

INSPECTION REPORT

WINCHAM COMMUNITY PRIMARY SCHOOL

Northwich

LEA area: Cheshire

Unique reference number: 111160

Headteacher: Mrs Diane Palin

Reporting inspector: Mr Andrew Clark
21596

Dates of inspection: 7th – 10th July 2003

Inspection number: 247088

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Church Street
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Cheshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Roy Mainwaring

Date of previous inspection: 13th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Andrew Clark Registered inspector 21596	English Design and technology Information and communication technology English as an additional language Educational inclusion	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Peter Oldfield Lay inspector 1112		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Richard Eaton Team inspector 4430	Mathematics Geography Music	How good are the curricular and other opportunities offered to pupils?
Raminder Arora Team inspector 16733	Art and design Religious education Foundation Stage curriculum	
John Linstead Team inspector 20948	Science History Physical education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than average and there are 322 boys and girls on roll, including 26 children who attend the nursery in the afternoons. One per cent of pupils are eligible for a free school meal which is much lower than average. Almost all pupils are from white, British backgrounds and the percentage of pupils who speak English as an additional language, less than one per cent, is very low. Four per cent of pupils have special educational needs for moderate learning difficulties and emotional and behavioural difficulties, including less than one per cent of pupils with a statement of special educational needs, which is well below average. The pupils are from families in generally positive social and economic circumstances and the children's attainment on entry to the school is above typical levels for their age. The headteacher was new at the start of this school year.

HOW GOOD THE SCHOOL IS

This is a good school with several very good features. Standards in English, mathematics and science are very good throughout the school. The quality of teaching and learning is good and pupils have very positive attitudes. The new headteacher and senior staff lead the school well and there is good support from the governing body. The school gives good value for money.

What the school does well

- Standards in English, mathematics and science are high.
- The pupils' attitudes and behaviour are very good.
- Good teaching by teachers and support staff means pupils of all abilities make good progress.
- There is very good provision for pupils' personal, health and social development
- Parents are very supportive of the school and make an important contribution to pupils' learning.
- The new headteacher provides clear leadership and is well supported by staff and governors

What could be improved

- Opportunities for pupils to use their own ideas in science, mathematics and writing.
- The use of information and communication technology in mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in 1997. The positive features of the last report have been maintained. Standards have improved as least as well as they have nationally and are well above average. The quality of teaching has improved. The curriculum co-ordinators play a fuller role in improving their subjects. The use made of systems to measure and track pupils' achievement is now good. There is now a good five-year plan in place for school improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	A
mathematics	A	B	A	B
science	A	C	A	A

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

Standards are well above average in national tests by Year 6 and pupils of all abilities make good progress. The few pupils with English as an additional language also make good progress. Test results in reading, writing and mathematics are also well above average by Year 2. Pupils with special educational needs make good progress through the school. In both the infants and juniors the percentage of pupils attaining above normally expected levels is also high. The trend of improvement is at least as good as it is nationally.

In the work seen, standards reflect previous test results. Speaking and listening are good. Pupils write neatly and quickly and spell accurately, although they do not often write at length in the juniors, especially in subjects other than English. Reading is very good. Pupils' numeracy skills are very good and they have a good understanding of how to solve mathematical problems. Pupils' knowledge in science is very good. They have a good understanding of experiments but do not plan how to organise and record their work enough.

Standards in other subjects are typical for pupils' ages except for design and technology which is above average by Year 2 and Year 6 and geography which is above average by Year 6. There has been significant improvement to quality and range of work covered in information and communication technology over the last year, but there is not enough use of information and communication technology in other subjects.

Children make good progress through the nursery and reception classes. By the time they start Year 1 standards are well above average for personal and social development and above average for all other areas of learning, except physical development, which is typical for their age.

The school makes good use of procedures to track and measure pupils' achievement and as a result it generally achieves its targets for raising pupils' attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and are eager to learn.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate of each other.
Personal development and relationships	There are very good relationships between pupils and teachers throughout the school. Pupils are given opportunities to take responsibilities during the school day but they are not independent enough in their lessons.
Attendance	Very good. Pupils are prompt and ready for work.

Pupils are very positive about their work because of effective support from home and school. However, there are not enough opportunities provided for pupils to make decisions in their learning, such as how to present and organise their work.

TEACHING AND LEARNING

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

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

The teaching of English and mathematics is good and basic literacy and numeracy skills are very well taught. This is the result of well-structured planning and careful assessment to make sure pupils make consistent progress. Homework is used well and parents support the school strongly in this. The children are taught well in the nursery and reception classes. However, very occasionally the children are not actively involved enough in reception. Work is matched well to the needs of pupils with special educational needs, and teaching assistants give very good support both in the classroom and through withdrawal groups focused on language skills. In the best lessons, for example in an outstanding science lesson in Year 2, learning is very good because there are a variety of work matched well to pupils' abilities and good opportunities for pupils to research and investigate for themselves. In satisfactory, and sometimes good lessons, there are a limited variety of work and limited opportunities for pupils to express their own ideas.

Teachers have a consistently high expectation for accurate use of vocabulary and good presentation of work. As a result pupils work hard and place emphasis on care and accuracy. The after-school booster classes for Year 6 pupils taken by their teachers, and attended by all pupils, make a good contribution to standards achieved

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Effective planning for literacy and numeracy underpins good progress. There is a very good range of extra-curricular activities including before and after school care. The opportunities for outdoor play in reception are limited. There is not yet enough use made of information and communication technology in all subjects.
Provision for pupils with special educational needs	Good. The pupils' needs are identified and appropriate support is quickly and effectively given.
Provision for pupils with English as an additional language	Good. The few pupils make good progress because of the high expectations of teachers and support provided.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils' social and moral development is well provided for by the caring staff and well-planned acts of collective worship and opportunities for reflection. Art and design, music and history contribute to pupils' cultural development well.
How well the school cares for its pupils	There are very good standards of care, particularly for promoting good behaviour and attendance. There are good procedures in place to support and monitor pupils' learning.

The partnership with parents is very good. This makes a significant contribution to pupils' learning and the richness of the schools' learning opportunities. The school is a very close community and pupils know their local culture well. They have limited experience of the multi-cultural nature of modern Britain because this aspect is less well planned.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher set a good example in teaching and leadership and establish a clear vision for future improvement. This has had a good impact on developing the role of subject co-ordinators, which is now good.
How well the governors fulfil their responsibilities	Good. The governing body are well organised and actively involved in the work of the school.
The school's evaluation of its performance	This is good. The school makes detailed analysis of pupils' attainment and standards of teaching and learning. The views of staff, parents and pupils are sought in planning for the future.
The strategic use of resources	There is good financial management. The school makes good use of teaching and non-teaching staff to promote high standards.

