

# INSPECTION REPORT

## **LANE END PRIMARY SCHOOL**

Cheadle Hulme, Stockport

LEA area: Stockport

Unique reference number: 106097

Headteacher: Mr I Thersby

Reporting inspector: Mr F P Ravey  
11371

Dates of inspection: 7 – 11 April 2003

Inspection number: 246556

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 years
Gender of pupils:	Mixed
School address:	Ramillies Avenue Cheadle Hulme Cheshire
Postcode:	SK8 7AL
Telephone number:	0161 485 8071
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Carol Northrop
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11371	Mr F P Ravey	Registered inspector	English Information and communication technology Music Religious education Special educational needs English as an additional language	What sort of school is it? School's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
19366	Mr W P Walker	Lay inspector	None	How well does the school care for its pupils? How well does the school work in partnership with parents?
12232	Mrs D Atkinson	Team inspector	Areas of learning for children in the Foundation Stage Science Art and design Design and technology Physical education	Pupils' attitudes, values and personal development
21910	Mr G Longton	Team inspector	Educational inclusion Mathematics Geography History	How good are curricular and other opportunities? How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Lane End Primary School is situated in Cheadle Hulme, a residential area within the town of Stockport in Cheshire. The number of pupils on roll is 227, broadly average for primary schools nationally, and includes 27 children under the age of six, in the Foundation Stage of learning. The school has eight classes, one of which contains pupils from two age groups. The percentage of pupils eligible for free school meals is below average. No pupil is at the early stages of learning English as an additional language. The vast majority of pupils are from White ethnic groups. Minority ethnic groups represented are Asian, Black Caribbean and Chinese. The percentage of pupils identified as having special educational needs is below average. Special needs identified at the school include hearing impairment, speech and communication difficulties and emotional and behavioural difficulties. Few pupils enter or leave the school at times other than the start of the year although this figure was much higher than usual in the Year 6 cohort in 2002. The school takes some pupils from other than its immediate local area. Attainment on entry to the school is above average although in reading and writing this is less marked.

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

Lane End is a good school that has some very good and some excellent features. Good teaching together with effective leadership and management mean that pupils make good progress overall, often reaching standards that are above those attained nationally and sometimes reaching standards that are well above average. Pupils' attitudes and behaviour are major strengths. The school gives good value for money.

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

- Standards in reading and mathematics are well above average by the end of Year 6; standards in writing and science are above average.
- Teaching is mostly good, and sometimes very good or excellent.
- Pupils have very good attitudes and behave very well.
- School staff show great commitment to developing the quality of pupils' learning.
- Excellent relationships form the foundation for learning.
- The quality of education provided in the Foundation Stage is very good.

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

- The school's long-term management planning.
- The provision for pupils to learn about and celebrate non-western cultures.
- Assessment procedures in information and communication technology (ICT).

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

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

The school was last inspected in January 1998. Since then it has made good improvement. Standards have largely been sustained at levels at least above national averages, and often well above average. Standards attained in National Curriculum tests at the end of Year 2 have been particularly impressive as have those in mathematics at the end of Year 6. The dip in standards in the 2002 National Curriculum Year 6 test results is explained by the characteristics of that group of pupils. The previous inspection identified a need to improve the quality of pupils' writing across the curriculum. School staff have worked hard and effectively in order to make and to monitor these improvements. The development of pupils' skills of writing in subjects other than English is now a strong feature of the school curriculum. Whilst this remains a national issue, the school has made good improvement and is enabling its pupils to make good progress in developing their skills in this subject. Standards in other subjects overall show an improvement from the levels identified in the previous inspection report.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	D
Mathematics	A	A*	A	B
Science	B	A	C	D

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

The school's overall performance in recent years has been strong when compared to the national picture. This is true of test results at the end of Year 2 and at the end of Year 6. Performance in mathematics at Year 6 has been particularly strong, with pupils attaining at least well above average levels consistently in recent years and occasionally attaining levels of performance that placed them in the highest 5 per cent of schools nationally. Performance in the reading aspect of English has also been strong at Year 6. At Year 2, performance has been very strong in reading and writing. Test results in Year 6 for 2002 were lower than in previous years. This does not represent a dip in the school's performance but rather reflects the profile of that particular group of pupils.

When compared to schools having a broadly similar intake of pupils, performance in Year 6 tests in 2002 was below average in English and science but remained above average in mathematics. Again, this reflects the attainment of that group of pupils. In 2001, comparison with broadly similar schools reveals that performance was well above average overall. The 2001 comparisons with similar schools provide a more accurate picture of standards in the school and the progress pupils make. The school has set challenging targets for attainment in literacy and numeracy in 2003. Work seen during the inspection indicates that these targets are likely to be attained.

Standards of work seen during the inspection showed considerable strengths and no significant weaknesses. Pupils' attainment by Year 6 is well above average in reading and mathematics. It is above average in writing, science, art and design, design and technology, history and geography. It is average in information and communication technology, music, physical education and religious education, with some areas of strength evident in information and communication technology. Particular strengths in standards attained include investigative work in science and mathematics, and the aspect of speaking and listening in English.

Children start school in Reception with attainment that is largely above average although this above average attainment is less marked in reading and writing and in children's knowledge and understanding of the world (science). Many children are on target to exceed the expected levels of learning by the end of the Reception year. Overall, pupils of all attainments make good progress during their time at the school and on occasions their progress is very good. As a result, pupils attain standards that are high enough in relation to their levels of attainment when starting school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great enthusiasm for school and great pride in it. They obviously value greatly the opportunities provided for them.



Behaviour, in and out of classrooms	Very good. Pupils are polite, well-mannered and helpful. In lessons their very good behaviour enables them to learn well.
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Personal development and relationships	Very good. Pupils show maturity in the way they respond to invitations to take responsibility. Relationships throughout the school are excellent and contribute strongly to the effective learning that takes place.
Attendance	Very good. Well above the national average. Pupils very much enjoy coming to school. It is unusual to see even small amounts of absence in lessons.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3 - 6
Lessons seen overall	Very good	Good	Good

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

Teaching of English and mathematics is good overall and in a significant minority of lessons seen during the inspection it was very good. Pupils of all attainments are given good opportunities to learn and to develop their skills. Teachers are confidently knowledgeable in these subjects and have high expectations of what their pupils should achieve. Particular strengths include the way in which teachers help pupils to provide structure to their work in writing and the way in which they encourage a practical problem-solving approach in mathematics wherever possible. A further strength is the way in which skills of literacy and numeracy are developed through work in other subjects, and especially in the use of information and communication technology to help pupils to develop their skills. As a result of all this, the skills of literacy and numeracy are taught well.

A similarly strong picture is evident in other subjects. Teachers plan carefully to provide pupils with lively and interesting learning opportunities. Some of the teaching observed during the inspection was very good and some excellent. Excellence in teaching was characterised by teachers inspiring and enthusing pupils to give of their utmost and to make very good or excellent progress in lessons. In such lessons, teachers had the highest possible expectations of what their pupils should achieve.

In the Foundation Stage, teaching is very effective, with particular strengths in developing learning through play and firsthand experience. Originality and flair also characterises the teaching. Throughout the school, classroom assistants provide good support for pupils' learning.

Teaching is strong throughout the school and meets the needs of all groups of pupils, with teachers providing a suitably challenging range of learning opportunities in lessons. A major success in the teaching is the very strong focus upon pupils learning actively through the sharing of ideas. As a result of these strengths, pupils learn well. They put great effort into their work and the outcome is of good quality. They are keen to learn and persevere well in their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad range of stimulating learning opportunities, matched to the needs of pupils of all attainments.
Provision for pupils with special educational needs	Good. Provision is well-organised around specific targets for development for individual pupils. Review procedures are thorough and are used well to guide future learning programmes.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with only one aspect in need of development. The school makes very good provision for its pupils' spiritual, moral and social development. Aspects of provision for social development are excellent. Provision developing pupils' awareness of British and other western culture is good but that for raising awareness and appreciation of non-western cultures needs further development.
How well the school cares for its pupils	The school cares very well for its pupils, with particular strength in the area of personal and social support. Assessment procedures are strong in English and mathematics but insufficiently developed in information and communication technology.

Overall, the school maintains a good partnership with parents although a few parents feel that the school should communicate better with them. Parents strongly support their children's learning and make a valuable contribution to the life of the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher has formed a very effective team of senior managers who lead staff to an effective focus on improvement. Staff show a very strong, shared commitment to pupils' learning and to the success of the school. The deputy headteacher makes a particularly strong contribution to this.
How well the governors fulfil their responsibilities	The governing body fulfil their responsibilities well. They have a close and accurate knowledge of the school and work effectively with staff in order to secure improvements.
The school's evaluation of its performance	The school evaluates its performance closely, making very good use of test and other data to do so. It uses the results of this well in order to achieve improvements.
The strategic use of resources	Good use is made of all resources in order to make improvements. Short-term management planning is very good but longer term management planning needs improving to enable school managers and governors to focus more sharply on long-term priorities. The governing body applies the principles of best value satisfactorily.

The school has sufficient staff to meet the needs of the curriculum. Accommodation is at least adequate. The school has good levels of resources overall, with particular strength in the area of information and communication technology.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress their children make.</li> <li>• Standards of behaviour in the school.</li> <li>• The good quality of teaching.</li> <li>• The approachability of school staff.</li> <li>• The fact that their children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided.</li> <li>• The information given about their children's progress.</li> <li>• The closeness of the school's partnership with parents.</li> <li>• The range of activities provided outside lessons.</li> </ul>

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|--|--|
| <ul style="list-style-type: none"><li>• The way in which their children are helped to become mature and responsible.</li></ul> |  |
|--|--|

Inspectors strongly support the very positive views of many parents. With regard to the concerns expressed, inspectors found that provision of homework is satisfactory although the school's procedures are not always implemented consistently in different year groups. They found the range of activities provided outside lessons to be satisfactory, being broadly similar to that provided in other schools of this size. The quality of such activities seen during the inspection was good. Communications with parents are good although inspectors recognise that a relatively small number of parents do not find this to be the case. The school recognises that this matter needs further attention and has plans to develop and further improve its communications with parents and its partnership with them.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

##### National Curriculum test results, including trends over time

1. The school's National Curriculum test results in recent years have been largely well above average at the end of Year 2 and Year 6 when compared with all primary schools nationally. Results in reading and writing at the end of Year 2 and those in mathematics at the end of Year 6 have been particularly good. A major strength in performance has been the high proportion of pupils attaining high levels in their tests in these subjects.
2. Results in national tests at the end of Year 2 show no areas of weakness in performance although occasionally results in mathematics have not been as good as those in reading and writing. A particularly strong feature has been the very good performance of boys in the Year 2 tests; girls have performed well and boys even more strongly, and much better than the national picture. When compared to broadly similar schools nationally, results at the end of Year 2 in 2001 and 2002 were largely well above average, with reading and writing again the stronger areas.
3. Results in national tests in mathematics at the end of Year 6 have been consistently well above average and in 2001 the school's test results in mathematics were amongst the top five per cent of schools nationally. Test results in English and science at the end of Year 6, whilst not as high as those in mathematics, have been largely well above average. The major exception to this was in 2002, when test results fell below the trend that was evident up to that point, most particularly in the percentage of pupils attaining high levels in English and science. This fall is most obvious when the school's performance is compared to broadly similar schools nationally. Using this measure, performance was below average in English and science although it remained above average in mathematics.
4. However, a comparison with similar schools in 2001 shows a more favourable picture. The following table highlights the differences.

Subject	Results compared with similar schools, 2001	Results compared with similar schools, 2002
English	B	D
Mathematics	A*	B
Science	B	D
Overall performance	A	C

*(A = well above average; B = above average; C = average; D = below average; A\* = results in top 5% of schools nationally)*

The table shows that, overall, performance was average in 2002 but well above average in 2001. work seen during the inspection matches more closely the 2001 performance.

