

INSPECTION REPORT

Gatley Primary School

Gatley, Cheadle

LEA area: Stockport

Unique reference number: 106047

Headteacher: Mr David W. Jenkins

Reporting inspector: Stafford Evans
21217

Dates of inspection: 7th - 10th October 2002

Inspection number: 246548

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hawthorn Road Gatley Cheadle Cheshire
Postcode:	SK8 4NB
Telephone number:	0161 428 6180
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Gillian Oakes
Date of previous inspection:	13 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans 21217	Registered inspector	Inclusion Design and technology Music	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi 11450	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs T. Galvin 21020	Team inspector	Foundation Stage Religious education	
Mr D. Watson 23494	Team inspector	Special educational needs English as an additional language Mathematics History	
Mr K. Saltfleet 22291	Team inspector	English Information and communication technology	
Mrs S. Heaney 5862	Team inspector	Science Art Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gatley is a primary school with 407 pupils on roll aged 4 to 11, with almost equal numbers of girls and boys. The school is larger than other primary schools nationally. Attainment on entry to the reception class at the age of four is in line with that expected for children of this age. Children enter the reception class in the academic year in which they are five. Most of the children have attended a playgroup and a few have attended a nursery. Under the revised Code of Practice¹, 7 per cent of pupils are currently identified as having special educational needs. This is lower than the national average, and many of them are boys. There are no pupils with statements of special educational needs. The percentage of pupils entitled to free school meals is below the national average. Fourteen per cent of pupils are from ethnic minority backgrounds and nearly 9 per cent speak English as an additional language. This is significantly higher than at the time of the last inspection and is higher than in most schools. The main languages spoken, other than English, are Urdu and Bengali. Very few pupils are at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

This is an effective school that gives good value for money. Pupils attain above average standards in English and mathematics, and average standards in science by the time they leave the school. This means that pupils make good progress during their time at the school. Pupils' personal development is good. The quality of teaching of pupils aged 4 to 7 years is good, and satisfactory for pupils aged 7 to 11 years. There is a caring and supportive ethos in the school and all pupils of whatever background feel valued. The leadership and management of the school are satisfactory.

What the school does well

- Most pupils achieve well by the time they leave the school.
- Throughout the school there is a significant amount of good and very good teaching. This ensures that most pupils achieve well in most lessons. Support staff enhance the quality of pupils' learning.
- Pupils' attendance rate is above the national average. They like school and their behaviour and relationships with one another are very good. Their attitudes and personal development are good.
- The school provides well for pupils' personal development. The experiences that the staff provide for pupils' moral development are very good, and good for their social and cultural development.
- Within the leadership and management of the school there is very good management, by the headteacher, administration staff and governors, of the financial resources available to the school. Also, subject co-ordinators and team leaders provide good leadership.

What could be improved

- Standards in information and communication technology are below national expectations by the age of 11 years.
- The school development plan is not effective enough in the school's self-evaluation process.
- The use that the school makes of pupils' assessment is not effective enough.
- There are no procedures in place for assessing the English language skills of pupils who speak English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. The improvement the school has made since then is satisfactory. The school is well placed to build on this improvement further. Standards of attainment are higher now than they were at the time of the last inspection. The quality of teaching is better. For example, the amount of very good teaching is five times as high at 21 per cent. Teachers plan and prepare appropriate work for higher attaining pupils - a key issue from the last inspection. The key issues relating to assessment and school development planning have been partially completed. The accommodation is better, and further very significant improvements are now under way.

STANDARDS

¹ Code of Practice - this gives advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in the 2001 National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	B	B
Mathematics	B	C	B	B
Science	C	B	C	C

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

Inspection evidence indicates that standards in English, mathematics and science are currently similar to those shown in the table above for 2002. By the time pupils leave the school at the age of 11 they achieve well. The school's provision for pupils' personal development is a reason why pupils achieve well. By the age of 11, pupils attain nationally expected standards in all other subjects except information and communication technology, in which standards are below those expected for pupils this age. Standards of singing throughout the school are very good. By the end of the Foundation Stage², children make good progress and attain standards in their personal and social development, literacy, language and communication and mathematics that are above national expectations. They attain in line with national expectations in knowledge and understanding of the world, creative and physical development. Pupils build on this progress well and by the end of Year 2 attain well above average in English and mathematics, above average in science and physical education, and average in all other subjects. Boys and girls mainly attain similarly to one another, except by the end of Year 6 girls attain more highly in writing. The school does not assess the English language proficiency of pupils who have English as an additional language nor does it analyse the school's results based on English language acquisition. The data is, however, analysed in terms of ethnicity. Although the number of pupils in each ethnic minority group within each year group is small and so definite conclusions are unreliable, there is a pattern of underachievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They are interested in school and involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are courteous to each other and to adults. There is an absence of oppressive behaviour, including bullying, sexism and racism.
Personal development and relationships	Pupils' personal development is good. They have very good relationships with one another and with adults in the school. Pupils respect and value other pupils' beliefs, cultures and backgrounds.
Attendance	The attendance rate is good in comparison with other schools nationally. Pupils are punctual and want to come to school.

² These are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory. Strengths of the teaching throughout the school are the teaching of basic skills of literacy and numeracy, and the management of pupils' behaviour. Although there is good and very good teaching in Years 3 to 6, there are some weaknesses in the marking of pupils' work and in the planning for pupils to work independently. The teaching by the special educational needs teachers and support staff is good, and is at times very good as in the case of the dyslexia teaching. However, in many lessons when there is no additional support, teachers do not use the targets on pupils' individual education plans in their daily lesson plans or set appropriate activities in subjects such as history and geography. The needs of the highest attaining pupils are met satisfactorily. There are no pupils identified as gifted and/or talented. The quality of pupils' learning closely reflects the quality of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is planned very well to cover all the national early learning goals ³ . The school provides a satisfactory range of work that is interesting and relevant to pupils in Years 1 to 6. However, statutory requirements are not met in information and communication technology.
Provision for pupils with special educational needs	Support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help. This ensures they make satisfactory progress. However, the small amount of time allocated to co-ordinating this aspect of school life adversely affects the quality of provision.
Provision for pupils with English as an additional language	The school is socially inclusive and pupils learning English as an additional language are included in all aspects of school life. Good support is offered to pupils at the earliest stage of English language acquisition by bi-lingual support staff provided by the local education authority and class teachers. This ensures they make good progress. However, the school does not evaluate the English language needs of bilingual pupils who are not at an early stage of learning English. This means their needs are not always met appropriately.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is good. The school ensures pupils have a clear understanding of what is right and wrong, and show a high degree of respect for all people. The good provision for pupils' personal development helps pupils learn more effectively.
How well the school cares for its pupils	The school is a caring harmonious community where pupils feel secure. Staff treat pupils with understanding and respect. Appropriate procedures for child protection are in place. The monitoring of pupils' academic performance and personal development is satisfactory. Staff do not always use effectively the results of pupils' assessment to match work to pupils' varying needs.

There are satisfactory links with parents. Parents give very good financial support to the work of the school.

³ These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory education at the age of five. Most children should reach the early learning goals by the time they enter Year 1.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides satisfactory leadership of the school. The deputy headteacher and assistant headteacher, who together with the headteacher provide a good management team, very ably support him. There is a good team spirit among staff and a definite shared commitment to succeed. Subject co-ordinators provide good leadership.
How well the governors fulfil their responsibilities	The governors are well organised and demonstrate a good understanding of their roles. Some governors are active in the life of the school and all governors keep themselves informed about what is going on in school. They have a sound knowledge of how the school performs and a good understanding of its strengths and weaknesses.
The school's evaluation of its performance	The school monitors and evaluates its performance satisfactorily. It knows its strengths and areas that require development, but the development planning format and strategy hinders school self-evaluation.
The strategic use of resources	Financial resources are managed very well and the principles of best value applied satisfactorily. The exceptions are the lack of use made of comparisons with similar schools to determine how well the school performs, and in consulting parents about what they think of the school. The school is adequately staffed in the main, but there is a shortage of support staff in Years 3 to 6. Good use is made of the available accommodation and the school will benefit from the soon to be completed new buildings. Available resources are used satisfactorily to support pupils' learning, although insufficient resources in information and communication technology adversely affect standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The return of 120 questionnaires was 40 per cent of those sent out. Twenty-six parents made a written response. Forty-four parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Their children do not receive the right amount of homework. • They believe the school does not work closely enough with parents. • There are insufficient extra-curricular activities. • They are not well enough informed about the progress their children make.

Parents think this is an effective school and the inspection confirms this opinion. This report supports the positive views of parents. The inspection found that the use of homework is satisfactory. There is a good range of extra-curricular activities compared with most schools. Inspectors agree with the parents who feel they are not adequately informed about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes - Foundation Stage - with average levels of attainment across the range of their work. Their achievement is good so that, by the end of reception, most of them attain above the early learning goals in personal, social and emotional development, communication, language and literacy and in mathematical development. Their attainment in knowledge and understanding of the world, physical development and creative development is at the expected level.
2. Pupils achieve well by the end of Year 2 compared with the time they leave the Foundation Stage. Inspection evidence indicates that standards in reading, writing and mathematics achieved by pupils by the end of Year 2 are very good in comparison with all schools and when compared with those schools similar to Gatley. Science standards are good. The standards in English and mathematics reflect pupils' 2002 national test results. Standards in science are slightly lower.
3. By the end of Year 2, pupils attain nationally expected standards in information and communication technology, art and design, design and technology, geography, history and music. They attain above nationally expected standards in physical education. As in other year groups, pupils attain very well in singing. Boys and girls attain similar standards, except boys attain more highly in mathematics than girls. However, this is in the context of high attainment by boys and girls. The main difference is in boys' greater success in problem solving when compared to girls'.
4. Although the rate of progress in Years 3 to 6 is slower than in the rest of the school, pupils make satisfactory progress and by the time they leave the school they achieve well. Pupils' progress is not as great in Years 3 to 6 when compared with the rest of the school because the quality of teaching is not as good. However, it is better than when the school was last inspected and by the end of Year 6 pupils' standards are higher than they were then, except in information and communication technology. This is because the quality of resources, in terms of new computers and other hardware, has not improved sufficiently to allow the school to meet the needs of all the programmes of study of the National Curriculum. Standards in art and design, design and technology, geography, history, music and physical education are in line with national expectations. Standards of literacy and numeracy across the curriculum are satisfactory. This is exemplified in the subject paragraphs. Girls and boys attain similarly in all subjects except writing, in which girls attain more highly than boys.
5. The school does not assess the English language proficiency of pupils who have English as an additional language nor analyse the schools' results based on English language acquisition. The information is, however, analysed in terms of ethnicity. Although the number of pupils in each ethnic minority group within each year group is small, there is a pattern of underachievement. Although most pupils achieve the national average by the age of 7 years, they do not achieve as well in English as in mathematics, or as well as pupils from other ethnic groups at the school. For example, in the 2002 national tests for 7 year olds, more pupils of a Pakistani heritage achieved the higher level - Level 3 - in mathematics than they did in English. By the age of 11, white British pupils are more likely to achieve the higher level - Level 5 - than those of a Pakistani background in both English and mathematics, while pupils belonging to a Pakistani ethnic group in 2002 were more likely to achieve below the national average - Level 3 - than any others.

6. Inspection evidence confirms the underachievement of pupils learning English as an additional language that was identified in the national statutory tests. In Years 1 and 2, these pupils make reasonable progress due to the good quality teaching they receive. However, they do not achieve as well as others in their class as their specific language needs are not always identified and addressed. In Years 3 to 6, the progress these pupils make is less than expected. They underachieve because in many classes they are grouped with lower attaining pupils or those with special educational needs.
7. In most lessons pupils with special educational needs make satisfactory progress towards the targets on their individual education plans. These pupils make good progress when supported by classroom assistants and specialist staff. However, overall, such progress is satisfactory as there are few such staff and insufficient use is made of the targets on their individual education plans by class teachers. Progress, however, is good in the Foundation Stage due to the careful planning, higher adult pupil ratios and good intervention in the children's learning by the staff.