There are good levels of well-trained staff to support the curriculum. There has been significant improvement to the accommodation and it is now sound. The learning resources are satisfactory overall with very good resources for English. The new headteacher is providing strong leadership and the governing body fulfil their role well. The school makes sure it takes into account a detailed evaluation of its needs in planning expenditure and seeks best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • Children are well taught and make good progress. • Pupils are helped to become mature and responsible. • The staff are very approachable. 	<ul style="list-style-type: none"> • The extra-curricular activities. • Information on pupils' progress.

The inspection team fully agrees with the positive views of parents. It does not agree with their concerns. Over the year the school provides a very good range of activities for a broad range of ages and interests. The termly parents' meetings and good quality annual reports mean parents are well informed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science are well above average by the time pupils leave school. They are also well above average by the end of the infants for reading, writing and mathematics. Pupils of all abilities make good progress during their time in school.
2. By Year 2 and Year 6, almost all pupils reach at least the standards expected for their age in national tests. The percentage of pupils who attain higher levels in the tests is well above average. Compared with similar schools, standards are also well above average for English and science and above average for mathematics. There is little difference between standards in the subjects and they have largely been above or well above average every year. The test results for 2002 show that Year 6 pupils made much better than average progress from their test results in the infants. There is no significant difference between the attainment of girls and boys.
3. There has been a strong trend of improvement in test results for English. The improvement has been similar to the national average for mathematics and science at Year 6 over the last five years. Although science results in 2001 were closer to average the percentage of pupils attaining the higher levels was still above average. On the whole, standards are securely at a high level. However, there is still room to improve pupils' skills in independently planning, organising and recording their own investigations in science and mathematics.
4. The children make good progress through the nursery and reception classes. The majority of children start school with above expected levels of attainment in all areas of learning: personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. By the time they start Year 1 the good teaching and planning mean children are above expected levels in all areas except for physical development where attainment is in line with the early learning goals (the expected levels for children's attainment by the end of reception). This is because there are not enough opportunities for planned outdoor play in the reception classes.
5. The reasons for the good, and sometimes very good, progress in English, mathematics and science are:
 - Good planning for literacy and numeracy that makes effective use of national strategies.
 - A good concentration on basic skills such as early reading and writing and numeracy. Good teaching of English and mathematics.
 - Time every day devoted to practising reading and good guided support.
 - Good support for pupils with special educational needs both in the classroom and through withdrawal activities.
 - Very good attendance at after-school booster classes in Year 6
 - Strong parental support for homework, pupils' attendance and general links between home and school.
6. In the work seen for current pupils in Years 2 and 6, standards remain high and a significant proportion of pupils are working at levels above those nationally expected for pupils' ages.
7. Standards of speaking and listening are above average. Pupils' speak clearly and to the point. Although there are opportunities to debate or make extended presentations, these could be extended to challenge the more able. Pupils read very well. They read fluently and with good expression. They have a good comprehension of what they have read and enjoy a wide range

of fiction. Pupils' writing is often very good. They use punctuation well and spell accurately. They write for a wide range of reasons and different audiences. However, they do not write at length enough or organise and present their own ideas and this restricts the maturity and imagination in their work. Work is very neatly presented.

8. Standards of numeracy are very good. Pupils respond quickly to a wide range of mental calculations. They know how to solve problems and make good use of their knowledge but do not have enough opportunities to do so. They do not make enough use of information and communication technology to handle data and present their own work.
9. The pupils' standards in science are well above average. Most pupils have a good knowledge of scientific facts and know how to conduct a fair test. However, pupils in the juniors, especially the most able, do not plan and organise their own investigations and throughout the school they do not make decisions about how to record their findings. They make good use of information and communication technology to research through the Internet, but do not yet make much use of data handling or measuring facilities, such as temperature probes, in their work.
10. Standards of pupils' work are similar to expected levels in information and communication technology by Year 2 and Year 6. There have been good improvements to the opportunities for learning in the last year and skills are now systematically built upon. As has been described more use could be made of technology for other subjects. Pupils have sound experiences in most aspects of the subject and work is relevant to their lives.
11. Pupils' achievement in other subjects is sound overall and standards are similar to those nationally expected. In geography, standards are above expected levels by Year 6 because of the good knowledge and recall of pupils and effective use made of field trips. In design and technology the quality of pupils' products is above average, although evaluations and designs are satisfactory. Although pupils' knowledge is often good in subjects such as history, their skills such as understanding the validity of different sources of evidence are not as well developed. In all subjects, there is not enough use of extended writing to develop both literacy and specific subject skills. This is often because the worksheets used limit pupils' opportunity for individual expression and organisation.
12. Pupils with special educational needs make good progress and many reach levels expected for their age by Year 2 and Year 6. This is a result of good identification of needs and good support from teachers and teaching assistants.
13. The small percentage of pupils with English as an additional language are well provided for and make progress that is at least as good as their peers as a result.
14. There are many strengths to the pupils' standards and achievements and few weaknesses. The school is successful at measuring pupils' attainment in English and mathematics and using the information to raise standards. This is not yet so well developed in other subjects because of the high priority, which has been given both nationally and within the school, to English and mathematics. With good leadership and management and the very positive ethos in the school, it is well placed to continue to improve and raise standards further.

Pupils' attitudes, values and personal development

15. Pupils enjoy coming to school because they find the learning opportunities interesting and are made to feel very welcome by teachers and all adults at the school. Pupils behave very well and generally work very hard because teachers value what they have to say and can do, supporting and directing them very well.
16. Pupils are pleased to take an active part in all that the school can offer. During inspection week there were special opportunities seen when pupils from Years 3 and 4 visited a local

high school to take part, in the audience, or singing on stage, in a special musical. There was also a sports day for the whole school when very many parents attended.

