development, helping them to understand and respect the range of religious belief represented in their own society, and the best teaching seen helped them to gain a very good insight into the wonder of the world.