5. The school analyses test data closely in order to help it improve performance. In so doing, it has become evident that the characteristics of the 2002 group of Year 6 pupils were markedly different to those of previous Year 6 groups. For example,

there were very few pupils in one of the higher attainment bands identified in the data and the proportion of pupils with special educational needs was much higher than usual. Inspection findings confirm this interpretation. As a result, the 2002 Year 6 national test results can be regarded as untypical of the school's performance. Standards of work seen during the inspection show that attainment in the present Year 6 is back to the pre-2002 levels in all subjects.

The school's progress towards its targets

6. The school sets challenging targets for Year 6 pupils' performance in national tests, as required for English and mathematics. Its own analysis of pupil performance led it to recognise that results in 2002 were likely to be lower than usual and this is reflected in the accurate targets set for that year. Targets for 2003 are:

<b>Subject</b>	<b>Target for % of pupils attaining the nationally expected level</b>
English	91%
Mathematics	94%

These are challenging targets but, given the standards presently being attained in Year 6 and the very good quality of teaching for these pupils, it is likely that they will be achieved.

Standards of work seen during the inspection

7. In English, mathematics and science, standards of work seen during the inspection can be summarised as follows:

<b>Subject</b>	<b>Standards in present Year 2</b>	<b>Standards in present Year 6</b>
Reading	Well above average	Well above average
Writing	Well above average	Above average
Speaking and listening	Above average	Well above average
Mathematics	Well above average	Well above average
Science	Above average	Above average

8. In literacy, pupils reach high standards in their reading, being fluent and expressive. Those in Year 6 can read difficult texts confidently, accurately and with understanding. They read poetry expressively and are quick to find and summarise information. In writing, many pupils in Year 2 produce well ordered, lively work in joined script whilst those in Year 6 write fluently and in a variety of appropriate styles. A strength in their writing is the sensitivity with which they often express themselves. Pupils speak confidently, both in conversation and when making formal presentations. Those in Year 6 are especially articulate, choosing their words carefully in order to express what they wish to say.
9. In numeracy, by Year 2, most pupils calculate very confidently and are especially proficient at multiplication. They use graphs accurately in order to help them solve problems. By Year 6, many pupils are working confidently and successfully with complex calculations. High attaining pupils, in particular, show good ability to interpret data. Pupils explain very clearly how they solve problems, for example in relation to number work on multiplication and division.

10. In science, by Year 2, pupils show good understanding of simple scientific concepts, for example in relation to the porous properties of materials. Good opportunities to develop practical skills are enhanced by questions that encourage pupils to think scientifically. This promotes above average attainment. By Year 6, pupils show above average levels of scientific knowledge and understanding, for example, in relation to forces and when studying the properties of shadows. Skills of scientific investigation are well developed owing to good emphasis through teaching on practical work.
11. Standards of work seen in other subjects can be summarised as follows:

	In Year 2	In Year 6
<b>Above average</b>	Art and design Design and technology History Geography	Art and design Design and technology History Geography
<b>Average</b>	Information and communication technology Music Physical education Religious education	Information and communication technology Music Physical education Religious education

12. Within subjects, certain elements sometimes stand out as strengths, for example investigational work in science and unaccompanied singing in music. Another strong feature of pupils' work is how well they use their writing and skills of information and communication technology (ICT) in work in other subjects.

#### Foundation Stage

13. Children attain standards above the levels expected for their age in all six nationally agreed areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; and physical development. Speaking and listening skills are developed well. High attaining children have a good knowledge of sounds and letters and some common words whilst most others are working well towards this and are likely to have achieved it before they start Year 1.

#### How well pupils achieve

*(Achievement in this context means progress over longer periods of time than single lessons)*

14. When children start in Reception, their attainment is generally above average although in reading, writing and knowledge and understanding of the world (later to develop into the subject of science), attainment is only a little above average. Attainment is strongest at the start of school in speaking and mathematics.
15. In the Foundation Stage, children make good progress across all areas of learning. From Year 1 to Year 6 pupils of all levels of attainment make very good progress in developing their skills of reading. They develop very good levels of understanding and enjoyment of books whilst also becoming proficient at analysing texts to find information. Pupils of all attainment levels also make very good progress in developing the skills of numeracy from Years 1 to 6.



16. Pupils in Years 1 and 2 make very good progress in writing, becoming very good at expressing ideas clearly and using simple punctuation accurately. Handwriting develops very well into well-formed joined script. In Years 3 to 6, progress in writing is good overall albeit not quite as strong as that in reading. The development of skills in writing has lagged behind reading nationally for some time and this is reflected in the progress pupils make at Lane End. However, the school's rigorous approach to developing writing skills is now producing good results, with pupils of all attainments writing confidently and well. High attainers produce very well-structured work, with apt choices of phrase that grab the attention.
17. Pupils from Year 1 to Year 6 achieve well in many other subjects. In science, pupils throughout the school make good progress in developing the skills of scientific investigation. These skills are underpinned effectively by good scientific knowledge and understanding. In ICT, pupils learn quickly how to use a word-processing package and begin to use this to improve their writing. Good quality drafts of work about devising menus is evident in Year 2, with each re-draft showing improvement in pupils' ability to change font type, size and colour and to reposition text. Pupils in Year 3 quickly develop the skills of accessing and changing colourful titles for their work whilst those in Years 5 and 6 produce sophisticated newsletters and accounts of their educational visits. Year 6 pupils also develop well the skills of using formulae in spreadsheets. In other subjects, pupils achieve well throughout the school in art and design, design and technology, history and geography.
18. Children in the Foundation Stage (in this school, the Reception class) make good progress in developing the basic skills of literacy and numeracy. They learn to speak confidently and clearly and to read simple passages accurately. Their personal and social skills develop well with children learning how to take turns and to share.
19. Pupils with special educational needs make the same good progress overall as other groups of pupils. In relation to the short-term targets identified for them, these pupils progress well and not only in literacy and numeracy lessons. For example, two pupils with special educational needs made good progress in a Year 3 ICT lesson because the teacher provided them with very suitable learning partners and clear instructions for their work. This resulted in gains, first in confidence and then in the skills of word-processing.
20. The school identifies its high attaining pupils as 'gifted' and these pupils make good, and sometimes very good, progress. This is especially true in literacy and numeracy work and is evident in the well above average standards these pupils often achieve.

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

#### Attitudes

21. Parents are in strong agreement that their children like and benefit greatly from coming to school, as the following comments show.

*The school is very good at encouraging all pupils to have excellent attitudes and values.  
All pupils are very keen to come to school and teachers work hard, very hard, to make lessons very interesting.*

The inspection team endorses these views.

22. Throughout the school, pupils' enthusiasm is excellent. This response starts in Reception and continues right through the school into Year 6, where pupils respond very well to the opportunities they are offered to show responsibility. Pupils are very interested and involved in a wide range of activities and as one in Year 6 said,

*"I particularly like the creative stuff!"*

23. After a Junior assembly during which the headteacher received a 'mystery' parcel, pupils talked happily of how they never knew quite what he was going to do in such circumstances and that this made school life exciting. 'Golden Time' in the second half of Friday afternoon is immensely popular. Pupils look forward to the special activities that they earn during the week by their very good response to the demands of school. In class, the harder the challenge the more pupils seem to relish their work. This was certainly true in Year 2, for example as pupils investigated number patterns.

#### Behaviour

24. Behaviour is very good. It all begins in Reception, where children are quietly and consistently introduced to the expected routines and patterns of behaviour. They learn to listen attentively to the teacher, settle to their tasks without fuss and share equipment and space amicably. This very good behaviour is typical of all year groups. In every class pupils abide by the 'Golden Rules' of behaviour that are displayed prominently. Pupils take pleasure in behaving well, are eager to please but also are keen to be awarded merit points. Any passing comments or 'bad looks' are quickly monitored and so bullying does not have a chance to develop. Pupils appear happy and relaxed. In some subjects, in physical education and science, in Years 5 and 6, teachers have found that boys and girls work better in single sex groups. This works very well. There have been no exclusions in recent years.

#### Personal development and relationships

25. Relationships are excellent. Pupils respect and value each other and are very appreciative of the efforts of others. Spontaneous applause for someone's effort or response in class is quite common.

*In one mathematics lesson, a boy drew the attention of the teacher to the efforts of another working close by. He suggested to the teacher that his classmate ought to be awarded a house point for his spectacular effort.*

In art and design, group efforts are frequently more imaginative and adventurous than when pupils work alone. Such outcomes would be most unlikely if relationships were not so secure. Pupils make strong and trusting bonds with their teachers. They have the confidence to ask the teacher for further help. These excellent relationships underpin learning and thus enable pupils to learn effectively.

26. Personal development is very good. Pupils talk thoughtfully and with animation when working in pairs with their 'response partners' and they also collaborate very effectively in groups. This is a stepping-stone towards the school's aim: 'to equip the children for a changing society and to enable them to adapt and thus develop qualities of self-reliance and self-discipline'. Pupils are confident when talking in front of large groups and confidently voice their ideas in response to questions in assembly. They take pleasure in the performance of others. For example, they broke into spontaneous applause repeatedly during a Year 5 assembly about life

under the Romans. Pupils are very open and polite. Older pupils are encouraged to support younger ones. They also have many responsibilities around the school, which they undertake quietly and efficiently. These responsibilities add considerably to the smooth running of the school at lunchtime. All these various elements come together during the residential visits in Years 5 and 6, when pupils show how mature and sensible they have become, this being evident in their written accounts of their visits and through discussions with them.

### Attendance

27. Levels of attendance are very good. In the last academic year they were well above the national average and there was no unauthorised absence. This is an improvement on the good standards found at the time of the previous inspection. The great majority of pupils are punctual, enabling teachers to make a prompt start to the day and to lessons. Procedures for registration are exemplary.

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

28. Teaching is of good quality overall. Significant amounts of very good and excellent teaching were observed during the inspection. Teaching has a strong impact upon pupils' learning, often resulting in good and sometimes very good progress in lessons and over longer periods of time. Its main strengths are:

- a strong and very effective focus upon enabling pupils to work as active learners;
- excellent relationships between teachers and pupils;
- well-focused lesson planning that ensures the learning needs of different groups of pupils are met;
- high expectations of what pupils can achieve and of the amount of work they should do;
- teachers' good knowledge of the subjects they teach;
- good use of support staff and resources.

No significant weaknesses are evident in the teaching.

### How well the skills of literacy and numeracy are taught

#### Literacy

29. The teaching of reading and writing is well planned and is often treated as integrated aspects of the one subject. This is often combined with high expectations of what pupils can achieve.

*In a Year 6 religious education lesson, the teacher provided the pupils with very challenging extracts about the subject for them to read. This resulted in a closely focused discussion about various characteristics of Sikhism and was carried on into a series of writing tasks later in the day.*

Teachers provide pupils with very effective examples of how to structure their writing to suit various styles. This is evident throughout the school and enables pupils to produce well ordered pieces of writing in which ideas flow easily and in a sensible order.

*In a Year 4 literacy lesson, when pupils settled down to work individually at written tasks, it became apparent that they had already been provided with two stages of structured support for a piece of work. Pupils used this in order to help them write a full account.*

Teachers make consistent use of 'learning partners' (*two pupils sharing their thoughts on a particular matter*) to encourage pupils to share ideas and hence to develop their learning during lessons. This encourages pupils to be active learners and results in them being keen to learn, from Year 1 right through to Year 6.

### Numeracy

30. Teaching is effective in helping pupils develop their skills and sometimes it is very effective. Teachers plan very well to meet the needs of pupils of all attainments. Teaching assistants work effectively with pupils who have special educational needs. As a result, these pupils achieve well and make good progress. Teachers have high expectations of pupils' behaviour and combine this with very good subject knowledge and skills of questioning to ensure that pupils work hard and productively. All this is underpinned by excellent relationships.

### Foundation Stage

31. Teaching is very effective and helps pupils to make good progress. Children are given a very good preparation for the demands of the National Curriculum. Relationships between the children and with adults are very good. Adults treat children with courtesy and respect, fostering an atmosphere of trust. Staff encourage children to use spoken language whenever possible and this results both in good standards of speaking and in good learning in other areas. Children are encouraged to enjoy books. Writing develops naturally from the play and other activities. Well thought-out, structured play activities help children to apply their new knowledge to other situations. All adults in the class work effectively to help them do this.