17. Behaviour in lessons and around the school is very good; most pupils behave very responsibly and act with maturity. On the rare occasions when behaviour is not of a very high standard, adults are generally on hand to intervene. There have been no exclusions. Behaviour, stated to be good at the last inspection, has improved, as pupils know what is appropriate and are always well supervised.
18. Because of the very good relationships between pupils, they are fully aware of how their actions impact upon others. School and class rules are known and understood; even young children have agreed class rules, which they are pleased to follow. As a result of the strong relationships and very good behaviour, pupils respect the feelings, values and beliefs of others and there is no oppressive behaviour; pupils interviewed are happy at the school.
19. Pupils are pleased to undertake a number of jobs around the school and in classes, such as register monitors. Older pupils help prepare the hall for assemblies. The opportunities for personal development are very good.
20. Attendance at the school is very high, well above the national average; parents provide details to support most absences with the result that there are no unauthorised absences. Parents co-operate very well in keeping family holidays to a minimum in term time.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good and has a significant impact on the pupils' attitudes to learning and the standards of the work that they achieve. There has been sound improvement since the last inspection. Almost a quarter of the teaching observed was very good, and occasionally excellent, and inspired the pupils to try their hardest and created a desire in them to want to learn more. The teachers work well as team and give each other support by sharing their expertise in the subjects that they are responsible for. Only one lesson was unsatisfactory because teaching kept the pupils inactive for too long. The high priority given to professional development means there are good levels of consistency to the teaching.
22. The teaching of English and mathematics is good. Teachers make sure that pupils make good progress in their basic skills. For example, there are regular, well-paced activities to promote pupils' mental recall and use of number facts. The teachers generate excitement and the pupils are therefore eager to learn. In English, there is a very good focus on basic reading and writing skills. Teachers provide worksheets that help pupils to structure their writing well, but sometimes these are overused, limiting imagination and independence. Pupils write quickly and accurately because of the teachers' high expectations.
23. Where teaching is least effective it is because the pace of lessons is too slow as teachers over-emphasise the main teaching points and do not engage the pupils enough.
24. The overall quality of teaching is good in the nursery and reception classes and includes examples of very good teaching. Planning is thorough and provides an imaginative range of activities with clear intentions of what is to be learnt. In both classes, expectations of work and behaviour are strong and tasks match well to children's levels of attainment and skill. A good emphasis on encouraging speech and acquiring good vocabulary is evident. Very occasionally, in the reception classes the children are not actively engaged in their own tasks enough. The provision of interesting home-corners, for example 'The Giant's House' in the reception classes, provides opportunities for role-play and dressing up. In the nursery, good teaching encouraged children to play at being vets in the class's own Veterinary surgery, and to use vocabulary associated with pets, doctors and nurses going about their business. The staff form very good caring relationships with the children who in turn have very good attitudes towards work. Activities and tasks to allow children to practice the main teaching points are

also well structured and supervised. Teaching assistants play an especially important role in helping children in all areas of learning. Children's work is displayed in the classrooms and in the shared area, creating an inviting learning environment while at the same time raising children's self-esteem.

25. Teaching has improved in a number of important areas. The systems for planning what is to be taught are good. Teachers are very clear what the objectives of the lesson are and these are shared with the pupils so that they are aware of what they have to do to succeed in the lesson. This leads to pupils learning effectively and having opportunities to check at the end of the lesson what they understand and what they need to do next. The systems for assessing pupils have improved and teachers now use the information about their progress to plan the next stage of their learning. This means that higher attaining pupils are generally given tasks that are challenging and allow them to do as well as they can. This is not always the case in science and there are too few opportunities for independent investigating and recording. Teachers give constructive and supportive feedback throughout lessons and the result is that pupils work hard and show good levels of concentration.
26. Teaching has several strengths. Teachers and support staff work effectively as a team and are consistent in what they expect from the pupils. This means that very good use is made of the time in lessons. The relationships between the staff and the pupils are very good. The staff are warm, friendly and firm and treat pupils with respect. They trust them with responsibilities and expect them to persevere when they find the work to be difficult. This means that pupils develop a positive attitude towards what they are learning and work well in groups and pairs to overcome problems.
27. Pupils with special educational needs are taught well. The good progress that pupils make is unquestionably aided by the contribution of support staff. They are very clear about their role in lessons and frequently focus on individuals and groups who are in most need of support. Teachers identify pupils who are experiencing difficulties at an early stage and make sure that they are given additional support to help them with their learning. Pupils' individual education plans are precise and specific targets are set so those pupils can progress at the pace that is most suitable to them.
28. When teaching is very good or excellent, teachers question pupils skilfully, encouraging pupils to take decisions for themselves and express their own ideas and thoughts. In these lessons the teachers have a high level of expertise in what they are teaching, use additional resources imaginatively and succeed in capturing the attention and motivation of the pupils. In geography in a Year 1/2 class pupils interview the crossing patrol lady, taking careful notes from the discussion and following the teacher's lead in asking well-framed questions. Where teaching is particularly effective, it is because teachers make pupils think for themselves and set them problems to overcome by using their powers of deduction.
29. Good teaching enables pupils of all abilities and with a range of needs to learn effectively. Lesson planning ensures that work is matched to the needs of the varying ability groups within each class. Support is carefully matched to the needs of individual children, so that no child is disadvantaged.
30. The quality and use of homework are good. The work is regularly set in many subjects, with clear guidance for completion. Parents are very clear about what is required. Work set is made as relevant to pupils' lives as possible through research and other projects. Homework diaries are maintained well and form an important part of parents' and school communication systems.
31. The teachers are making increasing use of information and communication in their teaching, although there is still room for further improvement. The laptop suite is used for regular research on the Internet and for writing activities. It is also used well for practising basic

reading and number activities. The teachers do not often use the computers to stimulate imagination or develop pupils' data-handling skills.

32. Teachers are confident to use a range of approaches in their teaching and are effective in using resources and other adults directly in the pupils' learning. The teamwork in classes with support staff is good and ensures that pupils get the most out of what is being taught. Teaching makes effective use of trips and visits to supplement what is being taught in school and pupils find this very helpful in making their learning even more enjoyable.

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

33. The curriculum is good and meets the demands of the National Curriculum and the locally agreed syllabus for religious education. It is broad and balanced although the organisation of history and geography makes a large gap between topics in each subject. The absence of large equipment in the community hall limits indoor apparatus work in physical education. A good range of extra-curricular activities as well as a number of visits and visitors to the school enhance the curriculum. There are appropriate arrangements for sex education linked to science and religious education. The school has good plans to link citizenship and sex education into the personal, social and health education programme.
34. Since the time of the last inspection the school has improved the planning of the curriculum. National schemes are used and teachers' medium-term planning is good. The school has introduced the literacy and numeracy strategies very successfully and they are at least partly responsible for the very good national test results the school enjoys. Pupils use English and mathematics across the curriculum. There is satisfactory use of many aspects of information and communication technology although there is room for further improvement particularly in handling data and recording in science and design and technology.
35. The curriculum for children in the nursery and reception classes is good. There is a good range of interesting activities for all areas of learning and teachers focus well on developing pupils' personal and social skills and basic literacy and numeracy. The lack of access to good outdoor toys in the reception limits children's physical development.
36. Although a number of parents expressed concern over the provision for extra-curricular activities, inspection evidence does not support this. Whilst not being 'excellent' and 'an outstanding feature of the school' as reported in the last inspection, the provision is still very good. There is a particularly good range of sporting activities and inter-school teams are very successful. Pupils have access to a good range of activities across many subject areas. For example, Maypole dancing, recorders and choir took place during the inspection week, booster classes are available, athletics and other sporting events take place. During this year a group of older pupils have been involved in designing the school's web-site during their lunchtimes.
37. The school works hard to ensure all pupils have full access to the curriculum. Staff are particularly effective at identifying pupils' special educational needs and provision is good. Pupils are identified early and the individual education plans provide good guidance for teachers and teaching assistants. The school also identifies pupils with a gift or talent. This has led to pupils working with older age groups.
38. The overall provision for pupils' spiritual, moral, social and cultural development is very good and makes a significant contribution to learning by establishing a supportive ethos within the school. The school's philosophy and code of conduct and a range of experiences and activities effectively promote the caring relationships shown at all levels in the school community.
39. The provision for pupils' spiritual understanding is good. It is effectively linked to school assemblies and opportunities for pupils to engage in personal reflection. An assembly about

the wonders of nature, for example, created a feeling of awe and wonder when the pupils were shown how different plants grow. The assemblies are used well to promote a sense of community and shared values. The spiritual dimension of religious education and other curriculum areas such as art, music and science is explored in some lessons. Stories and talks in assemblies are interesting, and pupils are given suitable opportunities for reflection, a spiritual thought or prayer. Said above The statutory requirement of the collective act of worship is effectively met.