Pupils' attitudes, values and personal development

8. The school has maintained the high standards noted in the previous inspection. Pupils' attitudes to learning are good, their behaviour and relationships with everyone in the school are very good. The school's provision for pupils' moral and social development contributes significantly to these high standards. This has a very positive effect on their learning. The vast majority of parents feel that their children like school and that their behaviour is very good.
9. Children have very good attitudes to their learning in the Foundation Stage. They show good levels of concentration, and very good initiative and independence for this age. This was very evident when the children independently organised themselves into a circle in a music lesson. They listened very carefully to the rhythms that the teacher tapped and copied them with increasing accuracy.
10. From Years 1 to 6 pupils' attitudes to the school are good. They enjoy coming to and being at school. They respond well to the quality of teaching, sustain concentration and work hard to complete their tasks. This has a positive impact on their learning. Year 1 pupils made good progress in a literacy lesson because they listened attentively and tried hard to form the letters correctly and to write in sentences. Good attitudes were evident when Year 6 pupils undertook work at home about Lakshmi, the goddess of wealth in Hinduism. A pupil wrote 'To me wealth is being at peace with one another, having friends and family and being satisfied with life'. Pupils are keen to answer teachers' questions, for example, in a Year 4 literacy on homophones and in religious education lessons in Years 2 and 5. Pupils' answers show that they listen with very good attention to their teachers. Many pupils in Years 3 to 6 take part enthusiastically in the additional clubs and activities that the school provides for them.
11. Throughout the school the behaviour of most pupils is very good. They respond very well to teachers' expectations of how they should behave in lessons and around the school, for example, at playtimes and when moving to and from lessons. This supports positively their learning and helps to create a purposeful working atmosphere and a friendly, welcoming school. Teachers implement consistently the school's behaviour policy so pupils are aware of the likely consequences of their own actions. This was evident when a Year 2 teacher showed to the whole class the sticker and message that she was sending to the parents of a pupil with special educational needs. She explained that the reward was for his hard work and good behaviour in the previous lesson. His classmates spontaneously congratulated him on his achievement. Pupils demonstrate a good degree of consideration for others. They play together as friends and are kind towards one another at playtimes. This is shown in the way that they readily include others in their

play, for instance the pupils from different ethnic backgrounds. Boys and girls also get on very well with each other.

12. Relationships between pupils, and between pupils and staff, are very good. These have a significant impact on the quality of pupils' learning and in developing their social and personal skills. Pupils show respect for the feelings, values and beliefs of others. This is a key factor in the creation and maintenance of a harmonious school atmosphere. As a result, instances of bullying, sexist, or racist behaviour are extremely rare. There is a very low incidence of exclusions. Pupils are courteous and polite; for example, they readily hold doors open for adults and for each other and say excuse me when they pass in front of people. They take good care of their own and the school's property.
13. On most occasions, the behaviour of pupils learning English as an additional language is as good as other pupils, and often better. It is due to the high levels of informal personal care and support that relationships between these pupils and other pupils, as well as adults, are very good. The rate of attendance of pupils learning English as an additional language is good, although a very small minority have extended holidays that disrupt their formal education.
14. The school has maintained the good levels of attendance since the previous inspection. The attendance rate for the current year - 96.75 per cent - is above the national average, and is better than other schools locally. This is an improvement on last year's figure of 94.7 per cent. Unauthorised absences are lower than the rates both locally and nationally. Pupils arrive punctually and both morning and afternoon sessions start promptly.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good for pupils in the Foundation Stage and for pupils in Years 1 and 2. It is satisfactory for pupils in Years 3 to 6. In the school as a whole, the teaching is satisfactory or better in 97 per cent of lessons. It is very good in 21 per cent, good in 36 per cent and satisfactory in 40 per cent. It is unsatisfactory in 3 per cent of lessons. Teaching is a strength of the school and has a positive effect on pupils' attainment and progress. The quality of teaching is better than at the time of the last inspection. For example, teachers are clearer about what they want pupils to learn in lessons and they expect higher standards of work from pupils.
16. The quality of teaching in the Foundation Stage is good. In 50 per cent of lessons it is very good. This is a considerable improvement since the previous inspection. Staff plan the lessons very carefully and work together very successfully as a team. They are very caring, supportive and encouraging. For example, they give children lots of praise and encouragement. This raises children's self-esteem and gives them increasing confidence to learn. A strong feature in the teaching is that staff teach basic skills very well, such as reading, spelling and handwriting. They do this through interesting and practical activities that gain children's interest and motivate them to learn. This was very evident when the teacher used a puppet to check the accuracy of children's counting in a mathematics lesson. In a communication language and literacy lesson she used a game to reinforce children's knowledge and understanding of initial letter sounds. As a result children were very keen to take part in the activities and their learning was very good. Teachers have high expectations of what children should achieve and this shows in the challenging work that they give them, for example, in a mathematics lesson. The teacher expected the children to count forwards and backwards to 20, and they did so with enthusiasm, increasing confidence and accuracy.
17. There are two at least good lessons in Years 1 and 2 to every one in Years 3 to 6. In the successful teaching of pupils in Years 1 to 6, teachers' planning shows well what they

want different groups of pupils to learn in each lesson. This ensures that pupils know what is expected of them in lessons and their learning is focused. Teachers use a range of appropriate teaching methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. They use questioning skills well to help pupils learn and encourage them, particularly those who are reticent, to respond in ways that boost their self-esteem. These teaching approaches motivate the pupils to want to learn. For example, in a very good Year 2 literacy lesson, pupils, through skilled questioning by the teacher, gave clear and precise explanations of how different words cannot be recognised just by sound but they need to see the word. In the same lesson, lower attaining pupils -four boys - made good progress. This was the result of very good teaching of basic literacy skills and good support from the teacher's assistant. In a Year 6 literacy lesson pupils extended their knowledge and use of connectives. The work built very effectively on pupils' previous learning. There was also good links with their history work, which demonstrated how teachers extended pupils' literacy skills across the curriculum. The teaching of the basic skills of literacy and numeracy is good.

18. Teachers have secure subject knowledge, so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. In a good mathematics lesson about shape with Year 1 pupils, the teacher demonstrated high expectations and good subject expertise. This was shown in the clear explanations and the way she challenged pupils. For example, many pupils worked at a level higher than that expected for pupils this age. This they did successfully by the end of the lesson.
19. Teachers manage pupils' behaviour very effectively. As a result, they waste little time in lessons and pupils have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils, which ensures that all pupils, whatever their backgrounds, are fully included in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff effectively to support pupils' learning. Support staff contribute positively to pupils' progress. Teachers use time and resources satisfactorily. Their use of computers to support pupils' learning is satisfactory.
20. In the less successful lessons, the pace at which pupils are expected to learn is not brisk enough. Also, pupils in Years 3 to 6 do not get sufficient opportunities to work independently. The quality of the marking of pupils' work is inconsistent. All work is marked, but teachers do not place sufficient emphasis on what pupils need to do to improve their work further. Satisfactory homework procedures are effective in extending pupils' learning. However, there is insufficient feedback to pupils and parents about how well or otherwise pupils complete their work.
21. Good support is offered to pupils at the earliest stage of English language acquisition by bilingual support staff provided by the local education authority, and some class teachers. This ensures they are included in all aspects of the lesson and that they make good progress. However, for those who are more proficient in English, many teachers do not appreciate their language needs and do not therefore meet their needs by, for example, targeting them with specific questions or explaining more complex instructions and vocabulary. Such pupils are often grouped with those with special educational needs on the presumption that their needs are similar. Teachers' knowledge and understanding of teaching these pupils is unsatisfactory because they do not have sufficient information about the level of the pupils' English language acquisition.
22. The teaching by the special educational needs teachers and support staff is good, and is at times very good as in the case of the dyslexia teaching in Year 2. The lessons are well planned in small steps. The clearly explained activities offer a variety of approaches and resources that ensure that the basic skills are taught well and pupils are keen to learn. Much of this good practice is also evident in the teaching observed in the Foundation

Stage. Support staff often work closely with class teachers, who provide them with sufficient information and a record sheet on which to log the progress of the pupils they support. However, in many lessons when there is no additional support, teachers do not use the targets on pupils' individual education plans in their daily lesson plans or set appropriate activities in subjects such as history and geography. As a result pupils make satisfactory progress instead of good or better progress.

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

23. The curriculum provided by the school is broadly balanced, but it fails to meet the statutory requirements for the teaching of information and communication technology. Across the school most subjects receive sufficient time for the teaching of the content of the programmes of study in the National Curriculum. There is a heavy emphasis on the teaching of English, mathematics and physical education. The time given for teaching religious education and for the teaching of science is less generous and this restricts what teachers do and what pupils achieve. The time given to each of the subjects of the National Curriculum is well used. Across the school, in all subjects, the planning for literacy and numeracy skills is good.
24. Children in the Foundation Stage benefit from a very good curriculum. The work that the teachers plan develops pupils' knowledge and understanding across all the recommended areas of learning. Staff plan the work very carefully so that it is practical, interesting and matched to children's learning needs. Staff integrate successfully the outdoor play into the group work in lessons. The provision for children with special educational needs in the Foundation Stage is good and they make good progress. This is because the staff quickly identify the children's needs, give them the additional support that they need and lots of praise and encouragement. This is very evident in the staff's awareness of the needs of a child with hearing impairment. They ensure the child faces the teacher in whole-class discussions and the special equipment that staff and the child wear works correctly.
25. Reception staff check the progress of bilingual children in all the areas of the curriculum through the procedures that are in place for all children. However, the school does not have a system for identifying the specific English language skills of bilingual children so that they receive the appropriate support in order to achieve as highly as possible. The bilingual children make satisfactory progress. This is reflected in the fact that two thirds of the bilingual children are in the lower-attaining group. One of the children is at the very early stages of learning English, for example watches and listens carefully in lessons, and understands English but is not yet speaking it.
26. In Years 1 to 6, subject leaders have prepared detailed policies and schemes of work, in collaboration with colleagues and governors, to guide the teaching and learning of their subjects. These help promote the development of pupils' increasing knowledge and understanding, and skills of National Curriculum subjects. Furthermore, teachers use these long and medium term plans to prepare their lessons and are well prepared to provide suitable activities to support the learning of the majority of pupils in their classes.
27. There is good provision for personal, social and health education, including sex education and the dangers of drugs, across the school. Embedded in the culture of the school is the teaching of all aspects of health education, particularly within the science curriculum.
28. The provision for extra-curricular activities is good. The school offers pupils opportunities to engage in a range of interesting and well managed sporting and musical activities. The school choir is especially well attended and is a credit to all the pupils, teachers and other adults who participate.

29. The school is well supported by the local community. Its pupils and teachers benefit from the additional expertise of visiting speakers, and from its connections with local institutions. Ministers from nearby churches, the local nurse, as well as tutors and students from institutions of higher education in the area all contribute to the enrichment of the curriculum through their contributions to school assemblies, the teaching of religious education, and to pupils' experience of the arts. Additionally, pupils and teachers make educational visits to places of interest in relation to their studies in history and geography. Furthermore, there are planned projects to help pupils make the transition from home to school as well as the transition from this school to the secondary school which most pupils will attend when their primary education has been completed. The links with partner institutions are the same as those found in most primary schools.
30. The school ensures all pupils are included in all school activities, including pupils learning English as an additional language. However, the school has not fully recognised the specific needs of bilingual pupils who are more proficient in English and who do not, therefore, receive equal opportunities to achieve their best.
31. Pupils with special educational needs are identified through the revised Code of Practice. All these pupils have individual education plans written by their class teacher, although some pupils, not registered with special educational needs but receiving additional support, have group targets. The quality of individual targets is inconsistent. Some offer clear, achievable targets, but others are too vague to provide sufficient guidance. Many pupils are withdrawn from lessons to receive extra help in a small group, as in Years 3 to 6, or on a one-to-one basis in Years 1 and 2. At most times, teachers link the work to that taking place in the classroom. However, there are other occasions when pupils are withdrawn from assembly, or history lessons, and this limits their access to the full school curriculum.
32. The provision for pupils' personal development is good and underpins the whole work of the school. The vast majority of parents feel that the school helps their children to become mature and responsible. The school has maintained the good provision noted in the previous inspection.
33. Strengths in the provision are:
- the opportunities that pupils have to respect and value themselves and others;
 - the celebration of success and raising of self-esteem;
 - the clear and consistent approach to promoting the principles of right and wrong;
 - the very good example that staff give of care and consideration for others;
 - the opportunities for pupils to learn about modern multi-cultural Britain.
34. The areas to develop are:
- more time for reflection in assemblies;
 - opportunities for pupils to show initiative and take responsibility.
35. The provision for pupils' spiritual development is satisfactory. There is a strong sense of purpose within the school that encourages all pupils to value themselves and foster a respect for others. In religious education teachers sometimes plan the work so that pupils have the opportunity to reflect on how and what they learn affects their lives. This planned approach is not sufficiently widespread through other subjects. Opportunities are sometimes provided for reflection in assemblies. For example, pupils reflected upon their favourite books and about filling their minds with good thoughts. However, teachers sometimes provide insufficient time or guidance for the period of reflection. Also they do not always create a special atmosphere in assemblies by providing music or a focus for pupils' thinking, such as a candle or interesting artefacts. Teachers give pupils time to

discuss and share what has been learned at the end of lessons. This develops pupils' awareness of their own self worth through celebrating their efforts and successes.