### How well teaching meets the needs of all pupils

32. As already mentioned above, teachers plan carefully so that they provide pupils with appropriate learning opportunities and they implement this effectively in lessons. Where support from classroom assistants is available it is used well, as in a Year 5 lesson when the support assistant worked very effectively with a group of pupils to help them develop a structure for writing a mythical account. Where such support is not available, teachers make sure that activities contain an element of extra support where necessary. In the Year 4 lesson highlighted above, a correct amount of extra support was provided for pupils who might have had difficulties in simply writing onto a blank page. These pupils were provided with a sheet that contained a framework for writing. As a result, they made good progress in developing the skills of writing an explanation.
33. Teaching is effective for all groups of pupils. Those who are high attainers are provided with challenging work. Teachers' marking, whilst very supportive, also provides positive criticism, especially for these pupils, with suggestions for improvement being made and taken. Pupils with special educational needs are provided with tasks that support their learning targets and, where possible, with additional adult support. As a result, they make good progress.

34. In a one-to-one session with a very well-qualified support assistant, a pupil with special educational needs was provided with the opportunity to develop his fluency in reading. With an appropriate mix of high expectation and support, he made very good progress in this task and soon read an unfamiliar story almost without a hitch.

Other subjects and other characteristics of the teaching

35. The imaginative way in which teachers plan learning tasks, relating them where possible to real activities undertaken by pupils is a feature of the teaching. This can be seen in work on display in the corridors, for example about a Year 5 history visit to Chester which resulted in written work of good quality and, in the same year group, in a task to develop skills in ICT and numeracy by costing out a recent residential visit.
36. As the two examples above indicate, skills are developed in context wherever possible. Teachers often use writing, ICT or numeracy skills in order to develop those in another subject. Year 2 art work on display includes well designed pictures of daffodils that have been made using a computer program; Year 6 pupils developed their skills of numeracy as well as those of ICT when using spreadsheets to calculate formulae; pupils in Year 2 used ICT to help them design 'Joseph's Coat' as part of their work in design and technology.

*In a very good geography lesson, pupils in Year 4 were given very well-planned opportunities to develop their skills of literacy in order to produce a presentation about the ways in which human activity affect the environment.*

37. Teaching was strong in all subjects observed during the inspection. In a significant minority of lessons it was very good and even excellent. This higher quality of teaching was observed across the school and was characterised by a high degree of challenge for pupils and a wonderful sense of how best to inspire pupils to learn.

*In separate Year 5 and Year 6 music lessons, pupils performed beyond all reasonable expectations in order to sing in parts unaccompanied. Through the teacher's inspirational and energetic example, each class sustained a high level of performance for half an hour (one lesson following straight after the other) and clearly loved every minute of what they were doing.*

38. Few weaknesses were seen in the teaching. Just occasionally a lesson contained too much activity to allow good development of ideas or a learning aim was not communicated clearly enough, resulting in pupils being temporarily unclear as to what they were learning. However, such instances were few and far between and were often accompanied by compensating strengths in the same lesson.

How well pupils learn and the progress they make

39. Pupils learn well and as a result they make good progress. A major strength in teaching is the good understanding teachers have of how pupils learn. In many lessons observed, pupils were given opportunities to take an active part, individually and then in pairs. This has been introduced so successfully that it seems a natural part of the lesson and it results in pupils thinking, reflecting on problems and working together to develop ideas and to find solutions. The technique is used in short, sharp bursts of learning activity and as a result does not become stale and ineffective.

Often the learning begins with a simple 'picture and words' activity before developing into something more sophisticated and in this uses a very good model of learning to help pupils make good progress in developing skills and understanding.

*In a Year 1 literacy lesson, pupils first worked together to draw parts of the picture of an imaginary 'Wild Thing' and then began to write captions that described their creation. They were hugely enthusiastic about this task and worked hard at it, producing good phrases and, in some cases, well-composed simple or more extended sentences. In so doing, pupils of all levels of attainment made very good progress during the lesson.*

40. Another key factor promoting good learning is the excellence of relationships in lessons and the high quality of teachers' management of pupils' behaviour. Teachers relate very well to their pupils and this encourages pupils to be the same in their relationships with each other. This was evident throughout the inspection but was particularly noticeable in the well resourced but rather small computer room. In every lesson seen in this room during the inspection, pupils worked hard together in pairs or threes, sharing resources fairly and developing ideas together.

*This excellence in relationships and high quality of pupil management was also evident in a singing session for Years 3 to 6 in the school hall. Around 125 pupils worked successfully with the teacher for twenty minutes, improving their ability to sing unaccompanied. It was obvious that they enjoyed this learning experience immensely and that they had got a great deal out of it.*

41. Pupils progress well also because of the way in which teachers provide work that challenges them to learn. This is due to teachers' skills in matching work to pupils' different learning needs (resulting in good progress for pupils of different attainments) and also to the interest level in many learning tasks. Teachers take care to relate tasks to everyday events wherever possible, linking them to educational visits, for example. Very good progress in developing the skills of writing was seen in lessons when teachers provided pupils with very good structures to support their writing tasks and also ensured pupils had a good understanding of how to use these. Only very occasionally is insufficient time given to helping pupils develop their understanding or are unclear explanations given. Then pupils progress more slowly.
42. Pupils with special educational needs make good progress in relation to the learning targets identified for them. Teachers plan well to ensure that these learning targets are appropriate. In lessons, care is taken to ensure that everything is done to support pupils. For example, in a Year 3 information and communication technology lesson, the teacher ensured that two pupils with special educational needs were supported well through the learning partners they were given. Her own strong knowledge of these pupils' educational needs meant that she was able to encourage and support them appropriately within the lesson. As a result, these pupils progressed well. Extra support for pupils with special educational needs means that they sometimes work one-to-one with a support assistant or are given support within a small group. This is also effective in helping pupils to progress well.

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

43. The school provides its pupils with a good range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs. Strengths in curricular provision are:

- the effectiveness of the strategies for teaching literacy, numeracy and science;
- the effectiveness of planned opportunities to help pupils take an active part in their learning;
- provision for the development of the skills of literacy and numeracy through work in other subjects;
- the availability of computers and good quality software for information and communication technology;
- provision and support for pupils with special educational needs;
- the planned use of visits to support the curriculum and enhance pupils' personal development;
- the provision of learning opportunities for children in the Foundation Stage.

The only area of weakness is:

- provision for developing pupils' awareness of non-western cultures.

### Meeting curricular requirements

44. The curriculum meets the statutory requirements to teach all subjects in the National Curriculum and religious education. Appropriate schemes of work are in place for all subjects based on the latest national guidance or, in the case of religious education, on the local Agreed Syllabus. Children in the Foundation Stage benefit from a rich curriculum where effective links are made across all six areas of learning for young children and which is planned with appropriate regard for the "Stepping Stones" of development. Throughout Years 1 to 6, good curricular planning ensures that teachers are provided with a range of suitable topics upon which to base their lesson planning.

### Meeting the learning needs of all pupils

45. Very good attention is paid to ensuring that the curriculum meets the learning needs of all groups of pupils. Teachers' planning ensures that pupils of different attainments are given good opportunities to develop their knowledge, skills and understanding. Those pupils identified as high attainers are provided with very challenging and interesting work to help them make good progress; the same is also true of other groups of pupils.

46. Arrangements for identifying and supporting pupils with special educational needs are good. Special educational needs are identified well and appropriate learning targets and extra support are provided where necessary. Good provision is made to review the progress made by pupils with special educational needs, helping to ensure that learning programmes are adjusted as needed.

47. A strength of curricular provision lies in planning for developing the key skills of literacy and numeracy through work in subjects other than English and mathematics.

Very good planned opportunities are provided for pupils to practise skills in a variety of learning settings. The school does not regard literacy and numeracy as being confined to certain lessons or subjects – a real sense of understanding that these skills should be practised wherever possible pervades the curriculum. Similarly, the development of skills in information and communication technology complements and enhances the development of those in literacy and numeracy.

48. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all aspects of the curriculum with no noticeable differences in the standards achieved during the inspection. Where the school feels that it is appropriate to provide specially in order to ensure equality of opportunity to make progress, it takes action. For example, in Year 6, groups within science lessons are formed along gender lines, based on good knowledge that girls can progress better in such circumstances. The school makes satisfactory provision for pupils with physical disabilities although no such pupils are on roll at present.
49. The school is implementing the government's recommended National Literacy Strategy well and the National Numeracy Strategy is being implemented very well. This results in pupils of all levels of attainment being provided with a good range of learning opportunities to develop their skills in literacy and numeracy.

#### Provision for personal, social and health education

50. The school makes good provision for citizenship and for personal, social and health education. It gives appropriate attention to sex education and to informing its pupils of the dangers of drugs misuse. The planned provision for pupils' personal development is good. Pupils are encouraged to discuss and share opinions. For example, pupils are very often given a minute to discuss a task with a partner before providing the answer to a question. During the inspection, citizenship was well demonstrated in the Year 4 class when five groups of pupils prepared presentations to either support or oppose the building of a racetrack in a quiet village. All the pupils worked hard to persuade the remainder of the class to support their point of view.
51. The school enriches the pupils' curriculum through visits to places of interest such as Bramall Hall, Chester and Manchester museums. Residential visits are arranged to Whitby and Todmorden Outdoor Pursuits Centre for pupils in Years 5 and 6. Good quality curricular planning ensures that the most is made of such valuable additional learning opportunities.

#### Extra-curricular activities

52. A satisfactory range of well-supported extra-curricular activities takes place during lunchtimes and after school during the year, including the school choir, orchestra, chess, recorders, country dancing and sporting activities such as football for boys and girls, and netball. During the inspection, pupils learning musical instruments performed well during a rehearsal held after school whilst those learning the recorder practised in their respective year groups at lunchtime on separate days. These activities were of good quality. A minority of parents expressed concern about the range of activities provided outside lessons. However, inspectors judged that the range of activities is broadly similar to that provided in other schools of a similar size.



### Links with the community and other schools

53. There are good links with local nurseries, playgroups, and secondary schools. The transfer of records and attainment data is effective and good opportunities are provided for Year 6 pupils to visit local secondary schools at the end of the summer term. The school makes satisfactory use of the community. For example, the local Methodist church is used for school productions.

### Provision for pupils' spiritual, moral, social and cultural development

54. The overall provision for the pupils' spiritual, social, moral and cultural development is very good. The clear values that underpin the work of the school contribute to an atmosphere of care, concern and consideration for others.
55. Provision for pupils' spiritual development is very good. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Assemblies are carefully planned to provide opportunities for the pupils' spiritual development. Pupils enter the hall very quietly as music plays in the background. This provides a very good ethos at the beginning of assemblies.
56. The school makes use of its pleasant grounds as a source of interest in science and to observe the wonders of nature. During the inspection many pupils were observed sitting on logs provided on the field or the edge of the playground and watching birds build nests and trees beginning to come into leaf. Pupils often sit in the entrance hall gazing at the water feature, which adds spirituality to the school. Teachers pay particular attention to displays, which celebrate pupils' work. There are many eye catching, interesting and attractive displays of work around the school that cause pupils to stop, look and think about the meaning they convey. Religious education makes a significant contribution to the pupils' spiritual development. Pupils celebrate the Christian festivals of Christmas and Easter.
57. Provision for pupils' social and moral development is very good and they are fostered very well. The school provides a good framework in which pupils can grow and it has good systems for rewarding good behaviour and achievement. Pupils discuss 'Golden Rules' recognise positive aspects of pupils' work and behaviour so that they have a clear understanding of what is right and wrong. Relationships in the school are excellent and all adults provide pupils with very good examples on which to model their own social and moral behaviour. Pupils are expected to work co-operatively, share ideas and support each other as needed. Older pupils are given opportunities to contribute to the smooth running of the school by undertaking responsibilities, for example, organising the hall ready for assemblies and helping at lunchtime and playtime by distributing and collecting small apparatus which helps pupils play happily together. The school has a School Council, which broadens the involvement of pupils in the running of the school. The residential visits provide very good opportunities for the older pupils to extend their social skills through living and working together away from home and school. Overall, they are well prepared to play an appropriate part in society.
58. Provision for pupils' cultural development is satisfactory overall. Pupils are introduced to a range of cultures during lessons in several subjects, such as geography when they compare life in Cheadle Hulme with St. Lucia in the Caribbean. Provision for developing pupils' knowledge and understanding of their own and other western European cultures is good. Displays round the school present a variety of works of art, examples of events and achievements (including pupils') in science,

history and other subjects. Some pupils get the opportunity to develop their instrumental music skills during lessons from visiting music teachers and enjoy playing in the orchestra. Many pupils are given the chance to participate when the school organises large-scale musical productions.