40. The provision for pupils' moral development is very good. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and sharing of positive values. The pupils respond positively, enjoying their work and showing care for the school. Pupils are well disciplined and understand what makes an orderly school. Moral values are well taught through stories and discussions. Pupils are well rewarded for best work and good actions in the assemblies. Both teaching and support staff provide very good role models and encourage pupils to relate well to each other and behave courteously. The well-established school rules are prominently displayed around the school and help establish a good understanding of moral values. Pupils participate in a number of fund-raising events to support different charities through the year.
41. Very good provision is made for pupils' social development through daily life, the curriculum and local educational visits. The school is a secure environment in which pupils feel cared for. Pupils are encouraged to relate well to each other and play harmoniously. The quality of relationship between adults and pupils is very good. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. There are monitors given responsibilities for different duties at break times, for example 'buddies', looking after younger pupils or helping with lunches. Pupils are encouraged to show responsibility for their own environment and the area around school. Social interaction is also achieved through promoting equal opportunities within the school. The provision of after-school clubs offers good opportunities for pupils to develop socially.
42. The provision for pupils' cultural development is good. Most pupils demonstrate good understanding of their own cultural traditions and practices, through assemblies, and the whole-school celebrations of Christian festivals and visits to the local church. The school aims to develop a range of skills that enable pupils to understand the world around them. Since the last inspection there are notable improvements in the provision to promote understanding of other cultures through topics in religious education, and resources such as books and artefacts from other faiths. Pupils learn about the Christian festivals but their knowledge of festivals such as Eid or the Jewish Passover is limited. There has not been sufficient emphasis on promoting multi-cultural activities in art, dance, drama and music, in order for pupils to appreciate the way of life of people from other cultures and develop understanding of the central beliefs and practices of different faiths. However, this is now being addressed through the new planning for personal, social and health development. The school has had visits from different cultures, such as African musicians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides very good care for all of its pupils. It has a high regard for health and safety, and has made appropriate building alterations so that the school is very secure and parents going to the nursery unit can now walk to it without firstly entering the school main buildings. Good procedures are in place for the testing of all electrical apparatus, and fire-fighting equipment is regularly checked and fire drills are held. There are a high number of trained first aiders; minor injuries are dealt with in a calm and friendly manner. Appropriate records of minor accidents are well maintained. A new quiet area has removed some problems experienced in the uneven surface of the playground.
44. Good arrangements are in place for child protection and staff have had appropriate training.

45. There are very good procedures in place to monitor attendance and registers are well marked. There is an appropriate contact with the educational welfare services. If necessary, the school contacts homes on a daily basis. The school reconciles all entries in the registers in a very good way, due to the very good clerical systems.
46. The procedures for monitoring and promoting good behaviour are very good. School rules are agreed, and the school brochure clearly states that discipline is based on understanding and mutual respect for one another; in this they are very successful. Parents have been pleased to endorse these requirements by returning, in large numbers, a signed home-school agreement. Expectations of behaviour are high and are generally well met. Because the school has very effective support from teaching assistants and a large number of parents who regularly help in the school, there are always plenty of adults on hand to guide and support pupils, with the result that good behaviour is expected and there are no incidents of oppressive behaviour which interfere with the actions and learning of other pupils.
47. The school's arrangements for assessing pupils' attainment and progress are good. This is because of detailed and comprehensive procedures for measuring pupils' achievements, particularly in English and mathematics. The school has effectively built on the arrangements it had at the time of the last inspection, for example by adding further testing of pupils in Years 3, 4 and 5. Further improvements have been made as the co-ordinator now maintains comprehensive records on each pupil that the school uses well. This tracking of progress enables the school to identify pupils who need extra help, to place pupils in appropriate classes and to set individual, year group and whole-school targets.
48. Regular checks are made on pupils' reading, spelling and writing and teachers make good use of check sheets to show how well pupils have understood the work they have done in mathematics and science. The assessment of progress and attainment in other subjects is satisfactory as teachers make their own assessments based on the work pupils have done in relation to what is expected of pupils nationally.
49. The school uses the information from assessments well. This is an improvement since the last inspection when there were considerable inconsistencies in the way information was used. Assessment information is recorded clearly and consistently and recorded electronically by the deputy headteacher. One benefit of this is that the school has been able to provide good support at an early stage for pupils. This includes the forming of additional support in literacy and numeracy. Teachers now have good information about pupils' attainments passed to them by the previous teacher which was a weakness at the time of the last inspection.
50. The assessment of the progress made by pupils with special educational needs is good. The detailed records the school makes of the progress of all pupils are used well to identify those who need extra support. Pupils' progress towards achieving the targets on their individual plans is assessed well by class teachers and teaching assistants. The school's annual reviews of pupils with statements of special need are very well done. These assessments are comprehensive and thorough, covering the academic, social and behavioural progress pupils make and so future targets are very well focused.
51. Pupils' personal development is very well monitored. A comprehensive personal and social and citizenship programme is in place and allows pupils to express concerns, contribute to their own well-being and feel very supported. Teachers know the needs of pupils well. The school nurse has an active role in the sex education and drugs education programme, contained in the personal, social and health programme. Citizenship has been well introduced, with recent discussion upon the roles of a Member of Parliament which is now understood by older pupils. The school is planning to introduce a school council, to provide even greater opportunities to support pupils' personal development.
52. The very good care now offered by the school has been enhanced since the last inspection, by the introduction of recent support programmes, and improved building work now