36. The school's provision for pupils' moral development is very good. This is an improvement on the good moral development noted in the previous inspection. Staff consistently implement the school's positive code of conduct. The 'golden rules' are displayed in classrooms to remind pupils how to achieve success. Pupils who behave well and work hard have one lesson each week in which they choose the activity, such as board games or art and craft activities. The school calls this golden time. This motivates pupils very well because they are keen to earn this time and participate in the lesson. The headteacher celebrates pupils' successes in an assembly each week. These procedures raise pupils' self-esteem and confidence and motivate them to learn and to behave very well. Staff consistently and successfully encourage pupils to understand the consequences of their own actions, to be honest and to contribute to the welfare of others. This was evident on a few occasions. For example, in Years 4 and 5 the staff took a pupil to one side and had a calm, quiet discussion about a minor misdemeanour.
37. The provision for social development is good. Staff set a very good example of care and consideration for others and consistently encourage pupils to develop good social skills, such as saying please and thank you and opening doors for other people. This results in very good relationships. For example, pupils work and play in harmony regardless of race or gender. Older pupils happily take on responsibilities around the school when staff give them the opportunity. Examples of this are when Year 6 pupils work the overhead projector in assembly and help teachers throughout the school to prepare the resources for the afternoon lessons. The school provides a good range of clubs for pupils in Years 3 to 6. It develops effectively pupils' sense of community through drama productions and concerts, such as those given by the choir. Staff also develop a sense of responsibility to the wider community - citizenship - by encouraging pupils to contribute to a variety of charities, including Children in Need and the Rainbow Family Trust. However, pupils do not have enough opportunities in lessons to demonstrate and act on their own initiative. Staff provide few activities in lessons for pupils to work together in pairs or groups, except in English and science, or for pupils to undertake their own independent study as they grow older. This is a similar picture to that reported in the previous inspection.
38. The school's provision for pupils' cultural development is good. The school provides well for the understanding of life in modern multi-cultural Britain. Pupils listen to a range of music in lessons; for example, in Year 6 this included calypso and the blues. They study a range of European art, local history and geography. The school provides a very good range of out-of-school visits, for example, to art galleries, places of interest such as Chester and places of worship such as the local church and synagogue. These contribute positively to pupils' cultural and social development. Expert visitors, such as drama groups, a librarian and local clergy, make a good contribution and inspire pupils' work. The religious education curriculum provides effectively for an understanding of the importance of world faiths, such as Hinduism and Islam, and cultural customs, for example the celebration of festivals such as Christmas and Diwali - the Hindu festival of light.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. As at the time of previous inspection, care for pupils' well being is sound. There is a friendly and relaxed working atmosphere where all pupils feel safe and valued. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection and health and safety procedures are in place. There are very good systems for monitoring and improving attendance. The school promotes behaviour effectively and procedures for eliminating oppressive behaviour and racial harassment are firmly in place.
40. The school complies with the locally agreed child protection procedures. These provide clear instructions about action to be taken and how cases will be followed up by other local authority agencies. Teaching and non-teaching staff are aware of the procedures and know what action to take if the need arises. However, the school needs to appoint another responsible person to assist the headteacher in this aspect and to arrange formal training in child protection for all staff.
41. Arrangements for first aid are very good. Hurt and unwell children are sympathetically cared for in the school administration office. Staff know what to do in case of an illness or an emergency. For example, during the inspection a pupil who broke his arm at playtime was quickly taken to the hospital and his parents were informed promptly. The staff, to ensure pupils' safety, monitor vulnerable children while awaiting collection by their carers. Parents are confident that their children are safe in the school. Pupils' medical and emotional needs are understood and cared for through an established network of support agencies, such as the education welfare services.
42. The school pays good attention to health and safety matters. Risk assessment is carried out before extra-curricular activities. However, the school has not addressed the recommendations in the previous inspection report for a formal, whole-school risk assessment. The site manager takes very good care to ensure that the buildings, equipment and grounds are free from debris and other health hazards. Some minor matters were brought to the school's attention and the site manager quickly dealt with them. Staff make pupils aware of the need for hygiene and older pupils rarely need reminding to wash their hands before handling food. There is good supervision while the pupils are engaged in practical activities in the classroom. The sufficient number of adults present each day provides a good level of supervision at playtime and lunchtime.
43. Administrative systems for promoting punctuality and attendance are very good. A computerised attendance system provides effective management information for promoting good attendance and monitoring punctuality. The school and the education welfare officer, who visits the school regularly, follow up unexplained absences and support vulnerable families.
44. The school has good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. There are a few simple rules, which are incorporated in the behaviour policy. These are understood and accepted by parents and pupils. This helps to ensure behaviour throughout the school is very good.
45. Procedures for recording and monitoring personal development are sound. They are informal and based largely on teachers' good knowledge of pupils' circumstances. However, there are no established systems for passing on written records as pupils move from the one year group to the next. Relationships are very good and teachers are sensitive to pupils' 'ups and downs'.
46. The support for pupils with special educational needs is satisfactory. All staff are supportive and caring, and there are good links with external agencies. Although the

policy for special educational needs requires updating to take account of the recent changes to the Code of Practice, pupils are registered under the new code. Individual education plans for pupils have not been regularly reviewed due to the introduction of the revised Code of Practice. There is now a new cycle of reviews that should address this. Inspection evidence indicates that pupils are not always involved in the review. Pupils are identified as giving cause for concern based on teacher assessments, as well as the results from school tests. However, many of the reasons identified by class teachers are vague and do not help inform other professionals or the writing of targets on pupils' individual education plans. Consequently, there are also inconsistencies as to why some pupils have been identified and have individual education plans, and others have not, and why some have progressed from the school 'worry list', to the next stage on the Code of Practice.

47. Improving the systems for assessing pupils' attainment and the use of these to provide more effective progression for individual pupils was a key issue at the last inspection. There has been some improvement in procedures for assessing pupils' attainment and progress. These are now at a satisfactory level. However, there are still areas for further improvement, particularly in the foundation subjects and elements of English and numeracy, such as speaking and listening and using and applying mathematics.
48. Regular testing of English and mathematics, including literacy and numeracy, using both national and standardised tests and teacher-assessments, is carried on throughout the school.
49. The school is beginning to use assessment information to guide curriculum planning, but this needs further refinement. For example, differentiation of work in the Years 5 and 6 sets is not sufficiently rigorous. There is significant mobility in some year groups and the assessment of pupils who start during the school year is not in place. Formal systems for monitoring academic progress are not fully developed, thereby limiting the effectiveness of their contribution to pupils' achievements. A computerised tracking system is in place for all pupils and trends in the progress of individuals and groups of pupils can now be tracked. Test data in English and mathematics is analysed to find overall weaknesses. The assessment co-ordinator provides good leadership and has identified the next step that needs to take place. This is to ensure that teachers use this information more precisely to set individual short term targets for pupils in order to provide more effective and focused help for those who need it. Regular assessment is an important part of this process.
50. Staff in the Foundation Stage have good systems for checking children's attainment and progress. They undertake an initial check of children's attainment when they first start school. This is used to group the children for some of the work, for example, in communication, language and literacy and mathematical development. Staff also carry out frequent checks in lessons in all the areas of the curriculum. They use this information successfully to plan the next step in children's learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The views of parents and carers about the school are satisfactory. They are pleased with the quality of education provided and the standards achieved. There is a general feeling that the quality of education is good and all pupils behave well. Parents consider that their children develop positive attitudes and they become responsible adults.
52. Partnership with parents of children in the Foundation Stage is strong. Parents praise the approachability, professionalism and friendliness of the reception staff. The induction programme is well structured. All information is presented in an attractive, user-friendly way and keeps parents well informed about what is happening and how they can help

their children to develop. Homework tasks involve parents, who respond well and offer good support for their children's learning.

53. Many parents and carers expressed their views in various ways to the inspection team. Forty-four parents attended the pre-inspection meeting with the inspectors and the response to the questionnaire, at 40 per cent, is high. There were conflicting opinions expressed during the pre-inspection parents' meeting and through the returned questionnaires. Large numbers of parents gave their time generously to talk to inspectors during the inspection week. Nearly all parents were clear that their children like the school. Most parents are pleased with the quality of teaching, expectations and the good range of extra-curricular activities provided by the school. Parents agree that the school promotes very good values, and this helps their children to behave well and develop mature and responsible attitudes to school. The inspection findings confirm these views.
54. A significant number of parents who responded to the questionnaire - 33 per cent - feel that the school does not work closely with them. They feel that they do not receive sufficient information about what is taught and the levels achieved by their children. The evidence gathered during the inspection through examination of the school practices and meetings with parents in school support these views.
55. Those parents who spoke with the inspectors felt comfortable in approaching the school, whether to ask teachers about their children's welfare and progress or to enquire about school routines. All parents and carers feel valued as partners in their children's learning. Parental involvement in the school life is well co-ordinated by the parents' and teachers' association. All parents are welcome to participate in the activities provided and many help to raise money for school funds. Parents were seen helping their children with reading and other tasks during the inspection week.
56. There are a number of informal and formal meetings including parents' and curriculum evenings, which are well attended by parents. Regular newsletters keep parents well informed about forthcoming events in school and about the content of the curriculum, so that those who cannot get into school regularly are nonetheless able to support their children at home.
57. The school values consultation with parents and seeks their views through informal meetings at the end of each day. Some parents express concern about lack of extra-curricular activities. After looking at the school's practices, inspectors found that there is a wide range of extra-curricular clubs.
58. In response to the parents' questionnaires, 41 per cent indicated that they are not happy with the information received about the progress made by their children. The inspection findings confirm that the school has not responded to the recommendations made in the previous report regarding the lack of information in the annual progress report on the learning targets and the standards achieved by pupils. The reports do not suggest how parents can help their children to improve.
59. The amount and quality of homework is similar to other schools, which is supported by a large number of parents. Most parents have signed the home-school agreement. The inspection findings agree that school works hard to ensure that all parents and carers are involved as active partners in their children's education.
60. The school prospectus has recently been reviewed and is presented in a user-friendly language. This is an improvement since the last inspection. The annual report to parents does not contain all the information required by law; for example, the information for the arrangements for the admission of pupils with disability or the steps taken to prevent

disabled pupils from being treated less favourably than others are not included in the latest report.