59. Provision for developing pupils' awareness of non-western cultures is weaker than that for other aspects of cultural development. Whilst displays around the school give some attention to raising pupils' awareness of non-western cultures, the overall attention paid to this aspect of pupils' work is less well developed than it should be. For example, the school library contains few books that would raise pupils' awareness of non-western cultures and books are not presented in a way that would focus attention on this aspect of cultural development. In music, only a few instruments represent the music of non-western cultures. Whilst teachers plan some opportunities for raising pupils' awareness of the richness and diversity of cultures in Britain, this is not of sufficiently high profile.

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

60. This is a very caring school where the pupils feel safe and secure. The good practice in this area found at the time of the previous inspection has been reinforced and extended. Strengths are:

- the school displays a good sense of community, with shared values and a commitment to the well-being of pupils;
- relationships are warm and trusting;
- pupils know their teachers have their best interests at heart and regard them with great respect;
- governors and members of staff are sensitive to issues of health and safety;
- procedures for risk assessment are good;
- effective policies are in place to encourage good behaviour and high levels of attendance;
- procedures for monitoring pupils' performance in English and mathematics are very good;
- pupils of all attainments benefit from good educational and personal support.

#### The steps taken to ensure pupils' welfare, health and safety, including child protection

61. Lane End Primary School is a safe, secure and welcoming place. From their early days children prosper in the happy environment which they find there. The induction programme, which was being evaluated at the time of the previous inspection, is now well established. It has proved effective in enabling even the more sensitive pupils to settle quickly into the school environment.
62. As pupils move through the school, excellent relationships develop. Pupils find that they are always treated with respect. They know that their conversations at play and contributions to lessons are fully valued. This gives them the confidence to share any worries or concerns they may have. Particular sensitivity is shown for the more vulnerable pupils. The school works closely with parents, carers and other responsible agencies to ensure that individual needs are met.

63. Health and safety procedures are good. Individual governors take a prominent role in updating the policy and ensuring rigour in the risk assessments that are subject to current review. Regular reports are submitted to the full governing body to maintain their awareness of their responsibilities in this field. The school complies with locally agreed child protection procedures. However, there has been no recent training for staff to update their understanding of the issues involved and provide guidance on how they may build preventive approaches to child protection.

#### Procedures for promoting attendance and good behaviour

64. The school is successful in promoting regular and prompt attendance and is very successful in promoting good behaviour. Frequent reminders are given to parents, particularly to avoid taking their children on holiday during term time. Pupils themselves are encouraged by the recognition given to their efforts in this regard. All members of staff have high expectations of behaviour. Pupils know just what is expected of them. They are very familiar with the 'Golden Rules' and understand the sanctions that stem from ignoring them. The policy is simple but effective and it is implemented consistently throughout the school. The school makes very clear its intolerance of any form of oppressive behaviour. Teachers in lessons and about the school place great emphasis on the respect that pupils should show for each other and for beliefs and cultures different from their own.

#### Procedures for monitoring pupils' academic performance

65. The school takes great care to monitor its' pupils academic performance. It does this well, particularly in the major subjects of English and mathematics. National Curriculum test results are analysed carefully in order to see where particular attention needs to be given in planning future learning programmes. Pupils' progress over longer periods of time is checked carefully and ways of improving the progress of individual pupils are identified and put into practice. Pupils are given individual and group targets for their learning, based upon the information gained from the system of closely monitoring pupils' progress. Teachers assess pupils' progress against these targets once per term and identify which need to remain in place. Assessment in science is similarly strong. In other subjects, assessment procedures are developing although in the now high-profile subject of information and communication technology, assessment is too informal as procedures are not yet sufficiently developed.
66. The academic performance of pupils with special educational needs is closely monitored by means of their good quality individual education plans. Procedures for reviewing pupils' progress towards their learning targets are followed closely. Parents are involved appropriately in this process as are pupils themselves, making their own evaluations of their performance. The progress of the pupil with a statement of special educational needs is monitored closely and effectively, with the necessary procedures being followed.

#### Procedures for monitoring personal support and guidance for pupils

67. The careful monitoring of pupils' academic records is mirrored by less formal but equally effective monitoring of their personal development. Teachers know their pupils very well and provide all with opportunities to exercise responsibilities in the day-to-day routines of their class. Younger pupils have monitorial tasks, such as taking registers to the office; older pupils support whole school routines. For example, they prepare the hall for assemblies, and later operate the equipment for

taped music and overhead projection; they assist in cleaning and clearing the hall after lunch; they man the telephone in the office at lunchtimes. This is all good practice which helps pupils to mature and exercise their initiative. The pastoral care programme is strong and caters for the needs of all pupils. Overall, the school's educational and personal support and guidance is well structured and is successful in raising the achievement of pupils.

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

68. Overall, the school maintains a good partnership with parents. Although only a small number of parents attended the pre-inspection meeting with inspectors there was a wider response to the pre-inspection questionnaire for parents. A copy of the questionnaire was provided for each pupil in the school, with around 46 per cent of questionnaires being returned. The findings from these sources and from discussions during the inspection are largely positive. Inspection evidence supports the very positive views expressed by most parents. The school recognises that a minority of parents express reservations about some aspects of its work with them and it is planning to take action to improve further this aspect of its work.
69. The vast majority of parents expressing their views agreed that their children:
- are happy at school;
  - are well taught by teachers, who have high expectations of them;
  - behave well;
  - are helped to become mature;
  - make good progress with their education.
70. A large majority considered that:
- the school is well led and managed;
  - staff are very approachable.
71. A significant minority expressed reservations about:
- homework provision;
  - the information they receive about their children's progress;
  - the range of activities provided outside lessons (*evaluated in the previous section*);
  - the closeness of the school's working relationship with them.

This latter comment reflects a similar view expressed at the time of the previous inspection. However, even those parents who expressed some concerns often qualified their remarks with the telling phrase,

*"This is a good school."*

### Information received by parents about their children's progress

72. Over recent years a wide range of constructive links between school and home has been developed. The school has built on the good practice that was in place at the time of the previous inspection and there is a clear focus on helping parents to assist their children's learning in the home.

- *In the Foundation Stage there are frequent letters to keep parents informed of the curriculum and seek their support in finding materials and working with their children.*
- *The parents of pupils taking National Curriculum tests are invited to a briefing and given written guidance on how they can support their children.*
- *For all parents there are letters and leaflets about the curriculum, consultation evenings with their children's teacher, open evenings to see their work and occasional curriculum related evenings to extend parents' understanding of the work their children are doing at school.*

This good practice is complemented by the daily accessibility of teachers and the annual reports on pupils, prepared with care to give parents a clear idea of their children's educational and personal development.

73. Whilst inspection evidence indicates that the quality and range of information received by parents about their children's progress are good, inspectors recognise that some parents still have reservations about this and about the way in which the school works with them. The school has also recognised this issue and is planning to take appropriate action. A channel of communication is being further developed for parents via the school's website. Also, plans are now being considered as to how to seek the views of parents more broadly and more formally. Inspectors are confident that the addition of such features will improve still further the quality of information parents receive and will make them even more closely involved in the work of the school.

#### Homework

74. This clear involvement of parents in the work of the school has a very beneficial impact on their children's learning. However, parental views about homework vary widely: some would like more homework, some less. Regardless of these views, the great majority support their children very well in the work they are required to do at home. The school's homework policy corresponds with national guidelines. However, a few parents are not clear about homework procedures. Broadly, the school's provision of homework is satisfactory but the policy is not always implemented consistently, for example in marking, where procedures vary between classes. Despite the school's good efforts to date, more still needs to be done to ensure that all parents are kept well informed about procedures.

#### Parental support in school

75. Within the school there is a small but enthusiastic group of parents who help in the classroom and give valued support with supervision on visits out of school. Other parents and friends make a remarkable contribution to their children's education through their fundraising. They attract support from the wider community and raise substantial funds to supplement the school's resources. Working with teachers, they have within the last year provided computers, musical equipment, sports facilities, recreational resources and many books. They have thus been able to broaden substantially the curriculum for their children. Education is clearly viewed here as a shared responsibility. The headteacher recognises that there is scope for development to ensure that all parents feel well-informed. Nevertheless, the partnership between school and home is fruitful and makes a significant contribution to pupils' learning.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

76. The school is well led and managed. Strengths in leadership are:
- the school's strong adherence to its aims for education and consequent success in helping pupils to make good progress and in the success of the school as a learning community;
  - the strong sense of commitment to improvement promoted by the headteacher and senior staff and shared by all staff;
  - the example provided by subject co-ordinators in leading the development of their subjects.
77. Strengths in management are:
- the effective strategies in place for evaluating improvement and pupils' progress;
  - the effective strategies for promoting improvement, particularly in English, mathematics and science;
  - the effectiveness of the management of all subjects, the Foundation Stage and the provision for pupils with special educational needs.
78. The main areas for development are:
- a formal framework for long-term management planning;
  - provision of a secure outdoor play area to enable children in the Foundation Stage to develop further their skills of physical development.

### The leadership and management of the headteacher and key staff

79. The headteacher, together with the senior management team and members of the governing body have developed a strong sense of shared purpose and a clear vision for the future development of the school. There is a shared understanding of the strengths of the school and the leadership team is providing effective guidance as to where action is still needed. The improving standards being attained by Year 6 pupils in English and science and the high standards being sustained in mathematics, together with the high standards in reading and writing by Year 2, are evidence of the success of their commitment to accepting the challenge of working towards academic success. In addition, school leadership is very successfully promoting high standards of behaviour and a very fruitful learning environment.
80. The headteacher very effectively enables other senior staff to play a full part in developing the school. The school's senior management team is a strong and united one. All its members are very much aware of the school's strengths and areas for further development and they provide an inspiring professional example for other staff. The senior management team holds a very accurate view of the school's effectiveness. The deputy headteacher provides excellent leadership for the development of learning. His work in promoting active learning methods in lessons is evident in all classes and contributes very strongly to the school's success.
81. Teachers who manage subjects do so effectively and are knowledgeable in this work. They are well aware of strengths and areas for improvement within their subjects and are knowledgeable when discussing plans for improvement. Their grasp of such matters is a strong feature of the school's management. The management of the provision for pupils with special educational needs is good.

Documentation is well organised, allowing pupils' progress to be checked quickly and accurately. The one current statement of educational need is kept in good order as are the individual education plans for other pupils. Parents are kept well informed and are encouraged to attend reviews. The management of assessment is very good, with very close attention being paid to the organisation and analysis of pupil performance information.

#### The work of the governing body

82. The governing body discharges its responsibilities well. Together with the senior management team, it provides a clear and positive educational direction for the school. Its committee structure works very well, enabling governors to hold the school to account for its performance. Governors are well informed about the school and speak knowledgeably about it. There are named governors who play active roles in supporting pupils with special educational needs and monitor provision for literacy and numeracy. The governing body fulfils all its statutory obligations.
83. The school budget is monitored closely by the governors' finance committee. Resources are allocated to priorities identified in the school development plan and, as a result, money is spent wisely to the benefit of pupils' education. A small budget surplus has been carried forward this year. Some of this is reserved to cover staffing needs and the rest is earmarked for other improvements. It is indicative of governors' prudence in their financial management.