completed, as well as by the development of good assessment monitoring and procedures to more fully support pupils' academic progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school enjoys a very good partnership with parents, maintaining the strong link stated in the last report. The school plays an active and welcome part in the local community as was shown at the recent sports day. The community centre in the school grounds makes the school location known to many in the area and local people support school events held.
54. Developing this very strong partnership is the work of the Parent Teacher Association, known as the School Support Network, whose very good practical support to the school has provided excellent opportunities for the enhancement of buildings and equipment, to further support their children's learning. The network provides a very wide programme of social and fund raising events, which are very well supported. Many parents are active and committed in these events, enthusiastically led by the elected officers of the network.
55. Parents value the work of the school; the greater majority confirm that their children are very happy at the school and enjoy school life, and that standards are generally good.
56. A few parents had specific concerns about the amount of work to do at home. Inspection evidence showed that homework is regularly set at an appropriate level; older pupils especially have adequate homework to prepare them for their next stage of education. Very young children have spelling tasks and all pupils read on most nights.
57. Some parents did not feel that they were kept so well informed about how their children were getting on. The school has an 'open door' policy and any concerns can be discussed. A large number of parents regularly help in the school, and improved arrangements at parent information evenings now mean parental concerns may be expressed in a more confidential way. A large number of parents did not feel that the school provides an interesting range of activities outside lessons. Inspection evidence would not support this view; there is a very good range of extra-curricular events, visits and outings, as well as a before and after school provision known as 'Acorns'.
58. The school welcomes this very strong partnership with parents and has actively sought development when opportunities do occur. The annual general meeting of the governing body is now held on the same night as the annual meeting of the School Support Network. This ensures that the widest possible audience can learn of the work of the school. The school is developing a website to further strengthen the very good links with parents. Early indications show parents have welcomed this introduction.
59. A regular supply of letters and newsletters is sent by the school; the combined school brochure and governing body annual report booklet is attractive and gives very good information about the work of the school. Improvements have been made to the style of annual progress reports, a concern expressed in the last report. Statutory requirements of reporting levels of attainment at the end of the infants and juniors are met. The reports contain good information about work done and targets to be expected.
60. The school fully involves the parents of pupils with special educational needs in its work. Parents are kept informed at all stages of the provisions the school is making. They receive copies of individual education plans and given advice on how they can help at home. Parents are always welcome to discuss problems and are invited to contribute to the reviews of progress made and the setting of fresh targets. The very good partnership with parents makes a good contribution to teaching and learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is led and managed well. The new headteacher is very successfully building on the strengths of the school and has moved quickly to address weaknesses, such as training for teachers in information and communication technology. This has a good impact on school improvement. She is supported well by the deputy headteacher and other senior staff. They all set a good example through their teaching and subject leadership.
62. There has been good improvement to the procedures for school improvement planning since the last inspection. There is now a five-year plan to ensure a balanced approach to developments and clear priorities. Priorities arise from a careful analysis of teaching, learning and standards of pupils' work. All subject co-ordinators contribute to improvement planning through their own action plans. The views of parents and pupils are generally sought appropriately, although there are no formal procedures to gather these yet.
63. The improvement to the role of subject co-ordinators in raising standards has been good. This has been led by improvements in English, mathematics and, more recently, information and communication technology. There is regular and thorough monitoring of teaching and pupils' standards in these subjects, and co-ordinators take an active role in promoting their subjects, for example through the annual book fair when an established children's author works with pupils. All subject leaders have tasks to be achieved each term and time is given to all activities. The headteacher has streamlined processes and ensures the time for monitoring is not eroded. All subject leaders monitor termly planning to make sure there is suitable breadth of the curriculum. The subject co-ordinators observe pupils' and teachers' work in different ways; for example in design and technology, the co-ordinator talks to pupils about the work they have done. There are now consistent procedures for monitoring teaching, and co-ordinators have observed and fed back to at least two colleagues. Resources are at least satisfactory in all subjects and sometimes good, as in English where they are used well to help pupils achieve high standards. The co-ordinators regularly check that teachers have the tools to teach the planned lessons but they do not control their own budget or have a bidding system for developing resources significantly. This is a priority the school has identified for development.
64. The governing body are well informed and fulfil their statutory responsibilities well. They have a good working knowledge of the school. This is an improvement since the last inspection. Each governor has a specific area of interest and meets regularly with teaching staff to discuss the pupils' work. They occasionally visit lessons and several governors are regular visitors to the school. They have undertaken a good range of training provided by the school and the local education authority. They have worked hard to ensure the accommodation has improved since the last inspection and that improvements are cost effective.
65. The school's finances are well managed and the governing body are well informed through their finance committee. In particular, the school has had to make difficult decisions this year to maintain an appropriate balance, including redundancies. The slight deficit balance has been agreed with the local education authority and is addressed through the redundancies. It is the result of significant increases to staffing costs. The headteacher and governors are very thorough in pursuing quotations from service providers to make certain they get the best value they can. Their decisions are soundly based on the needs of the school community. The high standards and pupils' attitudes, good teaching and learning and good leadership and management mean the school gives good value for money.
66. The school's special needs co-ordinator is experienced and knowledgeable and provides good leadership so that pupils make good progress. All staff, including teaching assistants, receive specific training in different forms of special need. The co-ordinator, along with the headteacher, makes very good use of the expertise provided by outside agencies to provide support for pupils and staff.

67. The provision in the nursery and reception classes is well led and managed. There is good planning in place and teachers and support assistants make an effective team.
68. There are very good procedures to welcome new staff into the school and make certain they are supported and encouraged. There is a very useful handbook for all staff which gives good guidance on working practice. For example, there are checklists for classroom organisation for teachers and teaching assistants and methods of supporting good behaviour for lunchtime staff. Other non-teaching staff have appropriate guidance. The professional development of all staff is given high priority and there are good procedures in place to promote this. The targets for staff development are closely linked to school improvement planning as well as personal targets. This is helping to raise standards in information and communication technology, for example.
69. The good leadership and management support the positive ethos of the school and encourage very good relationships. As a result the school is well placed to make further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to further improve the good quality of education the school should:

(1) Improve provision for pupils' independent learning by:

- providing more opportunities for pupils to plan and organise their own investigations in mathematics and science;
- encouraging pupils to decide how to set out and organise their own work in all subjects more often;
- providing more opportunities for pupils to write at length in all subjects.

(Paragraphs: 3,7,8,9,25,95,104,110,111)

Plan for pupils to make full use of information and communication technology in their work in mathematics and science.

(Paragraphs: 8,9,10,31,34,104)

As well as the key issues the headteacher, staff and governors should include the following, lesser issues, for inclusion in their action plan:

- improve outdoor play for reception children. (Paragraphs: 55,88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	24	9	1	0	0
Percentage	2	20	54	20	2	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 two percentage points.