61. The parents organise many social events and raise substantial money for school funds, which has contributed to major developments, including substantial equipment for Foundation Stage play area, equipment for food technology and the computer suite. Other events and social gatherings, such as the Christmas disco, summer fayre and sponsored bicycle races, provide further opportunities for parents and pupils to become involved in the life of the school.
62. There are insufficient links with parents of pupils learning English as an additional language for them to access fully the information provided by the school, involve themselves in the work of the school or support their child's learning at home.
63. Links with parents of pupils with special educational needs are satisfactory; they are kept informed about their child's progress and invited to attend reviews, even if many do not attend. There are very good contacts in Years 1 and 2, and parents of pupils who receive dyslexia support are invited in to observe sessions so they can support their child's learning at home in similar ways.
64. The general level of information provided to parents about special educational needs is unsatisfactory. The school brochure provides insufficient information and does not reflect the revised Code of Practice. The governors' annual report to parents is similarly vague and does not offer an evaluation of the school's provision for pupils with special educational needs.
65. There are good induction arrangements for children in the Foundation Stage. Children come to school part-time for the first few weeks. This promotes positively children's learning. They quickly settle into class and school routines; they are at ease in the classroom and carry out the activities with increasing confidence. The good relationships that staff have with parents underpins the good communication with parents about their children's progress. This takes place at formal consultation evenings and informally on a day-to-day basis. Reception staff also use effectively the home-to-school reading diaries to communicate with parents about their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The leadership and management of the school are satisfactory, with some good and very good elements. The leaders of the school have a long-term view of where the school is heading. There is a good understanding of the strengths and weaknesses of the school, and leaders have identified the right tasks for the future. For example, they are working on ways of increasing the rate at which pupils progress in Years 3 to 6, because it is slower than in the reception classes and Years 1 and 2. However, the strategies for securing this improvement in the areas identified for development are not planned for in a sufficiently systematic way. School development planning is too piecemeal. This makes self-evaluation difficult and thus, the rate of improvement since the last inspection is satisfactory rather than good. The targets for English and mathematics for 2002 were met. The targets for this year are appropriate and sufficiently challenging.
67. The headteacher provides very good strategic financial thinking and planning. He is very supportive of the staff and teamwork is well established. Staff share a common purpose and take steps to make their work more effective. The deputy headteacher is new to the school this term and has slotted into the senior management team well. The assistant headteacher provides very good leadership and management for the areas of which she is responsible. This is one of the main reasons for the high standards in the Foundation Stage and in Years 1 and 2. Subject co-ordinators provide good leadership within the

subjects for which they are responsible. However, they are not involved fully enough in the whole-school development planning.

68. Teaching and learning are mainly monitored effectively by the headteacher, some subject co-ordinators and a representative of the local education authority. The monitoring successfully identified age groups within the school where the teaching was not as good as in other age groups. Also, it identified the teaching of writing as a priority and this became a whole-school area for development. This means that staff work together effectively to achieve clearly set out targets for improvement in writing across the school.
69. A weakness in the monitoring is the impact that teaching has on the learning of pupils who are identified as having English as an additional language. This is because the needs of these pupils have not been assessed effectively and, therefore, appropriate teaching and learning strategies have not been identified. This was apparent during the inspection by the disproportionate number of pupils from ethnic minorities in the lower attaining groups within a class. Also, teachers were unsure whether pupils' occasional inappropriate behaviour was because the pupils did not fully understand what was going on in the class.
70. The headteacher currently takes responsibility for pupils learning English as an additional language; there is no specific co-ordinator for the 9 per cent of pupils at the school and there are no specific funds or grants to support their learning. There has been a lack of awareness of the needs of this growing group of pupils at the school and, therefore, many of the systems to identify, monitor and support these pupils are not in place.
71. The special educational needs co-ordinator provides good expertise and hard work, but the leadership and management of special education needs are unsatisfactory due to the insufficient time being provided for the co-ordinator to fulfil her role. The allocation of half a day per half term to undertake the co-ordination of the provision is wholly inadequate and is the primary reason so many inconsistencies exist.
72. The total number of hours worked by support staff is low compared to most schools, and many of these hours are directed at general classroom support as opposed to special educational needs. However, these staff are effective in their work and provide pupils with special educational needs with good levels of care and instruction. They have all received training and this has enhanced the quality of their support. Support staff are adequately deployed, although most are concentrated in reception and Years 1 and 2. A special educational needs support teacher provides support for groups of pupils in Years 3 to 6 who are on the Code of Practice register and those who have not achieved well in the end of year tests.
73. The grant for pupils with special educational needs is very small. However, the school has identified the need to raise the achievement of pupils with special educational needs and has targeted additional financial resources at providing an additional part-time teacher to support these pupils.
74. The governors are well organised and demonstrate a good understanding of their roles. Some governors are active in the life of the school and all governors keep themselves informed about what is going on in school. They have a sound knowledge of how the school performs and a good understanding of its strengths and weaknesses. The school's aims and values include a commitment to a good learning environment, very good relationships and equality of opportunity. These aims are carried out satisfactorily and are visible in the daily life of the school. Although implicit in the school's aims, a commitment to high achievement is not clearly stated. The governing body fulfils nearly all statutory requirements. The main omission regards information and communication

technology provision. The performance management arrangements are in place and meet requirements.

75. The school's funding is below what most primary schools receive. These funds are managed very well and the school gives good value for money. The governors and headteacher understand the need to evaluate the school's provision to ensure it provides the best possible value. The strength of this is in the purchase of goods for the school. This process is done meticulously. However, two areas in which there is room for improvement are: in how they measure the school's performance in comparison with similar schools and in how they consult the parents to determine how well they feel the school does.
76. The administrative staff provide excellent support in the day-to-day management of the school. The few recommendations of the latest auditor's report have been implemented. The school allocates its money for staff training to support targets for improvement and in this way relates them directly to pupils' learning. The school has the potential to be a good provider of initial teacher training.
77. The school's staffing, accommodation and learning resources are satisfactory in most areas. The school's teacher/pupils ratio is above the national average. Teachers provide a good blend of knowledge and experience. There are effective strategies for inducting new staff into the school. The school offers a good environment for training new teachers.
78. There are sufficient numbers of learning support staff in the Foundation Stage and in Years 1 and 2. However, the support provided in Years 3 to 6 is below that found in most primary schools. Mid-day supervisors are well supported by the headteacher, but do not receive relevant in-service training. The school secretaries make valuable contributions to the smooth running and life of the school. There are hard working cleaning and dining room staff, who take pride in their work and this provides a welcoming environment.
79. The accommodation is adequate and allows most areas of the curriculum to be taught effectively, the exception being information and communication technology. Some existing weaknesses in the area of storage and accessibility of equipment will be addressed when the new building work is completed. The library is not easily accessible by all pupils, therefore is not fully used for independent learning and research work by older pupils. There are sufficient books of good quality in the school. The available accommodation is well used and organised to provide a good range of learning opportunities for the children. The building work is well advanced. When completed this will provide improved teaching and learning areas by replacing temporary classrooms.
80. There is good access to the generous and pleasant grassed area, where pupils play and enjoy the playtimes together. The school is well fenced, enabling children to learn and play in complete security. The site manager ensures that the buildings are kept in very clean decorative order and free from any obstacles for pupils and staff so they can move around in safety.
81. Learning resources in most areas are satisfactory, except in design and technology, information and communication technology and English as additional language where resources are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. The headteacher and staff, in conjunction with the governing body, should:

- meet statutory requirements for the teaching of information and communication technology (ICT), and raise attainment in ICT by making effective use of the soon to be installed computer suite, and by implementing fully a scheme of work to ensure there is:
 - increased access by pupils to computers and planned use of time for pupils to practise skills on computers;
 - teaching of specific ICT skills;
 - effective assessment of pupils' attainment so that work is matched accurately to pupils' varying needs;

(paragraphs 23 and 141 to 146)

- improve further the long and short term strategies of school self-evaluation by ensuring the school development plan includes:
 - all areas focusing on standards, achievement, teaching and learning, leadership and management;
 - what improvements are needed;
 - how the improvement will be recognised;
 - what action is needed and by whom;
 - how the action will be judged to be a success;
 - how long this will take;
 - what will be done to ensure it is happening;

(Paragraph 66)

- continue to develop practices, including the marking of pupils' work, to identify:
 - how well pupils attain and progress in all subjects;
 - the achievements of different groups;
 - and ensure teachers use this information to set appropriate work for the varying needs of pupils;

(paragraphs 20, 48, 49 and subject paragraphs)

(The school has identified the above issues for development).

- implement procedures for assessing the English language skills of bilingual pupils, and ensure they receive appropriate support so they can achieve as highly as possible.

(Paragraphs 5, 6, 21, 30 and 70)

In addition to the key issues above, the following less important areas for development should be considered for inclusion in the action plan:

- ensure that parents and carers are provided with good quality information about the work their children cover in school and about their progress (paragraphs 54 and 58);
- examine ways of providing the teacher responsible for special educational needs with time to fulfil her responsibilities effectively (paragraph 71).

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

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	14	25	27	2	0	0
Percentage	0	21	36	40	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	409
Number of full-time pupils known to be eligible for free school meals	38
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	29
English as an additional language	No of pupils
Number of pupils with English as an additional language	34
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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	31	30	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	29	31	29
	Girls	30	30	28
	Total	59	61	57
Percentage of pupils at NC Level 2 or above	School	97 (98)	100 (98)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	29	31	31
	Girls	30	27	30
	Total	59	58	61
Percentage of pupils at NC Level 2 or above	School	97 (96)	95 (100)	100 (100)
	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	29	22	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	19	28
	Girls	21	18	21
	Total	40	37	49
Percentage of pupils at NC Level 4 or above	School	78 (79)	73 (84)	96 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	20	23
	Girls	21	20	22
	Total	41	40	45
Percentage of pupils at NC Level 4 or above	School	80 (82)	78 (87)	88 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
276	0	1
1	0	0
5	0	0
3	0	0
2	0	0
3	0	0
2	0	0
2	0	0
30	0	0
4	0	0
1	0	0
2	0	0
1	0	0
0	0	0
0	0	0
7	0	0
22	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	15.6
Number of pupils per qualified teacher	26.2
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	164.5

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	754,195
Total expenditure	768,594
Expenditure per pupil	1,830
Balance brought forward from previous year	20,687

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.

Results of the survey of parents and carers

Questionnaire return rate 40%

Number of questionnaires sent out	300
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	45	3	0	0
My child is making good progress in school.	33	56	3	1	7
Behaviour in the school is good.	39	57	0	0	4
My child gets the right amount of work to do at home.	19	60	12	2	7
The teaching is good.	28	64	0	0	8
I am kept well informed about how my child is getting on.	14	41	34	7	4
I would feel comfortable about approaching the school with questions or a problem.	48	40	8	3	1
The school expects my child to work hard and achieve his or her best.	39	52	3	0	6
The school works closely with parents.	14	46	28	5	7
The school is well led and managed.	31	53	6	3	7
The school is helping my child become mature and responsible.	33	61	1	0	5
The school provides an interesting range of activities outside lessons.	33	61	1	0	5

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

83. The Foundation Stage is a strength of the school. The quality of education provided for children in the reception class is good. From an average start children's achievement is good so that, by the end of reception, most of them attain above the early learning goals in personal, social and emotional development, communication, language and literacy and in mathematical development. Their attainment in knowledge and understanding of the world, physical development and creative development is at the expected level. Improvement since the time of the previous inspection is good. For example, teachers plan lessons better.
84. The main strengths in the Foundation Stage are:
- the very good provision for children's personal, social and emotional development;
 - the quality of teaching is good, and in half of the lessons teaching is very good;
 - effective lesson planning underpins the teaching;
 - teaching and support staff work together very well as a team;
 - the good provision for children with special educational needs;
 - the good procedures for checking children's achievements in lessons.
85. The area for development is:
- whole-school procedures for identifying the English language skills of bilingual children.
86. The provision for children with special educational needs is good so they make good progress. This is because the staff quickly identify the children's needs, give them appropriate additional support and lots of praise and encouragement. This is very evident in the staff's awareness of the needs of a child with hearing impairment. They ensure the child faces the staff during whole-class discussions and that the special equipment that staff and the child wear works correctly. There are no gifted and talented children in the Foundation Stage this year.
87. Reception staff check the progress of bilingual children in all the areas of the curriculum through the procedures that are in place for all children. However, the school does not have a system for identifying the specific English language skills of bilingual children so that they receive the appropriate support in order to achieve as highly as possible. Therefore, the bilingual children make satisfactory progress. This is reflected in the fact that two-thirds of the bilingual children are in the lower-attaining group. One of the children is at the very early stages of learning English. For example, the child watches and listens in lessons, and understands English but does not yet speak it.