#### Long-term planning and use of resources

84. Governors have agreed a school development plan for the current academic year. This is based on a clear analysis of the school's curricular needs and identifies appropriate educational priorities. The plan is properly costed, target deadlines are set and there is provision for review and evaluation. It is an effective document and incorporates sufficient detail to be useful in the construction of the current budget plan. Each year a plan of similarly good quality is formulated and implemented.
85. A weakness is that there is no formal, longer-term management plan, making maximum and minimum predictions in income, and outlining the school's educational priorities over at least the next three years, in accordance with the guidance provided to schools by the Audit Commission. While governors are very much aware of the implications of financial data and its impact upon longer term management planning, this information is not yet stated formally in a long-term plan. Nor is there a formal statement of the point of development that the school will have reached in about three years time, to guide governors and staff in the journey of improvement. Overall, the lack of such a plan prevents the school seeing clearly the nature and detail of the steps it will take to move towards excellence and exactly what that achievement will look like.

#### How effectively the school monitors and evaluates its performance

86. The school uses assessment information very effectively to set targets aimed at improving future performance for groups and individuals. The continued use of information and communication technology for assessment and tracking pupils' individual and group progress is very good. It helps teachers to compare the effect of any initiative with different sets of pupils, for example, in the current active learning programme, which is proving to be very successful for many pupils. The analysis of performance data by the headteacher and senior managers continues effectively in

the major subjects of English, mathematics and science although in other subjects it is not so well developed and in ICT it is unsatisfactory. The school development plan is closely monitored by senior managers and the governing body and is reviewed well, enabling the school to take stock of how much difference various improvements have made and to adjust its educational targets accordingly. The governing body applies best value principles satisfactorily, with strength in the area of seeking best value from the costs of accommodation-related work to be done in the school. Whilst consultation with pupils and parents takes place informally, the school recognises the need to take this further into a more formal framework, for example by making further use of the School Council.

#### Staffing, accommodation and resources for learning

87. The school is staffed by a dedicated and enthusiastic team of teachers and support staff, who are effectively deployed to meet the demands of the curriculum and to support pupils' learning needs. There are established arrangements for staff development, guided by the school development plan. Teachers conscientiously develop their professional skills by attending courses. For example, the special educational needs co-ordinator, in post for just over a year, has just completed an extended series of training courses to help her develop her managerial skills in the area of special educational needs. Lunchtime supervisors provide a high standard of care at midday and know the pupils well. The caretaker ensures a high standard of cleanliness at all times.
88. There are many good features about the accommodation. Rooms are light and bright. Careful planning and imaginative use of space has helped to produce a teaching environment of good quality. Pupils' work is displayed very effectively, serving to celebrate their achievement and enhance the opportunities for learning. The premises are kept very clean. Teachers and pupils have adapted well to the open plan style of the building although, inevitably, there are occasions when noise in an adjacent classroom is a distraction. Outdoors, the site is attractive and spacious. A shortcoming is that the school has yet to develop a dedicated, secure play area for children under the age of five where they can safely explore and further develop their physical skills.
89. The overall impression of the building, from the attractive fountain in the welcoming entrance hall and the attractive displays of well-presented work throughout the building, is good. The quality and adequacy of the accommodation for teaching the curriculum is satisfactory. Resources in most subjects are good. In English and religious education, they are satisfactory though there is a shortage of books in the library which reflect Britain as a multicultural society.

#### Value for money

90. On the basis of:
- the good progress pupils make;
  - the above average standards they often attain;
  - the very good behaviour and attitudes of pupils;
  - the good teaching;
  - the effective leadership and management;

set against the broadly average costs of educating pupils at the school, Lane End Primary provides good value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

91. In order to continue to improve and to build upon its considerable strengths, the governing body and school managers should:
1. develop, implement and regularly review a long-term management plan that will enable governors and staff to recognise more precisely the key steps towards further improvement and the key outcomes of this process, and to allocate resources to enable these to be achieved;  
*(Paragraph 83)*
  2. improve the provision for raising pupils' awareness and appreciation of the diversity of British culture by:
    - improving curricular planning with regard to the provision of learning opportunities for pupils to improve their knowledge and understanding of non-western cultures;
    - providing teachers with relevant professional information and training in this aspect of their work;
    - improving resources when possible to support teachers in their lesson planning and teaching;  
*(Paragraphs 57, 120, 159)*
  3. devise and implement formal assessment procedures in information and communication technology in order to help in planning the next steps in pupils' learning.  
*(Paragraph 154)*
92. Other, more minor issues to be considered by the school for inclusion in its action plan:
1. to implement plans to further improve communication with parents;  
*(Paragraphs 71, 73)*
  2. to implement plans to provide children in the Foundation Stage with a separate, secure outdoor play area.  
*(Paragraph 88)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	17	17	9	0	0	0
Percentage	17	33	33	17	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	227
Number of full-time pupils known to be eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	16	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	16	16	16
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	16	16	16
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (93)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	10	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	20
	Girls	9	7	9
	Total	28	27	29
Percentage of pupils at National Curriculum level 4 or above	School	88 (93)	84 (96)	91 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	9	8	9
	Total	28	28	30
Percentage of pupils at National Curriculum level 4 or above	School	88 (85)	88 (96)	94 (100)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
199	0	0
0	0	0
7	0	0
0	0	0
0	0	0
2	0	0
6	0	0
2	0	0
4	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	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)	9
Number of pupils per qualified teacher	24.4
Average class size	27.5

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

Total number of education support staff	9
Total aggregate hours worked per week	152

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

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

### ***Financial information***

Financial year	2001/2002
	£
Total income	451,265
Total expenditure	449,077
Expenditure per pupil	1,987
Balance brought forward from previous year	25,455
Balance carried forward to next year	27,643

Number of pupils per FTE adult	N/a
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*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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

Number of questionnaires sent out	220
Number of questionnaires returned	101

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1	0	0
My child is making good progress in school.	50	43	4	1	2
Behaviour in the school is good.	41	55	3	0	1
My child gets the right amount of work to do at home.	29	45	21	6	0
The teaching is good.	53	42	1	0	4
I am kept well informed about how my child is getting on.	35	41	23	2	0
I would feel comfortable about approaching the school with questions or a problem.	47	46	7	0	1
The school expects my child to work hard and achieve his or her best.	46	50	2	1	1
The school works closely with parents.	23	51	23	0	3
The school is well led and managed.	22	59	9	0	10
The school is helping my child become mature and responsible.	35	62	1	0	2
The school provides an interesting range of activities outside lessons.	28	37	25	4	7

### Other issues raised by parents

None.

## **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**

93. Children enter the school on a full-time basis at the beginning of the year in which they turn five. Their base is a very attractive area, thoughtfully divided up into areas that reflect the six nationally agreed areas of learning. The acquisition of trikes has very recently augmented the resources for outdoor play but the staff have to work hard to cordon off an area in which the children can develop their large motor skills. A fenced area with a safe surface is essential if the children are to have access to the full Foundation Stage curriculum.
94. Children enter the school with above average attainment. They make good progress across all the areas of learning. By the end of the Reception year, many reach above the expected level in:
- personal, social and emotional development. This is because the teacher and her adult team provide many opportunities for children to work together and take responsibility for their chosen activities;
  - communication, language and literacy. Here the Early Learning Goals (*that is, the standards expected of children by the end of the Foundation Stage*) for speaking and listening skills have been achieved. The higher attainers have a good knowledge of sounds and letters and some common words. The remainder are working well towards this level of understanding and are likely to achieve it by the time they move into Year 1;
  - mathematical development. In this area of learning many have already achieved the Early Learning Goals and are now working on the early levels of the National Curriculum. This is the result of well structured and imaginative teaching that is both fun and meaningful for the children;
  - knowledge and understanding of the world; physical development; and creative development. Provision in each of these areas of learning is stimulating for the children. As a result, they are beginning to move from work relating to the Early Learning Goals for these areas to the early stages of the National Curriculum. Computing skills are particularly strong.

#### Teaching

95. Teaching is mostly very good and at times it is excellent. It is firmly based on the concept of developing learning through play and first hand experience. There is originality and flair in the way that knowledge and experiences are presented to children. Very good use is made of a range of assessment procedures, including the new national profile for this age group. Assessment and records of what children can do when they start Reception and what they achieve as they move into Year 1 clearly indicate that all make good progress. These ongoing assessments are used well in daily planning.

#### Personal, social and emotional development

96. Teaching is very good. Relationships between the children and those with adults are very good because the whole organisation is based on working together. Adults address the children with courtesy and respect, which fosters an atmosphere of trust.



Much of the teaching revolves around games and practical explorations. These help children learn how to take turns, share and collaborate. Staff encourage children to use spoken language to sustain their part in an activity and expect children to persevere. Adults are calm, consistent and encouraging in their manner and gentle humour is an important tool. The following examples typify the Reception experience.

*Children enthusiastically offered their views on Easter talking of sweets and fluffy chicks. They listened well to the teacher and each other. They were captivated by the story of Jesus and had much information to share with the teacher.*  
*At regular times in the day, groups of children select their own activities. Three boys donned white coats and played seriously together as doctors in the toy hospital. They had a very good idea of what might be involved in the role and persevered with this activity for a long while. Others worked until they had completed a self-appointed task and then moved to another, demonstrating considerable maturity and purpose.*

97. The adults use time effectively and ensure a balance between whole class, group, and independent activities. As a result, the children are able to maintain their concentration and interest. Behaviour is very good and it is clear that children understand the simple routines underpinning the daily organisation and the teacher's expectations.

#### Communication, language and literacy

98. Teaching is very good and highly imaginative. An effective balance is achieved between speaking and listening, enjoying and responding to books, together with an understanding of sounds, letters and words. Writing develops naturally from the role-play and other activities and has purpose and meaning for the children. Focused teaching and well thought-out, structured play enable children to apply their new knowledge. Adults help them extend these skills in activities that the children themselves have initiated.

*Children listened with fascination to the story of the Toy's Party. They watched as the teacher arranged a table, put some toys on small chairs and acted out the story. They had plenty to say and at each stage commented on the feelings of the characters.*  
*They watched wide-eyed as the teacher mimed the making of the cake, drawing each improbable ingredient from a shopping bag. The children hugged themselves with delight at the thought that they would later make this horrible cake! In all this they showed good powers of concentration and achieved above expected standards in listening and in speaking.*  
*Next, they read the story with the teacher, with high attainers identifying some words and others trying to use their understanding of sounds to guess at words such as 'milk because it started with 'm'.*  
*Later, a group wrote a list of the ingredients, recalling the sequence of the cake mixing in the story. During the day, others made the cake and all had a taste.*  
*Throughout the day, others played in the toy hospital, reading the diet sheets that different children had written for each sick toy, or made notes when playing as doctors and nurses.*

### Mathematical development

99. Teaching is very good and information noted during other activities is incorporated into the planning and organisation for each day. The teacher finds many different ways to make counting and recognising numbers a challenging and stimulating activity. The current focus is the language of mathematics associated with position. She noted that in their play they seldom used such positional vocabulary themselves, although they understood it when used by an adult. Opportunities to use and apply their mathematical skills are developed throughout the day in many different adult-led and free-choice activities.

*Children thoroughly enjoyed joining together for number rhymes, counting together sometimes to fifty, or to twenty and demonstrating good skills with numbers. Because it was organised in such a way that the counting switched between different groups it meant all concentrated doubly hard and it was great fun.*

*To stimulate them to use the language themselves, the teacher encouraged them to place some soft toys that they had not seen for a while in specific places on a shelf. They then told each other what to do.*

*They played games, which required children to use the words. These included, physically looking for 'Spot the dog' in the classroom and using the floor robot and pictures from the book. They were a great success. Children used the vocabulary all the time, showing good level of skill in speaking and listening. Others had to put furniture into the right room in the correct place, giving each other very precise instructions and again showing good attainment in speaking.*

100. Children enjoy using their number skills to work out how many cups they need for juice at snack time. The most competent mathematicians can make and repeat quite sophisticated patterns using the 'compare bears'. This group enjoyed playing a simple game with dice that required them to double a number, find the correct square and write their name in it.

### Knowledge and understanding of the world

101. Teaching is very good because much of it is based around a topic such as toys and in this way links are made between areas of learning, bringing together what could be quite disparate elements. Teddies and stories about bears are very popular. Adults use these very effectively. These approaches work so well because the adults skilfully encourage the children to think, talk about their ideas with a partner and then share them with a larger group. They use language well and adults help them organise their ideas with skilful questions. They are also encouraged to investigate many everyday scientific facts. All these threads come together to provide a very good foundation for their later science, geography and history experiences as they move through the school. Photographs show the children in animated discussion or deep in thought.