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)	13	309
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	21	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	20	21	21
	Total	41	43	43
Percentage of pupils At NC level 2 or above	School	93 (100)	98 (100)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	20	21	21
	Total	42	43	43
Percentage of pupils At NC level 2 or above	School	95 (100)	98 (100)	98 (100)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	17	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	31	33
	Girls	17	15	16
	Total	49	46	49
Percentage of pupils At NC level 4 or above	School	96 (91)	90 (86)	96 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	31
	Girls	14	13	13
	Total	45	44	44
Percentage of pupils At NC level 4 or above	School	88 (93)	86 (93)	86 (95)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	267	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	6	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)	13.5
Number of pupils per qualified teacher	26
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked	124

Qualified teachers and support staff: nursery

Number of teachers	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	39
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/3
	£
Total income	673224
Total expenditure	711767
Expenditure per pupil	2170
Balance brought forward from previous year	34729
Balance carried forward to next year	-3844

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	322
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	1	1	0
My child is making good progress in school.	65	33	1	0	2
Behaviour in the school is good.	49	48	1	1	2
My child gets the right amount of work to do at home.	45	43	8	3	2
The teaching is good.	64	34	1	1	1
I am kept well informed about how my child is getting on.	43	49	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	27	2	0	1
The school expects my child to work hard and achieve his or her best.	76	24	0	0	1
The school works closely with parents.	48	46	3	2	2
The school is well led and managed.	60	36	0	2	2
The school is helping my child become mature and responsible.	61	35	2	2	1
The school provides an interesting range of activities outside lessons.	32	34	20	4	9

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

71. The nursery has 26 part-time places for three to four year olds, who attend an afternoon session. Children are admitted in the term after their third birthday. The nursery is staffed with one teacher and a nursery nurse. Another teaching assistant effectively supports the two reception classes in different activities. Entry to reception takes place in September following a child's fourth birthday. The school admits another 14 children from other local nurseries. At the time of inspection, a good majority of children in the reception classes were already five. They are skilfully eased into full-time school life after a first few weeks of attending on a part-time basis. The parents are provided with useful guidance on how to help their children in a variety of curricular areas. This good provision enables parents to help their children and has a positive impact upon standards.
72. Overall, children's attainment on entry to the nursery is broadly average for their age, in communication, language and literacy. The teaching is mainly good and children advance to above average levels by the time they transfer to the reception classes. This is indicated by the assessment of children in their first few weeks of entry into reception classes. Because of their high capabilities, children achieve well and by the end of the reception year most have exceeded the early learning goals in all area of learning. Standards of attainment by that time are above national expectations in communication, language and literacy, mathematical development and in knowledge and understanding of the world. Children make very good progress in developing personal, social and emotional skills, and attain well above the national expectations in this area of learning. Standards of physical and creative development are satisfactory. Most children are on course to attain in line with the early learning goals.
73. There has been good improvement overall in the provision for children in the Foundation Stage since the previous inspection. The planned curriculum offers children valuable opportunities to develop their skills across all the required areas of learning. A satisfactory range of indoor activities is effectively planned on a regular basis, but the provision for outdoor play is limited, especially for children in reception classes. A small number of wheeled toys are available for the nursery children, but there is no fixed climbing apparatus and the overall range of resources is also limited, and this affects children's acquisition of a range of skills such as climbing and balancing.
74. Nursery and reception staff plan effectively to provide activities that are relevant, imaginative and enjoyable and include all areas of learning that are required nationally. The curriculum in the reception classes closely links with the work that children will encounter in Year 1 and a sound balance of child-initiated and teacher-directed activities is apparent. However, arrangements do not sufficiently extend to planning jointly with nursery and reception staff. As a consequence, the same certainty of similar methods and approaches is not as apparent between nursery and reception, or between the reception classes themselves.
75. Teaching for children in the nursery and reception class is good. This is because of the thorough planning of activities and many opportunities provided for imaginative and creative play. The teacher and support staff work extremely well as a team. The classrooms are attractive and stimulating. However, sometimes the teaching in reception restricts the opportunities children have to make decisions for themselves about their work and to choose their own activities. Very occasionally children spend too long sitting and listening to the teacher.

Personal, social and emotional development

76. Teaching in this area of learning is very good. Children make good progress and exceed the nationally described standards for the end of the reception year. In the nursery, the staff encourage children to settle down quickly at the start of each day and set a strong example of kindness and helpfulness, so they feel both happy and secure. Children learn to share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of situations, as varied as sharing refreshments daily and handling books.
77. Skills that are acquired in the nursery are continued in the reception class. Children work and play in harmony. Their confidence in trying new activities is developed well. A good example in the reception class occurred when children used clay to make own models of different animals. Children are effectively taught differences between right and wrong and are offered strong guidance about what it means to behave sensibly. They show consideration and respect for property and each other. The staff act as good role models and help children to form good relationships with others. The high quality of teaching ensures that nearly all children are attentive and eager to learn. As a result, children of all different abilities enjoy sharing their work with all available adults. Space is effectively used to organise a stimulating range of activities in well-defined areas, that produce good progress and some independence.

Communication, language and literacy

78. Good teaching in the nursery develops children's speaking and listening skills effectively. Instructions for activities are very practical. Good methods such as demonstrations and uses of visual information enable all children to understand what they should do. Adults develop children's communication well, providing good role models in the way that they speak to each other and to children. They question children in small groups and individually and listen carefully to what they have to say. As a result, children grow in confidence, talking to each other or adults as they work. This was noted in a lesson, where the nursery assistant effectively interacted with children in their role-play of registering the pet for treatment at the Vet's corner. This activity enhanced children's ability to answer questions correctly. By the end of nursery, children gain satisfactory control in developing early writing skills. A few children demonstrate the skill to produce strings of letters that form recognisable words.
79. Children are skilfully supported through constant encouragement to talk and share experiences. Staff show that they value children's efforts at communicating. Children talk about their experiences interestingly in the routine sessions of 'show and tell' in the reception classes. While children benefit from this opportunity, most lose their interest when sessions become too long. This was noted in a lesson where children remained seated on the carpet for 40 minutes telling others their 'news'.
80. In building reading skills, children grasp phonic skills well and frequent activities are used to prompt this. Children enjoy sharing books, in a group, with an adult. They are becoming familiar with terms such as 'speech bubble'. Children read a few simple sentences accurately from early reading books and take these home to share with their parents. Many average and higher attaining children are reading at levels higher than expected. They read with understanding and can retell a story in correct sequence of events. They speak with confidence to explain their favourite parts of the story or to give ideas about what might happen next.
81. Writing skills are fostered well. Good use is made of questioning skills and familiar stories such as 'Jack and the Beanstalk' to prompt imagination and write a sentence or two independently. Teachers make satisfactory assessments to inform their planning. However, the tasks in some lessons are not matched well to children's abilities and do not challenge them enough. Teachers consolidate children's knowledge of phonics and encourage them to form letters correctly through good direct teaching.

Mathematical development

82. Based on good teaching, all children make good progress and many are expected to exceed their early learning goals by the end of the reception year.
83. In the nursery, good opportunities are provided for children to match, sort and count using everyday objects. They recite number rhymes and sing songs to help them learn numbers. Children gain simple ideas of capacity and weight from practical experiences with sand and water.
84. Teaching is good in the reception class. Good use is made of a range of resources, including wooden shapes and constructional equipment. These materials support children's learning well, as noted in a lesson about the recognition and use of three-dimensional shapes. Most children describe objects by position, shape and quantity when working with construction equipment. Children learn to make simple comparisons and develop mathematical ideas such as 'bigger than', 'smaller than', 'more' and 'less'. Most children count well for their age and order accurately up to 20 and sometimes beyond. They recognise all numerals and write these accurately by the end of the reception year. The higher attaining children add numbers within 10 and record their findings with confidence.