Personal, social and emotional development

88. Staff promote children's personal, social and emotional development very successfully. They are very friendly, supportive and sensitive to children's needs. This makes children feel very secure and leads to trusting relationships. Staff set a very good example of care and consideration for others and children follow it. For example, they remind the children to hold doors open for their classmates and for adults. Children's behaviour is very good. They are polite and courteous. Children show good levels of concentration and responsibility and very good initiative. This was very apparent when the teacher asked the children to organise themselves into a circle for a music lesson and into a semicircle for an outdoor games lesson. On both occasions the children did so promptly and sensibly whilst showing a degree of maturity beyond their years. Teachers give children time to reflect upon their actions and work. Therefore, children begin to value what others say and understand other people's point of view. This happens when they take turns to

speak about their work at the end of a lesson. Children develop a good awareness that some actions are right and some are wrong.

Communication, language and literacy

89. Staff teach very well basic skills, such as reading, spelling and handwriting. They do this through the very careful planning of a variety of practical and interesting activities that promote children's learning very successfully. This was very evident when the teacher used the story of *Goldilocks and the Three Bears* to teach the sequencing of a story. She made the learning interesting by using a 'pass the animal' game to reinforce children's knowledge of letter sounds, such as 'd'. Therefore, children were highly motivated and keen to participate and learn. Children recognised 'speech bubbles', the letter 'd' and its initial sound. They combined it with other letters to make words, such as dad and den.
90. Children experience a variety of writing activities that encourage them to attempt their own writing. For example, they write lists, stories and accounts of their experiences. Therefore, children of all abilities have the confidence to have a go at their own writing. They write simple sentences, such as 'I went to the beach. I built a sandcastle'. Higher attaining and average attaining children recognise letter sounds and a range of words in the reading scheme books. They use this knowledge to read with increasing independence the familiar words that they meet in a wider range of texts. Lower-attaining children also develop these skills well.

Mathematical development

91. Staff check carefully children's achievements in lessons and they use this information effectively to plan the next step in children's learning. They have high expectations of what children should achieve. For example, they expect children to count forwards and backwards to 20. Therefore, children make good and often very good progress. Most children count with increasing accuracy to 10 and beyond. Average attaining children solve simple mental calculations to 10 and higher-attaining children to 20 and beyond. They develop an understanding of tens and units. Occasionally, children record their work, such as the addition of objects to ten. Staff also promote children's good progress by ensuring that children have a variety of mathematical experiences. Children sing rhymes such as *Ten little pirates*, they talk about shapes, such as a circle, and measure the length of objects.

Knowledge and understanding of the world

92. A very strong feature in the teaching is that staff plan the lessons very carefully and work together very effectively as a team. They also develop effectively children's speaking skills by giving children time to discuss their work individually, in pairs and to speak in a larger group. This was very apparent in the work based upon *Goldilocks and the Three Bears*. A group of children worked with the teacher observing a variety of spoons and gave their reasons for deciding whether the spoons were old or new. Another group used a variety of materials to make models of the characters in the story, such as Goldilocks. A group of children worked with the nursery nurse sorting objects into threes, counting and recording the work. Staff use information and communication technology very well to promote children's learning. Children made porridge; the teacher photographed this and used the photographs to make a 'talking book' for the computer that the children read enthusiastically. Visitors to the classroom, such as the fire service, and visits out, for instance to Gatley and a garden centre, make children's learning better.

Physical development

93. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. They also organise effectively the outdoor play so that it is an integral part of the work that children undertake in lessons. In a physical education lesson the teaching and learning were very good. This was because of the enthusiastic, clear teaching of basic skills, such as how to throw the beanbag. Also the teacher gave children a variety of activities that kept them continually active so they covered a good amount of work in the lesson. Staff gave children lots of praise and encouragement so children enjoyed the work and responded promptly and with mature responsibility to the teacher's careful instructions. They threw the beanbag correctly and for a good distance and hopped, skipped and ran with a developing awareness of space and of each other.

Creative development

94. Children use crayon and pencil, and mix paints with increasing skill, for example, in their work on warm and cool colours. Staff develop effectively children's imagination and speaking skills when they work with the children in the imaginative play areas, such as the nursery rhyme castle and the undersea world. They have high expectations of what children should achieve. This was evident in a music lesson when the teacher expected children to sing *Twinkle twinkle little star* whilst playing a steady beat with percussion instruments, such as maracas and wood blocks. The children showed very good self-control by not playing the instruments until it was their turn. They listened and watched very carefully whilst the teacher demonstrated the rhythm so they played with developing accuracy the same rhythm.

ENGLISH

95. Standards of attainment have improved since the last inspection when overall they were described as average, with good standards in reading. An analysis of trends over the past three years shows that the national tests scores in reading and writing for 7-year-olds are consistently well above the national average. Results of the 2002 tests indicate a similar high standard. At age 11, there has been a less dramatic improvement over the past three years and although there was a slight dip in 2001, the performance of pupils marginally exceeded the national average for their age group. Results of the 2002 national tests for this group of pupils are encouraging in terms of improvement. Achievement overall in English is good, although there are some variations. To be more specific infant pupils make good progress, but this slows in the juniors and overall their achievement is satisfactory. Pupils with special educational needs throughout the school make satisfactory progress. Progress for pupils with English as an additional language is satisfactory in the infants, but unsatisfactory as they move through the junior classes.
96. Pupils achieve well in oracy. In all classes pupils speak confidently and listen carefully to each other and their teachers. This is because their teachers give them good opportunities to talk about their work, discuss ideas and work together to share ideas and opinions. In the infants, pupils listen to their classmates and talk about things that interest them, such as items they have brought to school. The use of recorded language strips is a very useful way of introducing new vocabulary. At the end of lessons they talk about what they have learned and share this with their classmates and teachers. In the juniors, pupils ask thoughtful questions and are confident to express their own opinions in a wide range of subjects. By the time they leave the school they are confident, articulate and willing to listen attentively to others, ask questions and consider their views. The school's good social provision helps the way that pupils develop their speaking and listening skills. Although pupils' oracy skills are good, opportunities for its development are not identified in teachers' planning and pupils' progress is not formally assessed.

97. Standards of reading throughout the school are high. Pupils not only read in whole-class and group reading sessions, but those identified at the end of Year 3 as in need of extra help regularly read individually to teachers, assistants or parent helpers. Their confidence and motivation are significantly enhanced by this individual attention. Strategies such as the regular use of shared texts in the literacy hour and the use of the library for research are very effective in promoting more advanced reading skills, particularly for the older pupils.
98. Pupils in Year 1 further develop their letter sounds and sight vocabulary. Most recognise the high frequency word lists appropriate to their age. They read simple texts aloud and recognise familiar words accurately whilst more able pupils read more difficult material. By the end of Year 2 they are well launched into reading. They usually read simple texts accurately and show understanding. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers. More able pupils know that the contents and index in a book help find information.
99. Pupils in the lower juniors read confidently. The more able develop a good degree of independence and read aloud with expression. Most junior pupils have their favourite authors, understand the main points in their stories, and talk about the characters they have met. For example, a pupil explained why she likes the Harry Potter books by saying that they are '*magical and scary*'. By the age of 11, most pupils are independent readers who read fluently and with interest. Those pupils who reach a higher level read with accuracy, fluency and begin to understand that what they are reading is not always straightforward and that sometimes they have to read between the lines. For example, in the story of *The Mill Girl*, '*It was in my mother's face that I knew I'd find my answer*' meant that '*she kept her feelings to herself*'. They choose to read more demanding texts, poetry and non-fiction because they are a challenge to read. Pupils develop a good range of research skills and find information using the contents, glossary and index. They use skimming and scanning techniques efficiently in their research.
100. Although standards in writing are good, it is an area identified for improvement throughout the school and the raising of standards, particularly of boys, has a high priority. In the 2002 national tests, boys in both the infants and juniors comprise a high proportion of those pupils attaining the lower levels expected for their ages; conversely a much lower proportion reached the higher levels.
101. By the age of 7, most pupils write stories with properly organised sentences and simple structure. The meaning is clear and pupils use basic grammar and punctuation correctly. Higher attaining pupils write with imagination and clarity. They extend their writing logically and choose words for interest and variety. Teachers give pupils opportunities to write at length. This allows them to experiment with their ideas and use of vocabulary, and to progress more quickly. The spelling of the most commonly used words is usually accurate. Teachers teach pupils how to join their writing and by the end of Year 2 a considerable number have a neat, joined style.
102. In the juniors, pupils make satisfactory progress and most pupils develop a sound understanding of grammar, spelling and punctuation. Their writing is well structured and they use different styles according to their purpose. They write confidently for different purposes with a particular audience in mind. For example, they did this in Year 3 when writing instructions on how to make a pancake. Also in Year 5 they wrote to Sir Alex Ferguson '*to inform him about what your fans think about you and your team*'. Some well-chosen phrases show an attempt at using more adventurous vocabulary. For instance, a Year 4 pupil wrote '*I stepped through the wardrobe and felt the soft feel of fur coats*', and in Year 6 '*He felt fear as he stared at a dead seaman*'. By the time they leave the school, most pupils' handwriting is fluent, joined and legible. Indeed standards of presentation throughout the school are good.

103. The quality of teaching and learning is good. Lessons are most successful where teachers know their subject well, incorporate their knowledge into the literacy hour and allow pupils freedom to use their initiative. All teachers work hard at developing pupils' vocabulary. As a result, younger pupils develop appropriately their basic literacy skills and the older pupils use terms such as *author*, *setting*, *genre* and *autobiography* easily when answering questions. Pupils are clear about what they have to learn in lessons and work independently to enable the teacher to focus help where it is most needed. Good questioning by the teacher at the end of lessons checks pupils' understanding and makes them think about what they have done.
104. The subject co-ordinator provides good leadership. Assessment procedures are satisfactory, but teachers do not always use the results of the assessments effectively. For example, planning for most pupils with English as a second language does not take into account their limitations and this affects their progress. Teachers test them regularly throughout the school. However, the results of the tests are not used to set precise, individual short-term targets, particularly in junior classes, to ensure work exactly meets their specific needs. For example, pupils in Year 6 are divided into two sets but the work planned is not sufficiently different to meet their needs. Marking of pupils' written work is mainly celebratory and does not tell pupils exactly what they need to do next in order to improve.

MATHEMATICS

105. Standards in mathematics at ages 7 and 11 have improved since the time of the last inspection. They are above average at 11 and well above at the age of 7 years. These are similar to the results of the 2002 tests. The improvement is due to the introduction of the National Numeracy Strategy, the setting of pupils in ability groups in Years 5 and 6 and the use of performance management to focus on the teaching and learning of mathematics.
106. In relation to their prior attainment, most pupils achieve well. However due to the quality of teaching, progress is better for pupils in Years 1 and 2 than in Years 3 to 6. Pupils with special educational needs only make satisfactory progress because of teachers' insufficient use of pupils' individual education plans, and at times a lack of work suited to their ability. However, pupils learning English as an additional language make unsatisfactory progress because of insufficient consideration of their specific language needs and the fact that many of these pupils are grouped with pupils with special educational needs. This is more evident in Years 3 to 6. Although girls achieved above the national average in the national test results for 7-year-olds in 2001, they achieved less well than the boys at the school. There was a discernible difference in the attainment of boys and girls during the inspection. In the infants, teachers involved girls less in some aspects of their lessons, particularly discussions, so not all pupils have an equal chance to achieve their best. In Years 3 to 6 there is a noticeable difference in the attainment of boys and girls, as there are more boys than girls in the lower attaining groups in several classes.
107. By the age of 11, most pupils are very secure in a wide variety of number operations using whole numbers, fractions and decimals. Lower attaining pupils, however, remain uncertain about converting fractions to decimals. Properties of shape are similarly secure. Higher attaining pupils use this knowledge to investigate the angles of a trapezium. Average attaining pupils find the perimeter of simple shapes. Lower attaining pupils calculate the area of shapes by counting squares and some simple calculations. All pupils have a wide experience of handling mathematical information, regularly using frequency diagrams and tally charts. Higher attaining pupils use the rules of mode, mean and median to interpret a set of reading ages.