*Children designed a simple map of Goldilocks' route to the three bears' cottage. They investigated porridge and recorded whether they liked the taste of it or not. They then used the computer effectively to 'dress Teddy, demonstrating their skills in using computers'. They thought about a house for their teddy and set about building one. On another occasion, they explored the texture of different materials, chose a fabric that they thought suitable for a teddy and as a contrast, one that would not be, showing skill in the early aspects of design.*

102. Children explore materials such as plastic, wood and metal and are beginning to think about why these are used for certain objects. The `Whotsit Machine` captivated them immediately. They couldn't wait to ask their own question about materials. They are encouraged to work at projects with care so that the end products, such as the robots, are of a high quality. They are justly proud of their achievements.

Physical development

103. Teaching is good. Much of this takes place in the school hall or the open area outside the classroom. On Friday afternoons the children have `Golden Time`, when they use the balance bars and climbing equipment. This is the highlight of the week. At other times, they enjoy the opportunity to use a large space and move around with a purpose. The teacher's strategy of making a deliberate mistake enables her to teach techniques more effectively as they all watch her intently to tell her what she is doing wrong.
104. Warm up activities are fun. Children demonstrate a very clear understanding of the importance of using space effectively, listen very carefully and follow instructions exactly. Routines are very well established. They stop correctly with one foot in advance of the other. Monitors know where to place equipment.

*Children respond well to the teacher's high expectations and quiet calm manner. As a result they were able to demonstrate how well they used quoits in very imaginative ways. They caught or balanced one on their head as they walked or sat down.*

105. Outdoor play provides the opportunity to use a larger area for creative, active play. Children enjoy the bikes or make complex roads out of large bricks and guttering. In their home base they have endless opportunities to use a range of tools and small equipment so that they develop effective hand-eye co-ordination. They are becoming quite proficient with scissors and control a pencil well when writing.

Creative development

106. Teaching is good. Children are encouraged to explore new ways of handling paint and other materials. They are shown techniques but encouraged to use these imaginatively themselves so there is a freshness about their own efforts. Music and singing are frequent events during the day. Imaginative play is fostered in outdoor play, the very successful role-play area and Bob the builder's construction area. Children display a confidence in their own ideas and are skilful enough in their handling of tools and materials to achieve what they set out to do.
107. Egg collages of shiny materials extended children's thinking about Easter and materials. Children enjoy singing, have a wide repertoire of songs and rhymes and sing tunefully together often to guitar accompaniment. Photographs show them engrossed in playing musical instruments. The role-play area takes many different forms over the year. The toy hospital is large enough to encourage purposeful collaborative play. Good opportunities are provided to take messages and fill in forms. Some children's writing is displayed as part of the hospital environment. The areas are resourced effectively to encourage good imaginative play, which the children sustain through quite elaborate use of language.

## ENGLISH

- **Standards are well above average in reading and writing by the end of Year 2.**
- **Standards are well above average in reading and above average in writing by the end of Year 6.**
- **Teaching is effective in helping pupils make good progress overall.**
- **Excellent subject leadership gives a great and successful impetus to improvement.**
- **The school has made good improvement since its previous inspection.**

### Standards pupils attain and how well they achieve

108. National Curriculum tests at the end of Year 2 show that pupils attain well above average standards in reading and writing compared with all primary schools nationally and that they have done so consistently over the past four years. This is also true when comparison is made with similar schools nationally. A major strength in the school's performance is the well above average proportions of pupils who attain higher than expected National Curriculum levels in both reading and writing at the end of Year 2. Both girls and boys have performed well in the national tests in recent years, with boys performing especially strongly.
109. National Curriculum tests at the end of Year 6 provide a strong picture over the past four years when results are compared with all primary schools nationally, with attainment often well above average. Even in 2002, when results were significantly lower than in previous years, test scores were still above the national average. Compared with similar schools nationally, test results were above average in 2001 but below average in 2002. In another recent measure of performance, pupils' National Curriculum test scores in Year 6 are compared with those they attained at the end of Year 2; using this measure, pupils' performance was above average in 2002.
110. The 2002 Year 6 National Curriculum test results in English were lower than in previous years. This was due to that group of pupils having different characteristics from other groups in recent years. For example, more pupils in the 2002 cohort were identified as having special educational needs and fewer had been at the school for all the years of their primary education. Those who had been at Lane End for all their primary school years performed well.
111. From work seen during the inspection it is clear that standards in the present Year 6 have returned to pre-2002 levels and that those in Year 2 have been maintained at their previously high levels. It is also clear that pupils are achieving well – that is, that they are making good progress in developing their knowledge, understanding and skills. This is true of pupils of all attainment, from Year 1 through to Year 6. Whilst standards in English overall are well above average by Year 2, they are above average by Year 6. This is due to the fact that progress in writing, whilst, good overall, is not as strong as that in reading through Years 3 to 6. By Years 5 and 6, pupils attain well above average standards in speaking.
112. Pupils start school with above average attainment overall although testing of pupils on entry to the school indicates that in reading and writing attainment on entry is closer to average. Pupils make very good progress in Years 1 and 2, particularly in reading, to reach attainment that is well above average by the end of Year 2. Many

become fluent readers of texts appropriate for their age and they read with good understanding. High attaining pupils in Year 2 read with great expression and talk confidently and knowledgeably about the books they read for pleasure. Pupils of all attainments improve their writing skills very well from Year 1 to the end of Year 2. Many write fluently using joined script. They make excellent choices in the words and phrases they use in their writing, expressing their ideas very well. Many pupils speak with confidence and clarity, attaining above average standards by the end of Year 2.

113. From Years 3 to 6 pupils continue to make very good progress in their reading. By Year 6, practically all pupils read confidently, and those of average and high attainment read complex texts with accuracy, fluency and understanding. Progress in developing skills of finding and summarising information is good and is helped by very good use of ICT that enables pupils to access information on the Internet.
114. In writing, pupils of all attainments make good progress from Year 3 to Year 6. They develop good skills of writing different types of text such as explanation, instructions, accounts and fiction. When writing non-fiction accounts, they improve from writing simple, accurate accounts to often personalising their work by adding apt phrases or sentences. For example, in summarising his feelings about an educational visit to Chester, one pupil concluded convincingly on a personal note by saying,

*'I thought it was a brilliant day! I would have loved to take my family there.'*

115. By Year 6, pupils' writing is often mature in style and expression. High and average attaining pupils are adventurous and creative in their choice of phrase. They write complex sentences using sophisticated prepositions and develop arguments cogently. In developing writing skills, pupils are helped by the school's very successful approach to treating writing as a means of expression in all subjects. At Lane End, writing is not confined to 'English' books – it is found in every subject, and always to a good standard. They converse with adults confidently and fluently whilst also speaking clearly and confidently on formal occasions. They read aloud with expression.

*Pupils in Year 5 spoke with great clarity and confidence during a class assembly to tell the school about their history topic, The Romans. Pupils spoke together with good attention to rhythm and, whether speaking alone or as a chorus, they could be heard and understood throughout the school hall.*

116. The few pupils with special educational needs are well supported through well-focused individual educational plans that detail the learning targets these pupils should achieve. As a result, pupils make good progress. One-to-one support is given where possible and appropriate and it is successful in providing pupils with that extra spur to their learning.

*A learning support assistant worked successfully with a special educational needs pupil in order to help develop fluency in reading. A combination of good subject knowledge, high expectation and good relationships led to the pupil making clear progress in reading fluently from an unfamiliar text.*

117. The school has set challenging targets for its present Year 6 group of pupils. Inspection findings indicate that it has a very good chance of meeting these. Two factors contribute most strongly to the school's success in developing its pupils' skills of literacy:

- effective teaching;
- excellent subject leadership.

#### Teaching and learning

118. The standards of work seen during the inspection and the good achievement of pupils give a strong indication of teaching effectiveness. This was borne out in lessons observed. Key to this effectiveness is:

- high expectation of what **all** pupils can achieve and of the quality of their work;
- rigorous planning to enable them to do this;
- a strong focus on learning in lessons; and
- excellent relationships in classes, providing a very effective climate for learning.

119. The school implements the National Literacy Strategy very effectively, using it as a means of encouraging all groups of pupils to learn. Whole class sessions are often punctuated by instructions for pupils to think individually, then work with a 'response partner', to share and develop ideas. As a result, pupils are comfortable about learning with and from each other. They settle to individual work quickly and work very hard. Only occasionally is an instruction or lesson objective a little unclear but even then, the strong attention paid to giving pupils structured guidance for their writing enables pupils to achieve well in the task set for them. Attention to detail is also a feature of the teaching and curriculum planning. For example, in coming to terms with the national issue concerning standards in boys' writing, work in Year 6 this term has focused on providing material that boys in particular find interesting. Homework in reading is supported effectively at home by parents.

120. The reason for the success in lessons lies in a very effective shared approach to the teaching methods used. This involves support staff as well as teachers.

*In a Year 5 literacy lesson, a support assistant worked with a small group of boys to improve their ability to write mythical adventures. She used structured guidance very effectively to give these pupils confidence in developing their skills.*

#### Leadership and management

121. The shared approach used by school staff is led and managed exceptionally well by the subject co-ordinator. His own high level of knowledge and understanding of teaching and learning enables him to support colleagues and to lead by example. The way in which staff are successfully implementing the shared approach is a clear indication of the high quality of his subject leadership. Resources for learning are satisfactory but the range and number of books in the school library representing non-Western cultures are insufficient.

### Improvement since the previous inspection

122. The school has made good improvements. Standards in reading and writing by the end of Year 2 have been sustained at well above average levels. Standards by Year 6 have largely been sustained at above average levels. Good progress has been made in developing pupils' skills of writing in subjects other than English.

### **MATHEMATICS**

- **Pupils' standards and achievement are well above average in Year 2 and in Year 6.**
- **Overall, the standard of teaching is good with half the teaching observed being very good or excellent.**
- **The school has sustained the above average level of attainment reported in Year 2 at the previous inspection and has reached even higher levels in Years 5 and 6 this year.**
- **Leadership and management of the subject are very good.**
- **Pupils enjoy mathematics, especially when it is linked to information and communication technology and used frequently in other subjects.**

### Standards and achievement

123. Standards of attainment are above average by the end of Year 2 and well above average by the end of Year 6. Except for the results in 2002, which were lower than usual due to the factors identified in paragraph 5, the school has sustained the high level of attainment reported at the previous inspection with further improvements in Years 5 and 6. All pupils, including those with special educational needs, achieve well.
124. By Year 2, most pupils calculate very confidently and are especially proficient at multiplication. This means that they have great confidence in using numbers to help them in simple problem solving activities. Pupils use graphs accurately in order to help them solve problems, for example in establishing a rank order for the weights of pets. In other aspects of mathematics, pupils show a good understanding of the simple properties of angles.
125. By Year 6, many pupils are working confidently and successfully with complex calculations. High attaining pupils, in particular, show good ability to interpret data, for example when arranging monthly temperatures on an annual basis. Above average skills of speaking mean that pupils explain very clearly how they solve problems, for example in applying knowledge of multiplication and division facts.
126. Pupils with special educational needs are well supported and frequently achieve similar results to their peers, but more slowly and with additional support from a teacher or teaching assistant. The school offers good support for pupils who are higher attainers or who are gifted and talented. Teachers are careful to provide extension work for those pupils to enable them to achieve their full potential.

### Teaching and learning

127. Overall, the quality of teaching is good and there are examples of very good and excellent teaching. In all lessons, teachers plan very well for pupils of all attainments. Teaching assistants, who work with pupils with special educational needs, support

teachers very well. As a result, pupils achieve well and make good progress within the targets set for them. Teachers are enthusiastic, have high expectations of standards of behaviour and use their very good subject knowledge and questioning skills well to confirm their assessment of pupils' understanding.