Knowledge and understanding of the world

85. The quality of teaching in this area is satisfactory in the nursery and reception classes. Most children have a good basic knowledge of things around them. Planning and use of various resources offer the children suitable experiences to support their knowledge and understanding, and give them the related language and vocabulary. Teachers introduce many different materials, such as paper, card and textiles, to develop early ideas of building and technology. For example, children in the nursery have made cages for their pets out of card. Reception children use play-dough to mould three-dimensional shapes. Displays in classrooms contain many items of attractively presented children's work, for example, paper weaving and models of Rainbow fish. Teaching of exploration and investigation outside the classroom is well promoted; for example, when learning about the past, children were encouraged to talk to their parents and grandparents about their childhoods and compare these with their own.
86. Children in nursery and reception age groups thoroughly enjoy experiences of working with sand and water. However, practical activities such as planting or cooking on a regular basis are limited.
87. A good number of children demonstrated the development of computer skills expected for their age. They showed increasing control in the use of a mouse and cursors to correct positions.

Physical development

88. Children are on course to meet national aims in this area and teaching is good. Children in the nursery have continual access to an area outside. Equipment, such as bikes, is used well to promote children's physical development. The nursery 'hall-time' lessons generally involve a variety of movements that support children's grasp and awareness of space. Reception children do not have regular access to outdoor play or the use of a climbing frame and this restricts their learning in climbing and using vehicles. When children work in the main school hall, they are clearly taught awareness of space and encouraged to develop co-ordination and control in their movements. Teaching noted in a lesson was very good and enabled the reception children to make very good progress in the use of apparatus. The teacher in this lesson provided exciting activities involving body management skills and co-ordination in travelling under and over. Children moved with imagination and versatility, and thoroughly

enjoyed the challenges set for them. They are encouraged and taught to undress independently, managing buckles and buttons and putting their shoes on the correct feet.

89. In both nursery and reception classes, children receive good opportunities to develop hand and eye co-ordination when they use pencils, brushes, small cutting tools such as scissors and similar items.

Creative development

90. Teachers provide suitable opportunities for creativity. In the nursery, children draw, paint and make collages. Most children attain the national aims by the end of the reception class. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture and work with a good range of materials. Examples of collage of undersea creatures, produced by children in the nursery, are evidence of their gains in developing skills of cutting, shaping and sticking.
91. Adults in the nursery and reception classes often use nursery rhymes and clapping games to attract attention and to help children to enjoy themselves creatively. The reception children show obvious enjoyment and progress when they sing in assemblies. They sing and perform action songs and learn about different qualities of music.

ENGLISH

92. Standards are well above average by Year 2 and Year 6. The pupils of all abilities make good progress through the school because of the good teaching, very positive attitudes and strong parental support. The school has very effective planning to ensure pupils' basic skills are consistently built upon and the teachers make good use of procedures to measure pupils' achievement in setting targets for future learning. However, there are not enough opportunities for older pupils to write imaginatively at length and structure their own writing. The school makes good use of good quality children's literature to promote a love of reading. There has been good improvement in the planning and teaching of the subject since the last inspection and standards have risen well.
93. By Year 2 pupils speak and listen well. They are very attentive to their teachers and each other and follow instructions carefully. The teachers expect pupils to use a wide vocabulary appropriate to different subjects and pupils do so. For example, they use terms such as 'nutrients' accurately in science. They also use a good technical vocabulary to describe their English work, discussing 'phonemes' for example. The pupils discuss ideas amongst themselves with clear articulation and in suitably structured sentences. The less able pupils do not always give a very full answer to questions, but are generally encouraged well to do so by the teachers. By Year 6, pupils have made good progress. They speak pertinently to the subject in their lessons and continue to develop the use of a rich and appropriate vocabulary. For example, Year 6 pupils use the term 'onomatopoeia' accurately when discussing strengths in their writing. Although there is some use of role-play to encourage pupils to learn how to present an argument, for example in a Year 5 lesson on note taking, there are not many opportunities for pupils to engage in debate. They do, however, undertake dramatic readings as part of their work on play writing. Pupils with special educational needs are supported well in lessons and group work in speaking clearly and purposefully. The small percentage of pupils who do not speak English as a first language make good progress and join in well with their peers. Overall standards of speaking and listening are good.
94. Standards of reading are high throughout the school. Almost all pupils are working at least at the expected levels for their age and almost half the pupils are above this by Year 2 and Year 6. This is a result of the very well planned lessons from reception onwards which systematically build on earlier reading skills and challenge the pupils. There is also very good support for pupils with special educational needs and the less able through specific literacy

activities aimed at their basic literacy skills. Well-trained teaching assistants successfully lead these. Parents also give very good support to the regular reading homework. By Year 2, almost all pupils read with fluency and expression. They enjoy learning about words and most pupils tackle new words well either breaking up the word into smaller parts, or using the context of the story and pictures, or a combination of strategies. Pupils, including the less able and those with special educational needs, express a preference and clearly like a good range of books. By Year 6, pupils read previously unseen text with confidence. They scan a page quickly to find relevant information and look for key words and phrases. They have a good understanding of how punctuation and text is used expressively. This is linked to their studies on word processing in information and communication technology. The pupils select their own books to read and give good reasons for their choice. The pupils with special educational needs also show strengths in choosing a book they will enjoy from a large selection matched to their level of reading. All pupils know how to use the school library for research for their topics.

95. Standards of writing are also well above average. Pupils work hard at their writing in lessons in both juniors and infants. Lessons are very carefully planned to develop writing skills and progress is closely monitored. For example, in Year 2, pupils were learning how to find key words in a text and record information in note form. By Year 5 pupils are conversant with note taking and use their skills to record the views of different people over an imaginary environmental issue and develop these into a letter of concern. Pupils know how to make their writing more interesting by using lively adverbs and adjectives or alliterative phrases. They write for a wide range of purposes including letters, poems, a good range of factual writing, and writing to present an argument or discussion. By Year 2 pupils show imagination in their choice of words: for example, "Emily was never boastful again!" and "She sneered". Some of their stories are of very good length and pupils have some opportunities to make and design their own books. Although there are some good examples of pupils' extended writing in their drafting books in the juniors, there are not many occasions when pupils write at significant length, for example, organising stories into chapters as well as paragraphs. Teachers sometimes make too much use of worksheets, which are structured to support pupils' writing skills. Although they make a good contribution to helping pupils learn how to structure their writing, their overuse limits how much pupils can write and does not provide the scope for more able pupils to use their own ideas and imagination. This is particularly the case in lessons other than English.
96. Standards of handwriting are good. Pupils work neatly and quickly. The less able pupils, and some of the average pupils, do not consistently join the letters by Year 6. Spelling is very good because of the regular structured activities to promote this and regular learning at home. Punctuation is also used well. In particular, pupils learn to divide their work into paragraphs.
97. Pupils have very good attitudes to English. They enjoy reading times and sharing their ideas in guided reading tasks with the teacher. They use their reading and speaking and listening skills well to support their learning in other subjects.
98. The quality of teaching is good. It is particularly good at the end of the infants and juniors. The planning for literacy is very good overall. Lessons have a very clear focus, which is always explained fully to the pupils. In the best lessons, they record this as a point of reference for later work. The teachers present work in a lively and interesting way, involving pupils throughout. For example, in Year 6, work based on a Paul Jennings' mystery story started with dramatic readings from almost all pupils, including those with special educational needs. The teachers engage pupils in full discussions on the choice of words and phrases for their work. They give the pupils the opportunity to rehearse their ideas through drafting activities. By careful questioning and good role-modelling teachers encourage a wide vocabulary. Teaching assistants provide valuable contributions by discussing work with pupils with special educational needs and giving them the confidence to contribute to class discussions. Sometimes the pace of the lesson is too slow because the teacher spends too long going over the key features and not allowing pupils enough time to explore their own ideas. The