108. Most pupils by the age of 7 use numbers up to and beyond 100 confidently, and have a firm understanding of the value of different digits in two- and three-digit numbers. They use this knowledge to devise their own games or to investigate multiples of two. Lower attaining pupils, however, struggle with fractions and rarely deal in numbers above 100. Most pupils confidently identify regular two- and three-dimensional shapes, although lower attaining pupils are not confident in their knowledge of irregular two-dimensional shapes. Most pupils know the standard units of measurement that cover length and capacity and the high and average attaining pupils measure accurately in centimetres. Frequent use of Venn diagrams, carolgrams and bar graphs by all pupils give them a secure understanding of how to represent mathematical information. However, there is not a significant amount of analysis of this information.
109. The quality of teaching is satisfactory. There is no unsatisfactory teaching. In Years 1 and 2, 75 per cent of lessons are good, compared to 29 per cent in Years 3 to 6. It is for this reason that pupils make more progress by the age of 7 than they do by the age of 11 years. Most teachers have a good knowledge and understanding of the subject. They use this well to teach the basic skills of number, especially in Years 1 and 2, and to provide regular opportunities for pupils to solve and investigate mathematical problems. The amount of time spent on oral work in Years 1 and 2, along with a wide range of interesting activities, engages pupils in their work so that they concentrate well and are productive.
110. Teachers work closely together and joint planning ensures that parallel classes follow similar topics. These plans include work for three groups of pupils of different abilities. This is often particularly well matched to those pupils of higher attainment and teachers' high expectations encourage these pupils to achieve well. This has addressed the issue of a lack of challenge for higher attaining pupils that was raised at the time of the last inspection. These pupils enjoy their work and the chance to apply their knowledge to new problems and learning. However, there is on occasion insufficient difference in the work for pupils of average and lower attainment. Thus, lower attaining pupils find the work too difficult and do not apply themselves well to their work. This is coupled with too little use of pupils' individual education plans and lack of appropriate language support for pupils learning English as an additional language. This means that these pupils do not have their needs adequately met and do not achieve as well as they could.
111. In the satisfactory lessons, teachers do not make full use of the mental and oral start to the lesson. The introductions to lessons are often short and do not engage pupils in a range of fast paced mental activities aimed at improving basic skills, recall of facts and range of mental strategies. Too often, they are rather pedestrian, with class teachers taking most of the time to explain mathematical processes or activities rather than encouraging pupils to explain their own answers and processes. Although all work is marked, it is perfunctory, particularly in Years 3 to 6, and does not provide pupils with sufficient information for them to know how well they have done and what they need to do to improve.
112. Teachers under-use computers to support pupils' learning. It is rare that teachers actually identify the use of computers in a lesson plan. Numeracy is used appropriately in other subjects, such as science. For example, pupils measure force in Newtons in Year 4 and construct pie charts in Year 5 to illustrate a balanced diet. Teachers regularly provide pupils with word problems and teach them strategies on how to solve them. This provides many good opportunities for most pupils to develop their literacy skills.
113. The co-ordination of the subject is satisfactory. There is an acceptable subject development plan that identifies key areas, such as involving parents in their child's learning. There is, however, room for improvement as it does not include all aspects of

the subject's development over a longer period than a year. The criteria of how these improvements are to affect pupils' achievement are not always explicit. As part of performance management, the headteacher and senior management team observed each teacher teach a numeracy lesson. Due to this and the insufficient monitoring of teachers' planning, analysis of pupils' work or interviewing of pupils, the co-ordinator does not have an in-depth knowledge about the subject. Since the last inspection, numerous procedures to find out about pupils' attainment have been introduced. The results of these tests have very recently been computerised. This offers a system by which the school tracks pupils' individual and group progress. Teachers use this information to help them set pupils in Years 5 and 6 and produce group, but not individual, targets for pupils to achieve. However, there is insufficient analysis and evaluation of all this information to provide a detailed view of the achievement of different groups of pupils. A record of pupils' work has been collected over the last couple of years. Teachers used this information to identify a need to concentrate on investigating and solving problems.

SCIENCE

114. Up to 2002, there had been a rising trend in the attainments of 11-year-old pupils in science, with a particularly marked improvement from 2000-2001. However, there was a dip in standards in 2002. Current standards are in line with the national average, similar to those attained in the 2002 national test. Pupils make satisfactory progress. Pupils attain above the national average by the age of 7 years. The last inspection in 1997 reports that the attainment of pupils in science was satisfactory at the ages of 7 and 11, and this continues to be the case for pupils by the age of 11 years. Attainment by the end of Year 2 is good.
115. By the age of 7, most pupils recognise and name correctly the main parts of the body. They explain clearly basic patterns of growth in humans and what constitutes a healthy diet. They name correctly the main parts of a plant and explain properly conditions necessary for healthy plant growth. They describe satisfactorily the visible features of selected natural and man-made materials. They note accurately the effects of heating and cooling on common materials such as chocolate, eggs, margarine, bread and ice cubes. Most pupils identify correctly which of these changes are reversible and which are non-reversible. Additionally, most pupils show that they understand that a complete circuit is needed in order to light a bulb. They show correctly how a switch works using simple diagrams and note some of the dangers as well as the uses of electricity. They add arrows to drawings and identify when pushes and pulls are used to move a range of common objects, and note some sources of light and sound. However, much of the work completed by pupils in Years 1 and 2 is in the form of pre-prepared worksheets, often using 'cut-and-paste', 'fill-in-the-missing-word' or 'mark the spot' styles of presentation. These approaches to written work limit the scope for pupils to develop their use of scientific vocabulary. They do not use different ways of recording. They do not explain their observations and findings. There is also little opportunity, in science lessons, for pupils to collaborate with one another, to make decisions, and to find information from simple texts when raising questions and planning their own investigative work. The recently introduced investigation of growing plants gives pupils experience in making predictions, an opportunity to think about fair testing and the scope to work systematically, especially when recording observations and when considering what their results mean. This approach is not used often enough. If it were, it would enhance pupils' use of literacy and numeracy skills, increase their independence as learners and raise their understanding of science.
116. By the end of Year 6, pupils demonstrate a sound knowledge of the major organs of the human body. They name the parts of a flower correctly using scientific vocabulary to label them on prepared diagrams. They prepare a key accurately in the form of a simple binary choice flow-chart - using a yes/no arrangement - based on observable features, to

identify individuals within a small group. They clearly demonstrate relationships in a habitat by placing arrows and labels on food chains to show predators and prey, as well as primary and secondary food sources. Most pupils show a sound understanding of the main differences between solids, liquids and gases. They know how to separate simple mixtures and have some understanding of burning, but do not demonstrate that they appreciate the fact that matter is not lost during physical and chemical changes. They know about the characteristics of materials and about those that conduct electricity. However, their work shows little evidence of the use of conventional symbols to represent specific components in electrical circuits. Pupils do not use these when recording the effects of changing various circuit components. They do not use circuit diagrams to construct models that are powered and controlled by electrical switches. Most pupils prepare simple force diagrams to show the effects of gravity, air resistance and up thrust, and know that force is measured in Newtons. They are less secure in understanding that objects have weight because of the pull from the centre of the Earth. They demonstrate a good understanding of shadows by drawing diagrams that position an object in relation to the light source. Pupils cannot explain that shadows are formed because objects prevent light from passing through them.

117. By the age of 11 pupils, gain a satisfactory experience of scientific investigation by exploring solids dissolving in water and by working on a water pollution project that is completed in conjunction with a local secondary school. They understand a fair test, decide what to change and what needs to stay the same when carrying out an investigation. They record their results in tables, bar charts and graphs. In lessons, pupils' response to the investigation of dissolving varied. It was most successful when pupils were guided by their teacher to identify the question they wished to investigate. They then, in turn, considered each of the possible variables before deciding what they would change, keep the same, measure or count during their investigation. They were also reminded, in this successful lesson, about safety issues and about taking measurements accurately, before starting on their practical work. As a result of the teacher's careful planning, detailed preparation and good subject knowledge, these pupils worked sensibly and collaboratively in small groups. They made predictions, carried out their investigations, and measured and recorded results. At the end of the lesson, they explained their findings successfully. During this lesson these pupils gained a good understanding of the processes of scientific enquiry and increased their knowledge and understanding of the ways in which solids dissolve.
118. Although the quality of teaching in science is uneven across the school, it is satisfactory overall. In Years 1 and 2 teaching is good because teachers' short term plans are well focused on the teaching of scientific skills and concepts. Teachers make clear to pupils what they are expected to learn in lessons. They check what they have learnt at the end of lessons. Furthermore, across the school, where the quality of teaching is good, teachers also show good subject knowledge. They prepare well to ensure all the necessary resources are relevant and ready for use. They pitch the lesson at an appropriate level. They have good class management skills, use carefully framed questions to focus pupils' attention, and conduct the lesson with good pace. In some lessons, however, there is a lack of challenge and pace. Occasionally, teachers may show a lack of preparation in terms of their own knowledge of the concepts being taught. Also, the end of lessons is not often used to check what pupils have learnt so teachers can plan to take their learning forward in the next lesson. Similarly, the marking of work often only acknowledges the completion of set tasks and comments on the neatness of the pupils' presentation. This style of marking does not explain to pupils why their work is of a good standard, nor outline what they should do next to improve and make progress. All teachers draw from carefully prepared long and medium term plans to ensure they teach the content of the programmes of study in science. However, often their lessons fail to take account of pupils' prior knowledge, their language needs and their different abilities. This adversely affects pupils' progress.

119. Pupils respond well in most science lessons and show a willingness to do what is asked of them in a sensible and mature manner. They have a positive attitude to the subject, concentrate well, are keen to answer the teachers' questions, and they sustain a high standard of presentation in their workbooks. They work hard, respect their teachers and their classmates, and want to succeed. Pupils enjoy practical science lessons and are capable of collaborative and independent work. However, opportunities in the present curriculum plan for the development of their skills of investigation are limited. The co-ordinator plans to upgrade this particular element of the science curriculum to give pupils more scope for measuring, recording and explaining findings, with particular reference to the use of secondary sources and the development of research skills with older pupils. Together with a more focused use of assessment to plan for the learning of pupils with different abilities, and improved marking of pupils' work, the quality of pupils' learning can be enhanced.
120. The subject co-ordinator provides good leadership. She monitors planning, resources and the standards achieved by pupils, with particular reference to attainments in Years 2 and 6. She is responsible for the improvements that have been made in pupils' experience and understanding of scientific enquiry through the use of planning boards to guide teaching and learning across the school. To maintain and enhance the standards achieved by pupils in the subject it remains important to:
- refine further the teaching of scientific enquiry by supporting the development of younger pupils' use of tables when recording, finding information from simple texts and by taking some standard measurements;
 - teach older pupils to measure accurately and to interpret findings with reference not only to their investigative questions, but also to secondary sources;
 - use information and communication technology to support both teaching and learning.

ART AND DESIGN

121. Standards in art and design are satisfactory by the end of Years 2 and 6. Pupils experience a good range of stimuli, media and techniques with which to work, and they make good progress in the subject. Pupils identified as having special educational needs make good progress. Pupils who speak English as an additional language achieve similarly to their classmates.
122. Pupils in Year 2 used their powers of observation to prepare a collage to represent what they might see through a porthole. This was as a result of good teaching because the teacher directed the pupils to look very carefully at the ways in which a porthole-viewfinder limited what could be seen of an under-the-sea picture inside the frame. The pupils enjoyed selecting from a good range of different qualities of coloured paper to create their imaginary views. They showed skill in using scissors and glue safely, neatly and effectively. As they worked, the teacher encouraged them to refine elements within their collages by adding detail. However, the teacher over-directed their evaluations of the work.
123. In Year 3, the teacher offered pupils a good range of interesting paintings, posters and photographs to help them think about the ways in which artists and photographers showed relationships, such as those between mother and daughter, father and son, sisters, and brother and sister in their pictures. The teacher encouraged the pupils to explain how the construction of a scene, in terms of the pose of figures, and the depiction of similar features such as similar smiles, helped to show the relationship between characters. Pupils found the task challenging, particularly when asked to think about relationships and talk about ways of showing them in their work, but they concentrated and enjoyed using sketching pencils to add shade and tone to their pictures.