*In the Year 5 class, the teachers' own personal enthusiasm for the subject was so great that it fired pupils with enthusiasm for the task. The classroom was a hive of activity with proper habits of work clearly established and developed.*

Teachers have excellent relationships with their pupils so that all pupils feel involved in their lessons and want to work.

128. Teachers and assistants make good use of the resources, especially lower down the school where new resources provide practical activities, which challenge and motivate pupils of all abilities and enable them to practise their skills in realistic situations. Marking of pupils' work is good and includes supportive comments to help pupils to improve their work. The management of lessons is excellent and pupils are kept on task throughout. Teachers bring pupils together at the end of lessons to review what has been learnt. They use this opportunity well to praise pupils' efforts and boost their self-esteem. Homework is used well in Year 6 in order to reinforce skills being developed in lessons.
129. Pupils throughout the school are very enthusiastic and keen to learn. As a result, they make good progress. In a Year 2 lesson, pupils showed good knowledge of number as they played a game making the highest and lowest number when given three random numbers by their teacher, they were very excited when their answers were correct.

#### Development of the skills of numeracy in other subjects

130. Information and communication technology is used very effectively in mathematics and there is a good range of software. Pupils frequently illustrate their work on the computer, producing graphs and other visual media to illustrate their findings. For example, Year 5 pupils produced spreadsheets to help them work out quite complicated problems involving the cost of taking the whole class to Whitby for their residential visit. Not only could they find the total cost of the trip and the average cost per pupil, but calculated the cost if a smaller number of pupils took part or if the cost of visiting the various attractions changed.
131. Numeracy is used very well in other subjects, for example, when recording pupils' results in science or geography and measuring in design and technology. Pupils also produce 'time lines' in history and religious education, which helps them understand the passage of time.

#### Leadership and management

132. The subject is very well managed by a dedicated and effective co-ordinator. During the inspection his own teaching was excellent. He brings a high level of skill to the subject, acts as an effective example to other teachers and closely monitors teaching and learning throughout the school.



## SCIENCE

- Standards are above average at the end of Year 2 and Year 6.
- Achievement is good across the school reflecting good progress from year to year.
- Teaching is at least good and sometimes very good. This results in effective learning.
- The school very effectively develops pupils' skills of scientific investigation and an understanding of scientific method.
- Improvement since the last inspection is good.
- Leadership and management are good.

### Standards and achievement.

133. Inspection evidence for the current Year 6 shows that pupils are working at a level above that for their age. The high attainers are consistently challenged by their teacher's high expectations. This is equally true for Year 2 pupils. The disappointing Year 6 results last year, were a culmination of several atypical factors. These included an unusually high percentage of late entrants to the school, who therefore had gaps in their knowledge and had not benefited fully from the school's approach to science. The current Year 6 pupils are now working to the standard of 2001. Achievement and progress are good because the school is very effective in building systematically on pupils' prior knowledge and understanding. This is particularly evident in the confidence with which they undertake an investigation and test assumptions and predications. Pupils think for themselves, discuss ideas seriously and record their findings and interpretations at some length. This is good science.

*Year 6 pupils investigated how the size of a shadow was dependent on the distance of an object from a light source. Working together in pairs and small groups, they set up their own experiment and recorded their findings systematically. Then they presented the data in the form of a line graph. Finally the class discussed the implication of the curve of the graph. Pupils were committed, efficient and demonstrated a secure understanding of scientific method.*

*Year 2 pupils' 'friend' Barnaby Bear requested help in choosing suitable trousers to wear in the mountains. This provided a realistic context in which to test materials. Pupils had to think about constructing and carrying out a fair test. They demonstrated that they already had a sound grasp of how this needed to be done. They worked extremely well together in groups. They set about the challenge with enthusiasm and all were totally involved.*

### Teaching and learning

134. The teaching is consistently good or better and the commonality of approach across the school is a significant factor in ensuring that pupils learn effectively and make good progress in each lesson. Pupils are given very good opportunities to work in pairs and groups, sharing and debating ideas, thus developing a reflective approach to their science learning. They undertake all the investigations for themselves. Teachers ensure that structured support for writing associated with the new science scheme is used effectively to provide a consistent structure to support thinking and writing. They encourage pupils to record and interpret their data, thus reinforcing their understanding. Work is structured effectively to meet the needs of different levels of attainment within a class, together with the support of mixed ability groups.

Time is used efficiently and the pace of lessons is brisk. Wherever possible, investigations are related to pupils' experience, thus promoting interest and enthusiasm.

*Year 5 pupils investigated factors that cause pulse rate to change. Paired discussion very quickly identified an area for investigation. They planned their own investigation; made predictions; collected data during brief minutes of activity outside; calculated the rate per minute; and collated results to be presented as a line graph. Throughout, music was used to help sustain pupils' concentration and motivation. This had a very positive impact on the quality of work and the resulting learning. The creativity and unique flair of the teacher further enthused already highly motivated pupils.*

#### Leadership and management

135. Leadership and management are good. The new approach has been carefully thought through and the staff, supported by effective professional development, have recently taken on a new scheme of work (with the emphasis on investigation in this) most successfully. The co-ordinator monitors the impact of this effectively across the school. As a result of her own professional development and advice from the LEA she has devised and written a potentially very useful assessment schedule, which is already working well in her own class.

### **ART AND DESIGN**

- **Standards are above average at the end of Year 2 and Year 6.**
- **Pupils' achievement across the school is good.**
- **Teaching is good overall.**
- **Links between art and design and other subjects are a particular strength.**
- **The leadership and management of the subject are effective.**
- **The school has maintained the position noted in the last inspection.**

#### Standards and achievement

136. Standards are above average because the skills, techniques and opportunities to appreciate the work of a range of artists are carefully built into a systematic programme. These elements are explored across a range of media. By Year 2, pupils show good skill in observational drawing, with good sense of shape and proportion. Their written work indicates a good understanding of artistic styles. By Year 6, pupils are making very good use of sketchbooks to build up major pieces of work. They use pastels very effectively to help create abstract effects.

*Pupils in Year 2 produced a fascinating, high quality exploration of daffodils, drawing on the techniques of several quite disparate artists, first hand observation, and their own increasing competence in applying paint in different ways.  
Year 6 pupils brought together work in different media, including colour washes with their ongoing investigation of how to create the impression of motion through a montage of sporting figures.*

#### Teaching and learning

137. The most effective teaching results in good learning and above average standards. Teachers put good the emphasis on skills and techniques, which are introduced and practised systematically. Evidence of this is clear in sketchbooks. They promote the

exploration of colour through different media - pastels, watercolour, textiles, ICT and collage materials, encouraging pupils to mix and apply these techniques in complex projects. Exploration of ancient and modern artists' work is a strength, being covered in some detail and used as a starting point for individual work. Effective links are established with other subjects so that art both enhances and is enhanced through the connection. The teaching of three-dimensional work is effective, with pupils exploring what can be done with chicken wire, paper and paste. Teachers make good use of group work to encourage high quality imaginative and original work.

*A good range of learning opportunities is provided by teachers. Year 3 pupils explored the use of different media and the role of colour in the work of Georgia O'Keefe and Andy Warhol. This influenced their own work and enabled them to produce vibrantly colourful tulips. Year 5 pupils explored the potential of a range of materials in order to make a quick but imposing form of Boudicca, in their studies of Roman Britain.*

#### Leadership and management

138. Leadership and management of the subject are good. The new co-ordinator has revised the scheme of work and new initiatives are moving the work of the school forward.

### **DESIGN AND TECHNOLOGY**

- **Standards are above average at Year 2 and Year 6.**
- **Pupils' achievement is good.**
- **Teachers' planning and understanding of the subject are good resulting in good learning.**
- **Improvement since the last inspection is good.**
- **Leadership and management of the subject are good.**

#### Standards and achievement

139. Standards have improved because the school now focuses effectively on ensuring the pupils' active participation in all stages of the design cycle. Pupils are expected to take great care with their work and produce well-finished articles, each of which incorporates experience of a range of skills and consideration of different materials.

*Year 2 pupil worked on a project to make a coat for a teddy. They looked carefully at how coats were put together and, over time, wrote their design intentions, drew diagrams, considered joining techniques, fabrics, and decoration suggestions. They cut paper patterns and finally made the real item. Evaluations were systematic and thoughtful. For the class as a whole, the quality of the work is impressive. At a far more sophisticated level, Year 6 pupils worked through the same cycle and produced an eye-catching range of quality hats. Every pupil modelled his or her work in a school assembly. They celebrated their very considerable achievement with a 'Mad Hatter's Tea Party'.*

#### Teaching and learning

140. The most effective teaching results in high quality work, in which the many strands pertinent to design and technology are fully explored. Teachers make effective, systematic use of pupils' prior knowledge, skills and understanding of the subject.

They ensure allocation of sufficient time to the `disassemble` stage. Effective use is made of structured support for writing at each stage of the process to underpin a methodical approach, ensuring that pupils take the time to think, reflect and make their own decisions. Time for exploration of the potential of different joining techniques and the selection of the most appropriate. Teachers have high expectations in relation to finishing techniques, and the use of evaluation and modification suggestions are used as essential parts of the design process. As a result, pupils progress well.

*Year 5 pupils made moving toys of the sort Roman children might have had. Following an initial investigation they made their own rigid cuboid shape and then used cams and gears to produce a pop-up figure. Photos show their pride in the finished articles, which look good, incorporate a wide range of skills and work very well.*

#### Leadership and management

141. Leadership and management of the subject are good. The co-ordinator's clear vision of how the subject needed to develop has borne fruit. She is enthusiastic, benefits from professional development and shares her ideas with the rest of the staff. She ensures a consistent and high quality approach to the subject across the whole school.

#### **GEOGRAPHY**

- **Standards are above average at Year 2 and Year 6.**
  - **Teaching is good.**
  - **Teaching and learning have improved since the previous inspection.**
  - **Pupils are very enthusiastic and speak confidently in discussions.**
142. Pupils in Years 1 and 2 quickly gain an interest and enthusiasm for geography lessons. Appropriate use is made of the immediate locality to promote geographical skills. For example, Year 1 pupils draw a picture of their house and mark their route to school on an Ordnance Survey map of the area. They learn to think before answering the teachers' questions as they consider comparisons of weather at the North Pole with that in Spain or life in Cheadle Hulme with life on the island of Struay in Scotland. They make use of their skills in mathematics as they pinpoint places on a map using co-ordinates.
143. By the time they reach the age of eleven pupils have been provided with a wide range of exciting experiences which they enjoy. Teachers often combine geography lessons with elements of literacy. For example, when Year 4 pupils studied the planning of a racetrack near a quiet village, groups of pupils prepared a presentation which they used to try and persuade the remainder of the class to support their point of view. The whole class became very involved and at the end voted secretly whether or not the track should be built. As this was a real life situation, it brought home to the pupils the problem of the effect of urban development on the environment.
144. The attitudes and behaviour of pupils are very good both inside and outside the classroom. The evidence from pupils' notebooks as well as from lesson observations indicates that most pupils take a keen interest in the subject. They demonstrate a mature attitude to unsupervised work, discussing the tasks they have been set in a

constructive manner and helping each other to complete their work in a very friendly way. Pupils often use information and communication technology to present the results of their research, both in school and at home as part of their homework.

145. Teachers display a secure knowledge of the subject and make lessons interesting and enjoyable. For example, one teacher dressed in her ski gear to demonstrate to the class that warm clothing was essential in snowy weather. Lessons usually finish with a group discussion in which there is a full review of learning and pupils are given the opportunity to describe what they have done during the lesson and for homework.
146. The co-ordinator leads the subject well. Sufficient assessment of pupils' attainment and achievement is made and reported to parents satisfactorily. Resources are good and well used by all staff.