124. In Year 6, pupils explored three different ways in which to show movement when constructing a two-dimensional collage by cutting magazine pictures, shapes made from shaded card, and by dissected single toned shapes to re-arrange and fix on a dark background. The teacher made good use of the picture of *A Girl Running on the Balcony* by Balla to show how professional artists use the techniques of repetition and overlap to represent movement. Pupils worked sensibly to construct their work and, by the end of the lesson, showed competence in using the skills they had been taught.
125. The teaching of art and design is good. Teachers prepare well for their lessons, provide interesting stimuli as starting points for pupils' work, and guide their pupils towards using particular skills with increasing confidence and competence. Teachers encourage pupils, through careful questioning, to engage with the artistic process in their own work. In these lessons, the teacher teaches pupils to think of themselves as artists. They encourage the pupils to think about the ideas and feelings they wish to convey. They develop pupils' ability to choose the media and technique they need to employ. They ask pupils to discuss why a particular piece of artwork is successful so that they can refine and develop their own work.
126. Pupils are well behaved in lessons and have a positive attitude toward the subject. When asked to do so they work well co-operatively and always show pride in their work. Pupils respect their teachers, each other and their work. Over time, and in lessons, they generally make good progress, showing increasing control and skill, but do tend to show less confidence when discussing their work, particularly if asked to evaluate and refine particular artwork pieces. The school's multi-cultural provision helps pupils appreciate art from other countries.
127. The curriculum for art and design is well constructed to provide pupils with the knowledge and skills of the programmes of study in the National Curriculum. The subject co-ordinator is an enthusiast with the skills needed to manage and develop the curriculum. She ensures pupils gain experience using a good range of media and techniques, that good quality resources are available for use in lessons, and has begun monitoring the attainment and progress of pupils across the school. As the school evaluates its curriculum for art and design there will be opportunities to strengthen the ways in which pupils learn to select materials and media to express their own ideas and feelings, and to strengthen the ways in which they are encouraged to consider the effectiveness of their own artwork in order to refine and develop particular pieces. The continued use of sketchbooks, so pupils explore visual and tactile ideas, can support such developments whilst also enhancing pupils' development as independent learners.

DESIGN AND TECHNOLOGY

128. No lessons were timetabled during the inspection. Therefore, no judgement is made about the quality of teaching and learning. There was sufficient photographic evidence, finished products and examples of pupils' planning and evaluations to determine that standards of attainment are in line with those found in most primary schools by the end of Years 2 and 6. Some of the pupils' work is of a high standard. Standards are higher than at the time of the last inspection because pupils' literacy skills are developed more effectively and there is better use of computers to support pupils' learning in the subject.
129. Throughout the school, teachers give pupils' sufficient opportunities to plan their designs, evaluate and adapt them to make successful products. They plan work so that all pupils, including those with special educational needs and with English as an additional language, are included. This means they make the same progress as their classmates. Year 2 pupils used well their knowledge and skills to produce hand puppets. They evaluated their finished products thoroughly. One pupil wrote: 'On my puppet I changed where I cut the hat and the nose'. Year 3 pupils produced very good designs and

evaluations for their pneumatic toys. This again demonstrated the teachers' good use of design and technology to enhance pupils' literacy skills. For example, one pupil wrote: 'No it does not look like my design because I didn't have enough pipe cleaners and I painted the feet purple'.

130. Year 6 pupils completed good quality work in textiles technology. They designed and made slippers to a good standard. Again, evaluation was of good quality. They appraised the new skills they had learnt. One pupil noted that, 'he had learnt to do smaller stitches'. In their work on making hats they also produced good quality work. In food technology, Year 1 pupils prepared healthy sandwiches and a fruit salad. Year 5 pupils made a pizza base and the package in which to put it. Year 4 pupils produced high quality work in their topic about making biscuits. Especially good use was made of information and communication technology to enhance pupils' learning. They used correctly a digital camera to record evidence of their work. They then imported the pictures into the word-processed accounts of their work. This work included detailed product analysis prior to starting their designs. They compared the qualities of a range of biscuits before designing their own to commemorate the Commonwealth Games, the Queen's Jubilee and the World Cup. Teachers develop pupils' numeracy skills satisfactorily within design and technology. They teach pupils to measure lengths and weights accurately during the making stages of their products. The school's good cultural provision helps pupils understand how to design for these local and international occasions.
131. The co-ordinator leads the subject well. She is an informed enthusiast and provides teachers with many ideas. The co-ordinator has a good knowledge of standards in design and technology through producing records of pupils' work and informal monitoring. The developmental plan for the subject is clearly thought out and manageable within a reasonable time frame. Assessment procedures are ready to be implemented. These are good quality and easy to implement. This should happen without delay.

GEOGRAPHY

132. Opportunities to see geography taught during the inspection were limited to a single lesson as history is the main focus for the term. Following discussions with teachers and pupils and a scrutiny of pupils' work, it is possible to conclude that the school has maintained standards for both infant and junior pupils since the last inspection. Pupils' achievement overall is satisfactory. There is insufficient evidence to make firm judgements about the quality of teaching and learning.
133. In the infant classes, teachers use pupils' first hand experiences effectively as an important resource to develop their early geographical enquiry skills. They use the classroom, the school grounds and the immediate locality for environmental investigation and map work. For example, they draw plans of the school and list the features they pass on their way to school. Pupils study a contrasting location. For instance, they visit Castleton in the Peak District. In their map work they look at the location of the countries and capital cities that make up the British Isles. In further studies, they look at Britain's position in relation to Europe and study other European countries, in particular Holland.
134. Pupils in junior classes build on these foundations satisfactorily. Pupils in Year 3 and 4 look more closely at the countries of the British Isles and at the differences in land use in contrasting areas such as Moorland's Farm and Headingley in Leeds. They collect information about the weather and compare their findings with those in Sydney and Hong Kong. Older pupils look more closely at settlements and in particular house types. In Year 5, they develop satisfactorily their map work skills and use confidently six-figure grid references to locate places on an ordnance survey map. They build on their earlier work in physical geography and look at the work of rivers and understand the meanings of

features such as meanders, confluence and tributary. Sketches of fast and slow moving parts of the river drawn during a visit to the River Goyt show how they apply their knowledge, skills and understanding in the fieldwork. The oldest pupils draw earlier threads together. They contrast land use on the Isle of Skye with Peterborough, a new town. They look more closely at Europe, its weather and how the physical features of the land affect how the land is used. For example, they study tourism in the Alps, farming on the Dutch polders and transport on the River Rhine in Germany.

135. Pupils learn a range of ways to describe the world and have access to a range of experiences within the geography curriculum. However, pupils with special educational needs and English as an additional language would benefit from work planned to meet their particular needs. There are useful links with other subjects such as history and in the contribution the subject makes to pupils' cultural development. Pupils in Year 4 used the 1841 Tithe map of Gatley to investigate how land was used in comparison with today. Planned opportunities to use information and communication technology are limited. Visits out of school are very useful in enhancing pupils' understanding. The good photographic display highlighted the range of activities undertaken by Year 2 on their visit to Derbyshire.

HISTORY

136. Standards remain in line with the expected level in history as they were at the time of the last inspection for both 7- and 11-year-olds. Pupils, including those with special educational need and those learning English as an additional language, make satisfactory progress.
137. Pupils aged 11 have a reasonable knowledge and understanding of the lives of people in the past, especially in Victorian England. They have a good understanding of chronology; they know the main events in the life of Queen Victoria and some of the key inventions of the period. They place these correctly on a time line. Pupils in Year 6 use their word processing skills to write their own Victorian newspapers. Pupils appreciate the difficulties of the working conditions for both children and the 'navies'. They use their knowledge and empathy to write emotive accounts of the working conditions of these people. They understand that the growth of industrial towns led to disease and pollution that had to be controlled by the Public Health Act. Their historical skills are reasonably developed. Many study extracts from a school log to identify the similarities and differences between schools today and those in Victorian England. However, there is little evidence of independent research in their work.
138. From their study of the seaside, past and present, higher attaining pupils write accounts from their own notes about how people travelled to the seaside and what they did there. They compare these holidays with their own jet travel holidays to hot beaches for surfing. Many others in the class also have a reasonable understanding of the differences between the past and the present, and use pictures to describe them. From their study of famous people such as Louis Braille, Samuel Pepys and Florence Nightingale, most pupils develop a reasonable understanding of the past and the chronology of events. They have a sound understanding that people have reasons for their actions and how events, such as the Great Fire of London, have far reaching consequences.
139. The teaching of history is satisfactory, with some good and very good elements, especially in Years 1 and 2. The calm and industrious atmosphere in the Year 1 lesson on the trip to a local heritage centre ensured that pupils were very attentive and enthusiastic. This was created by very good organisation and very effective use of praise. In many lessons, the use of photographs of children in a Victorian school, or pictures of paints and tapestries from Tudor England, ensured that pupils responded with interest and were keen to answer questions. Similarly, the good use of research books in

the Year 4 study of the Ancient Egyptians, coupled with good questioning by the class teacher, ensured that all pupils were involved in the lesson. They were industrious and were willing to offer their own opinions. In other lessons, teachers gave insufficient time to pupils to discuss their work. In these lessons pupils were, therefore, less productive and enthusiastic and, at times, restless. Much of the work in lessons is the same for all pupils. Some, therefore, find it too difficult and others too easy. Although there are some good opportunities for pupils to use their literacy skills, such as listening to and discussing the story of 'Humphrey Lile' in Year 5, the use of photocopied sheets on many other occasions limited pupils' opportunities to write at length. There are few opportunities for them to use their mathematical skills, and even less to use computers. Marking is unsatisfactory. It is usually very brief and not related to the subject, but gives a general comment on a pupil's effort or the level of presentation.

140. The co-ordination of the subject is good. The co-ordinator is keen and enthusiastic. She has done a considerable amount of work on adapting national guidance on the teaching of history. She ensures that the teaching of historical skills remains a priority. This achieves an appropriate breadth and balance in the teaching of history. Topics are appropriately linked to a number of interesting visits. Historical topics, such as the wealth and poverty of Tudor England, add to pupils' moral development. However, on a few occasions pupils miss part of their history lessons while they attend additional literacy support, so they do not have the same opportunity as others. The school's very good moral provision helps pupils understand historical issues. The monitoring and development of teaching has been limited to a few lesson observations and the recent collection of pupils' work into a portfolio. There is no formal method of finding out what pupils can do, or systems to support their learning. Resources, especially artefacts are unsatisfactory; the lack of primary and secondary evidence limits the independence of many pupils and the scope of some of the work that higher attaining pupils could undertake.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. The standards seen at the last inspection have not been maintained, particularly in the juniors and in terms of resources. The quality of resources in terms of new computers and other hardware has not improved sufficiently to allow the school to meet the needs of all the programmes of study of the National Curriculum. The school recognises that there is much to be done. At the moment the number of computers available is barely adequate. The current ratio of one computer to 30 pupils is much less favourable than found nationally. Most classrooms have a single computer, with more in Years 5 and 6. However, these are a mixture of old and new platforms, only half having a capacity for Internet access, currently only available in the main school building. This access is linked directly to the Stockport Borough website, thereby ensuring that pupils work in safety.
142. Standards of attainment at the age of 7 are satisfactory, although there are areas for improvement. Pupils in the infant classes become confident when using computers and use a word processor to write simple sentences. In their geography lessons they collect information from a traffic survey and, with help from the teacher, add to a prepared database and print out a graph. They use art packages to illustrate their stories and use the toolbox to add effects such as using the spray to add texture to their clouds. In control, they program an on-screen turtle to draw simple shapes and instruct a floor robot to move forward, backward and turn through a right angle.
143. Pupils in the juniors continue to build on their earlier experiences satisfactorily, particularly in word processing and the communication elements of the programmes of study. For example, Year 4 pupils wrote thank you letters to Manchester Museum by altering the type and size of font for best emphasis, and added digital photographs for extra interest. Pupils in Year 5 prepare multimedia presentations to describe their work in

design and technology 'to design the best biscuit'. Pupils in Year 4 use CD ROMs to bring their work on Ancient Egypt alive and in Year 5 they use the Internet to find out more about Tudor monarchs. Pupils in Year 6 use publishing software to produce a Victorian newspaper. The school's good social and cultural development makes it easier for pupils to appreciate how people from other times and cultures lived. However, the school is unable to teach some aspects of the National Curriculum for information and communication technology (ICT), particularly the 'developing ideas and making things happen' strand, as the necessary resources are not in place. As a result, attainment at age 11 is below that expected at this age.