## HISTORY

- **Standards are above average at Year 2 and Year 6.**
  - **Teaching is very good.**
  - **Good improvements have been made to the history curriculum since the previous inspection.**
  - **History provides pupils with many opportunities for individual research, especially in Years 5 and 6 where pupils reach high standards. This work helps pupils prepare well for life at secondary school.**
147. Pupils at the ages of seven and eleven attain standards that are above those expected nationally. Pupils with special educational needs make good progress, encouraged by their teachers and skilled learning support assistants. Their work is planned to match their level of prior attainment and there are suitable resources available to help them achieve a good level of attainment. The provision in some of the study units for older pupils caters well for the needs of higher attaining pupils. This careful match of work helps to sustain their interest and ensures that they too make a good level of progress.
  148. Pupils throughout the school achieve well due to their very good attitudes to learning, their willingness to work closely together and the very good standard of teaching in the subject. This was admirably demonstrated in a Year 5 lesson when the class divided into five groups to prepare a presentation on the Romans. Each group took a different aspect of Roman life and made use of their individual research, maps, books and models to show the remainder of the class all they had learned during the term. Other pupils were allowed to question them at the end of their presentation. Both questions and answers showed that all pupils had studied the topic deeply, often on the Internet as part of their homework and had achieved high standards in their knowledge and understanding of Roman life. At the end of the lesson, each group nominated one of their number to take part on their behalf in a "Weakest Link" game. After five rounds not one contestant had given a wrong answer. This showed how well the pupils had remembered all they had learned. When groups were giving their presentations one could have heard a pin drop so great was the level of interest from all other members of the class.
  149. Throughout the school pupils of all ages demonstrate a very positive attitude to the subject. They are keen to learn, concentrate well and become engrossed in the different activities in lessons. Inspection of notebooks indicates that pupils enjoy the

subject and try to achieve a high standard of presentation of their work. The youngest pupils, as well as those who are older, prove they are capable of working independently without close supervision.

150. Displays of pupils' work throughout the school show that literacy is well used in history. Results of research and reports of the many visits to places of historical interest are often prepared on computers which gives pupils added practice in information and communication technology.
151. The subject is well led. Assessment at the end of each unit of work is satisfactory. Resources are good, well stored and looked after by teachers and pupils.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- **Standards are average at Year 2 and Year 6.**
- **Pupils make good progress in lessons owing to effective teaching and good resources.**
- **The school has made satisfactory progress since its previous inspection.**

152. The school has invested considerably and effectively in information and communication technology since the time of the last inspection, in 1998. At that time, standards were judged to be above average and although evidence of work seen during the current inspection indicates that standards are now broadly average the increased expectations of the curriculum means that improvement since then has been satisfactory.

### Standards and achievement

153. By Year 2, pupils display a satisfactory range of skills. They word-process their work to a good standard, being able to change the size and type of fonts and to import pictures and clip art to make the presentation of their work more lively and interesting. Some demonstrate their skill in moving text in redrafting menus so that text was placed centrally on the paper in the style of a menu. Pupils make good use of a digital microscope in order to help them develop their investigational skills in science.
154. By Year 6, pupils have developed their skills to average levels and in some areas, such as in the use of spreadsheets, work is sometimes above average. Some demonstrate high quality word-processing skills by putting together newspaper type reports, in column and with digital pictures inserted. These pictures were taken by the pupils, who then successfully imported them into a Word document. Pupils' ability to use spreadsheets is also above average, with many in Year 6 successfully learning to come to terms with the use of formulae to assist them in calculation.

*In a Year 6 lesson, pupils successfully engaged in a simulated task of managing the budget for developing a public park. Making their own choices in where to allocate money, many successfully learnt how to use a spreadsheet formula in order to help them calculate total amounts. In so doing, all made at least good progress during the lesson, and some made very good progress.*

156. The development of skills in ICT is used very well to help pupils in their work in other subjects. In addition to the examples given above, pupils in Year 2 enhanced their artistic display about daffodils by creating vibrant flower pictures using a 'paint'

program. Those in Year 3 were observed making good progress in learning to use a word-processing facility in order to make artistically attractive titles for their work. Pupils in Year 5 used their ICT skills to help them present the plan of an educational visit to Whitby as part of their work in geography.

*Pupils with special educational needs make good progress in lessons. For example, in Year 3, two pupils with special educational needs made good progress in developing their skills of designing a colourful headline for some work when they were provided with the same level of challenge in this task as other pupils whilst at the same time being provided with learning partners who gave good support. The teacher kept a close eye on how well this was working and was able to intervene as needed in order to ensure that learning was kept 'on track'.*

#### Teaching and learning

157. In lessons observed during the inspection, teachers led pupils confidently in the development of skills, providing them with good opportunities to use the school's good quality computers in the computer suite. Pupils responded well, showing good concentration and persevering when faced with unfamiliar situations. In this, they were aided by the school's very effective programme of learning partners, enabling them to work together successfully to solve problems.

#### Leadership and management

158. The subject co-ordinator has considerable expertise that he uses to good effect in supporting other staff and in helping them to gain confidence. The evidence is that this is working well. The only weakness in an otherwise positive picture is the lack of development in procedures for assessing pupils' progress. At present, this is very informal. It does not allow teachers to have a sufficiently accurate profile of the progress of individual pupils and is recognised by the school as an area for improvement.

### **MUSIC**

- **Standards are average overall and occasionally above average.**
- **In lessons seen, pupils often made at least good progress.**
- **Teaching is often very effective in helping pupils to develop their skills.**
- **Good improvement has been made since the previous inspection.**

159. Music is developing well at Lane End. The previous inspection identified weaknesses in the quality of singing; this is now above average by Year 6. Teaching is now good and resources are of good quality although there are few to help pupils appreciate the music making of non-western cultures. The main influences upon pupils' good performance are effective teaching and very good subject management.

#### Standards and achievement

160. Whilst standards in lessons seen were largely average, the standard in unaccompanied singing is above average. Pupils in Year 1 sang tunefully when playing a 'Pass the Beater' game at the start of a lesson whilst those in Years 5 and 6 sang with great skill and tunefulness in their music lessons, singing in two parts and chanting in four.

*The high quality of unaccompanied singing was demonstrated in a music session for the whole of Years 3 to 6. Pupils responded magnificently to some inspirational teaching in order to sing a range of songs in different parts. The quality of the sound they produced was superb.*

161. In other aspects of work seen during the inspection, pupils in Year 1 made good progress in developing their skills of using percussion instruments to produce a simple 'orchestral' sound. The sound they produced was tuneful and sensitive. Pupils In Years 5 and 6, when singing unaccompanied, changed tempo successfully, moved from loud to quiet sounds, creating crescendos and sustaining notes very tunefully. In doing this, they responded very accurately to their conductor and individual groups sustained their own singing parts very well against the sound effects made by other groups. The overall effect in these lessons was stunning.

#### Teaching and learning

162. Teachers are confident in the subject matter they use and this transmits itself to pupils, resulting in confident performance and good progress in lessons. Very good use of musical instruments gives pupils the chance to develop and practise their skills. Excellent relationships between teachers and pupils mean that pupils are very keen to learn and that they enjoy their lessons. Behaviour in lessons was always at least very good and sometimes it was excellent.

#### Leadership and management

163. The subject co-ordinator has a very accurate grasp of what is needed to help teachers and pupils develop their skills. A well-organised programme of in-service training is now paying dividends. As a result of the co-ordinator's skill and enthusiasm, music is also thriving in other aspects of school life. There is a high uptake of places in the school choir and for playing musical instruments. An extra-curricular session of flute and clarinet playing observed during the inspection was notable for the good quality of musical sound and for pupils' concentration and endeavour. Recorder clubs are also thriving in Years 3 to 6. The school's contribution to its local community is enhanced by visits to sing at a local old people's club whilst recently pupils stretched links even farther afield by singing with a Russian choir. Resources are of good quality and are plentiful except in relation to those aimed at raising pupils' appreciation and awareness of non-western cultures.

### **PHYSICAL EDUCATION**

- **Standards at the end of Year 2 and Year 6 are average.**
- **Pupils' achievement is satisfactory.**
- **Teaching is mostly good.**
- **Progress since the last inspection is satisfactory.**
- **Leadership and management are effective.**

#### Standards and achievement

164. Standards are very high in some classes and contexts. Dance in Year 5 was excellent. A common thread in all aspects of physical education is the systematic teaching of skills and game strategies. The school identifies traditional games and swimming as its particular strengths. Older pupils play in netball, football, lacrosse



and rounders teams. The programme ensures that over the seven years they are at the school all pupils experience a broad and balanced curriculum. The school did well in the swimming gala and Year 5 boys were fourth in the cross-country in the local league for small schools.

*In a Year 3 lesson, pupils demonstrated perseverance and were highly motivated to improve their ball and bat control. They worked in pairs and the increased accuracy was clear by the end of the lesson. Good progress!*

#### Teaching and learning

165. Teaching is good overall. The most effective teaching results in measurable learning often within a lesson and sustained progress over time. Teachers plan carefully in order to ensure that skills are introduced a step at a time and practised properly. They pause to explore what might be the most appropriate game strategies and have high expectations that result in considerable challenge. Good use is made of appropriate warm up and cool down procedures to ensure that pupils are ready for physical exertion. Effective use of praise and demonstration reinforces the learning required. Very good management of pupils and resources and the brisk pace of lessons ensure that pupils are eager to learn.

*A Year 5 dance lesson encompassed all these elements together with the chance to respond imaginatively. The lesson was a culmination of many separate parts worked at over the preceding six weeks. It combined a response to music, beat, and the working out of dance steps and body movements. Some pupils were called upon to demonstrate while others worked together to evaluate what they saw. Above all the teacher had the ability to demonstrate and instruct at the same time, which had the effect of enthusing the pupils further.*

#### Leadership and management

166. These are effective. The co-ordinator sees where the subject can be developed. He ensures that some elements such as orienteering and adventurous sports are experienced during residential visits. He supports and encourages all staff.

### **RELIGIOUS EDUCATION**

- **Standards are average and pupils make satisfactory progress.**
- **Work in religious education makes a strong contribution to the development of pupils' skills of literacy.**
- **The subject contributes well to pupils' spiritual development.**

#### Standards and achievement

167. Standards in work seen during the inspection match the requirements of the local agreed syllabus. This indicates satisfactory improvement since the previous inspection. Pupils in Years 1 and 2 develop a satisfactory understanding of what it means to belong to a family and how important this is. They gain a satisfactory level of knowledge, at an appropriately simple level, of some aspects of religious symbolism and how each major world faith has its own special symbol. They recognise that Jesus is a significant figure for Christians and that one of his main

messages was that we should be helpful. High attaining pupils demonstrate their knowledge and understanding through mature use of language. For example, as part of work on festivals, one Year 2 pupil wrote:

*'We light candles and put them in the window to give other people the spirit of Hanukkah.'*

168. In Years 3 to 6, pupils' knowledge and understanding continues to develop satisfactorily and, as a result, standards in Year 6 are at a satisfactory level with good evidence of high attainment through pupils' expression of ideas. Pupils show satisfactory awareness of the main features of worship across a range of major faiths. They begin to develop an understanding of the different sensitivities associated with particular faiths and of how the main tenets are inscribed in sacred books. Pupils show appreciation of different reasons for prayer and some concept of response to it. Sometimes, amongst high attaining pupils, this results in very beautiful and sensitive writing. For example, in response to the prayer of a parent whose child is ill, God is given these words:

*I blessed you with your child. I will not take her away. Just watch and wait. You will see I never break my promises.*

#### Teaching and learning

169. Teaching is mostly effective in helping pupils to develop their religious knowledge and understanding. Work is planned closely to the requirements of the local agreed syllabus and teachers work hard to create a good atmosphere for thought and reflection. In this they are helped by the school's successful approach in encouraging pupils to reflect individually and then work with a partner to share and develop ideas. Teachers provide pupils with challenging work and have good expectations about how much pupils should do. They take every opportunity to encourage pupils to express themselves in writing, thus helping them develop the skills of literacy. The result is often sensitive work that has a real spirituality about it.
170. Occasionally, teachers do not quite match the content and timing of lessons with pupils' learning needs. Sometimes, this is influenced by the timetabling of lessons. Short lessons at the end of morning or afternoon sessions do not always provide pupils with enough time to develop ideas and come at a time when pupils have already worked hard at other subjects.

#### Leadership and management

171. The co-ordinator has a good knowledge of the subject's needs for development. She has introduced some useful initiatives to stimulate pupils' imagination, for example in bringing in visitors to show pupils various Christian and Jewish artefacts and to bring alive religious stories.