144. All teachers have completed their initial New Opportunities Fund training and a minority use information and communication technology in their everyday work to save time. A good example was a portfolio of art, photographed and saved on compact disc. There are some identified areas where their expertise could be improved further and plans are in hand to meet them. As few actual lessons were seen it is not possible to make an informed judgement on the quality of teaching and learning in the school. However, it is clear that pupils enjoy working with computers and a significant number have access at home. The school's approach is to teach pupils in small groups and the skills learned are subsequently developed on computers in the classroom. The result is that they have limited opportunities for 'hands on' experiences. Not all teachers have a clearly identified 'slot' for teaching ICT.
145. The potential to raise standards is there. The co-ordinator leads the subject well and is working hard to improve provision all round. He has worked hard to adapt a scheme of work, which when put into practice will give teachers very useful guidance in their planning. Further development to include assessment is part of the school's planned review and this includes extending the use of ICT so that other subjects are enriched. Planned improvements to the school include a separate computer suite. Parents have raised a very substantial amount of money, earmarked for the purchase of new resources.
146. Priorities for development include:
- in the infant classes giving pupils more opportunities to develop their word processing skills;
 - in the juniors, providing pupils with more opportunities to use databases, spreadsheets, control, and monitoring and data logging using sensors;
 - making more use of E-mail and the Internet throughout the school;
 - improving the quality of resources and access to computers;
 - implementing the scheme of work so that pupils' knowledge, skills and understanding are built on as the move through the school;
 - putting in place assessment procedures to record this progress;
 - reviewing the time allocated by ensuring that all teachers clearly identify in their planning sufficient time to teach the subject effectively;
 - ensuring that all teachers complete their New Opportunities Fund training;
 - providing the co-ordinator with opportunities to monitor standards of teaching and learning.

MUSIC

147. At the last inspection music was judged to be in line with national expectations. These standards have been maintained in most areas of the curriculum. The standards attained in singing are significantly higher now when compared with the time of the last inspection. Pupils achieve very well in singing throughout the school. The quality of the teaching of singing by the music specialist in school is very good. The teaching of class teachers, who have the main responsibility for teaching the class music curriculum on a weekly basis, is satisfactory. Pupils, including those identified as having special educational needs, make satisfactory progress overall, and good progress in singing. Pupils who have English as an additional language make similar progress to their classmates. There is no significant difference in the attainment of boys and girls.
148. Pupils sing tunefully, expressively and with good diction, supported very well by the specialist teacher who provides a very good example to follow. She teaches at a brisk pace, with no time wasted. This is a significant factor in promoting pupils' learning successfully. High quality public performances by the school choir reflect the high standards of singing in the school. For example, the school hosted a live broadcast on a local radio station during which they led the singing of a specially written song for the Commonwealth Games in neighbouring Manchester. Members of the choir also attend an annual 'Sing for pleasure' residential weekend in Yorkshire.
149. Year 2 pupils attained standards in line with those expected from pupils of this age in a well-taught lesson. The teacher provided a good role model for the pupils as they sang a variety of action songs. The pupils developed pulse and rhythm and gave a good performance of singing. The teacher used praise effectively to encourage pupils to produce a musical clapping pattern to be copied by the rest of the class. Pupils perform confidently in front of their classmates. This is due to the positive learning atmosphere within the class. The introduction of percussion instruments extended the pupils' understanding of rhythm and pulse and improved their performance. The pupils enjoyed the lesson and were anxious to participate fully, including those with special educational needs. The teacher carefully and sensitively involved effectively pupils who have emotional and behavioural difficulties. She did this through acknowledgement of good performance and not over-reacting to attention seeking behaviour.
150. In a well-planned Year 5 lesson, pupils made satisfactory progress in their understanding of how to recognise the basic structure, including phrasing, in a piece of music. The teacher's good subject knowledge was evident in the lesson planning, imaginative activities and language used. The teacher maintained pupils' interest through a variety of practical activities. For example, 'pass the shaker' held their interest and reinforced their understanding of 'beat'. Pupils developed confidence in exploring ways in which sounds can be used to express feelings. Most pupils enjoy music and show positive attitudes and behaviour.
151. The subject co-ordinator leads the subject well. There is an effective scheme of work in place to ensure pupils develop skills progressively and work becomes appropriately harder as they move through the school. Although assessment procedures are not formal, teachers have a sound knowledge of the level of performance and build on pupils' prior attainment satisfactorily. Music provision is significantly enhanced by the opportunities that pupils have to learn the guitar, clarinet, recorder and violin. Other visiting specialists, such as a vocal amateur and a musician running a drumming workshop, enrich pupils' learning.

PHYSICAL EDUCATION

152. Standards in physical education are satisfactory. Pupils in Year 1 explore simple skills and show basic control and co-ordination when throwing and catching. In Year 2 they begin to understand the importance of hand-eye co-ordination to throw and catch accurately. In gymnastics pupils work hard to improve their control when travelling across apparatus, and when jumping on and off it. Most 7-year-olds execute a simple sequence of linked movements as they work from the floor onto and across apparatus and back to the floor. By Year 5, pupils incorporate turns into their movements on to and off apparatus, and their movements show increased skill, balance and co-ordination. In gymnastics pupils' progress is good. However, it is less secure in dance where, at this early stage in the year, pupils in Year 6 showed less confidence when trying to build a series of movements in response to a range of musical rhythms. All lessons in physical education begin with exercises to warm-up pupils' muscles and end with activities that help them relax before returning to their classrooms.
153. All pupils attend lessons wearing sensible footwear and clothing. However, it remains important for teachers to ensure pupils understand the need to check the hall and the field for potential hazards. They must also understand that personal jewellery needs to be removed or safely fixed before lessons begin. The teaching of physical education is satisfactory, with some good.
154. All pupils enjoy physical education lessons, have suitable clothing, and change quickly and effectively ready for the start of lessons. They participate well and work in small groups to construct linked sequences of movements in gymnastics and dance. Pupils gain experience of and, over time, become more skilled and effective when setting out and re-storing apparatus and large equipment. Furthermore, pupils with special educational needs have equal access to the curriculum in physical education and make satisfactory progress.
155. The school's curriculum for physical education ensures pupils gain the knowledge and skills expected by the National Curriculum in athletics, gymnastics and dance. Teachers provide older pupils with opportunities for swimming. Most pupils attain nationally expected standards in swimming. Additionally, at least two-thirds of the school's pupils participate in the football, netball and cricket clubs that are held outside school hours. The school's good social provision has a favourable impact on teamwork. The school offers a good range of physical activities within the curriculum and a well-designed and well-managed range of extra-curricular sporting activities.
156. The subject co-ordinator has a sound understanding of the content of the school's curriculum. She is aware of the ways in which it supports pupils in acquiring and developing a good range of increasingly skilled, co-ordinated and choreographed movements. She monitors the safety of apparatus and equipment, and resources for the teaching of this subject are adequate. As the school continues to evaluate and develop this curriculum attention can usefully be given to:
- the ways in which pupils can be offered increased opportunities to talk about health and fitness;
 - talking about the ways in which they can improve their performance;
 - the ways in which the school assembles evidence of pupils' attainments so that, in particular, those pupils with particular talents and skills across the range of the physical education curriculum are suitably challenged in lessons.

RELIGIOUS EDUCATION

157. By the end of Years 2 and 6 pupils' attainment is in line with the expectations of the locally agreed syllabus. Pupils have a satisfactory knowledge and understanding of Christianity and the main religions and religious festivals of the world. There are no marked differences between the attainment of boys and girls. Pupils' achievement is good from Years 1 to 2 and satisfactory from Years 3 to 6. The difference in the achievement is mainly because in Years 1 to 2 the quality of teaching is better and teachers provide sufficient time for lessons. The school has made satisfactory improvement in the subject since the previous inspection. For example, teachers now give pupils more opportunities to reflect upon their work.
158. Strengths in the subject are:
- throughout the school teachers manage pupils' behaviour very effectively;
 - the teachers provide pupils with opportunities to reflect upon what they learn and how it affects their lives;
 - it makes a good contribution to the spiritual, moral, social and cultural development of pupils;
 - the teachers in Years 1, 2 and 4 provide challenging work that is matched well to pupils' differing learning needs.
159. Areas for development are:
- harder work for pupils and lessons of adequate length in Years 3, 5 and 6;
 - systems for identifying how well all pupils attain and progress in lessons;
 - the monitoring of teaching;
 - the use of information and communication technology to support pupils' learning.
160. Throughout the school, teachers have very good relationships with the pupils and expect them to behave well. Therefore, most pupils' behaviour is very good; they show good attitudes towards their learning and listen carefully to their teachers. This is evident in the answers that pupils give to teachers' questions. When Year 6 pupils discussed the story of Ganesha - a Hindu god - the teacher asked 'Can anyone think of an obstacle that you have had to overcome in your life?' A pupil answered 'When I moved school I had to make new friends'. This gave the pupils the opportunity to reflect upon their work and apply it to their own lives, a basic skill in the subject. Another example of this was when Year 1 pupils reflected upon being kind to living creatures and to one another in a lesson on Buddhism. It is also evident from these examples that the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
161. The work in pupils' books and in lessons shows that teaching is good in Years 1 to 2 and in Year 4 so pupils make good progress. A strong feature in the teaching is that the teachers challenge pupils' thinking because they have high expectations of what pupils should achieve, for example, in the quality of the written work. Teachers also match effectively the work to pupils' differing learning needs. This promotes successfully pupils' learning in religious education and in the development of their literacy skills.
162. These features were very evident in lessons in Years 2 and 4. In a Year 4 lesson the teacher used effectively the story of the five loaves and two fishes to extend pupils' thinking about 'dependence'. A higher attaining pupil wrote in a play-script; '(boy) 'Mum, mum I saw Jesus going to an island near Bethseda'. An average attaining pupil wrote in a poem 'I depend on my mum and dad / When I am upset or when I am sad'. In the Year 2 lessons higher attaining pupils wrote independently; a pupil wrote 'Hindus have a special animal, a cow. Once a year it is decorated in paint.' Lower attaining pupils placed the correct word in the gaps in the text that the teachers had given them. The teachers supported the pupils with special educational needs so that they succeeded in the same work as the lower attaining pupils. This type of support is evident throughout

the school. Therefore, pupils with special educational needs make satisfactory progress in relation to their prior attainment.

163. In Years 3 to 6 pupils' progress slows down and it is satisfactory. This is mainly because in Years 3, 5 and 6 teachers do not allocate sufficient time to lessons. The time may be appropriate for a discussion. It is not long enough for teachers to use a variety of strategies that challenge pupils' thinking, such as writing at length or researching some information independently. Teachers mainly give pupils of all abilities the same work and this is often not hard enough, particularly for the higher attaining pupils. Also in Year 6 there is little work in pupils' books for the summer term. Throughout the school, teachers do not use sufficiently information and communication technology to support pupils' learning. A shortcoming at the beginning of lessons is that teachers do not always use interesting resources to gain pupils' interest and motivate them to take part in the discussion.
164. The school does not have a system for teachers to check pupils' attainment and progress in religious education and use the information to match the work to the needs of all pupils. Also it does not have a system for checking the English language skills of bilingual pupils. This shortcoming, together with the variation in teaching quality, results in bilingual pupils making satisfactory progress in Years 1 to 2 and unsatisfactory progress in Years 3 to 6.
165. Leadership and management of the subject are satisfactory. The subject co-ordinator is relatively new to the role and gives useful advice and support to staff. She checks pupils' work from each year group. This procedure is not sufficiently focused on the quality of pupils' work. Also, the formal monitoring of teachers' lesson planning and of teaching is not in place. This is a similar picture to the previous inspection. The co-ordinator has the ability, commitment and support to improve the subject further.