teachers have high expectations for pupils to work hard in lessons and they usually do. However, pupils' output and independence are sometimes limited by the tight structure of worksheets. The marking of pupils' work is usually good in identifying areas for improvement and sharing these with the pupils. There are some inconsistencies to the marking of English in other subjects, particularly spelling. The use of information and communication technology is a developing area. Pupils are beginning to explore the opportunities to use *PowerPoint* for communicating ideas and make use of word processing to draft their work. A strength in many lessons is the organisation of classrooms so that pupils have a clear view of the teachers who model good English well on white boards and overhead projectors. The teachers make good use of a wide range of reading and reference resources to improve pupils' accuracy and to develop interest in reading.

99. An enthusiastic and experienced co-ordinator leads the subject very well. The teaching in all classes has been closely monitored and the co-ordinator gives very pertinent points for further improvement. The results of annual tests are closely analysed and staff work together to agree on the standards of pupils' work. This helps staff to set high expectations for pupils' work. Booster classes for Year 6 pupils are held after school and these make a good contribution to standards reached in national tests because all pupils attend and parents support this well. The school makes good use of the funds available for the subject. The subject is enriched by visits from authors and poets who work with the pupils.

MATHEMATICS

100. Standards of attainment in mathematics are well above the average for pupils at the end of Year 2 and Year 6. Pupils' speed of response in mental arithmetic and knowledge and understanding across a wide range of mathematical skills are impressive for their ages. Standards have remained very good since the time of the last inspection. They are due to good teaching and pupils' very good attitude to their work. Pupils, including those with special educational needs, continue to make good progress through the school.
101. In Year 2 pupils can use standard measures and have produced good work on symmetry. Their number work is very good, although in one lesson a group of Year 1 and 2 pupils experienced difficulty grasping the system of addition across 10. Generally, these pupils know their number bonds well, many being very quick and sure with pairs of numbers up to 20. Many pupils are able to interpret mathematical problems well because they read fluently. Year 2 pupils, for example, could talk to one another and discuss the 'sums' within the problems very securely and confidently. Year 3 pupils sort two-dimensional shapes into groups using a Venn diagram and those a year older confidently multiply numbers by 10. Many Year 5 pupils showed a good understanding of mode, median, frequency, data and tally, which is advanced work for the age group. In all lessons seen pupils concentrated well. In a Year 3/4 class pupils worked hard at their fractions and Year 2 pupils stuck at a task they found difficult. As at the time of the last inspection pupils take a pride in their work. They present it well and most is very neat and carefully produced.
102. Mathematics is well taught. In almost all the lessons seen teaching was good or very good and pupils' books reflect calm, well-ordered classrooms in which they have been able to work. Teachers plan thoroughly and organise lessons very well. They manage pupils extremely well and this leads to a settled atmosphere in which pupils work briskly and sensibly. They pace lessons well and keep pupils focused on the task in hand. In a minority of lessons the oral work did not have a sense of urgency and some explanations were too deliberate. This stemmed, however, from a determination that pupils understand the work and exactly what they have to do. At the end of lessons teachers recapitulate and sum up well. This helps pupils to remember what they have learned and prepare for the next lesson.
103. Pupils sometimes mark their own work which encourages them to be reflective and responsible. In the best marking, teachers provide clear guidance to pupils for improving their

work. This is not a consistent feature, however. Teachers differentiate the work well. They give older or higher attaining pupils in a class more difficult tasks to do. Sometimes, however, extension work does not take the more able pupils forward, being too similar to that already done by the whole class.

104. The curriculum is broad and balanced with the National Curriculum being covered through good use of the numeracy strategy. There is a heavy accent on number work, however, and, although this has helped to produce the good test results, pupils do not have enough exciting shape, space and measures experience and, in the junior years, data handling, to develop a balanced understanding of mathematics. There is, for example, little three-dimensional work. Teachers make more opportunities to use mathematics across the curriculum than at the time of the last inspection, however. For example, Year 2 pupils have made a tally and graph of how they come to school and Year 5 a graph of pulse rates.
105. Management and leadership of the subject are good. The curriculum co-ordinator monitors work and planning effectively. She has a clear knowledge of pupils' needs. Pupils use information and communication technology but they do not use it enough, particularly in work about shape and data handling.
106. Pupils enjoy mathematics. They work enthusiastically even on straightforward work with numbers as in the table squares and mental tests for example. Year 5/6 pupils seized on the palindromes and, a day later, used their spare mathematics time to work out more complex ones. Pupils behave very well in lessons and this contributes to their concentration.

SCIENCE

107. Standards by Year 2 are well above average. At the time of the last inspection the attainment of more able pupils in the infants was found to be unsatisfactory. The school has made good improvement since then. This has been brought about by improvements in the guidance for teachers on what should be taught and in teachers' planning. By Year 6 pupils' attainment is also well above average and the high standards seen in the last inspection have been maintained well.
108. These results are very similar to those shown by teacher assessment at the end of Year 2 and pupils' results in national tests in Year 6 in 2002. There is very little difference in the attainment of boys and girls. Pupils make good progress through the infant classes and virtually all reach the expected standard with nearly half exceeding it. Pupils' progress in the junior classes is also good with very high numbers reaching the higher standards. Pupils with special educational needs make good progress because of the level of support they receive so that most reach the expected standards.
109. By Year 2 pupils have a good knowledge of many scientific facts associated with the wide range of work they have undertaken. For example, they know what the effect of applying heat to different substances is, the conditions plants need to grow and what distinguishes plants from animals. Their scientific vocabulary develops well and they are familiar with, for example, force, elastic, pollination and environment. Much of their work involves investigations and this is having a beneficial effect on developing scientific skills. For example, pupils in Year 2 predicted which saturated cloth would dry out first when placed in different places. One pupil wrote, "I think the scrunched up one on the table will dry quickest because even though those outside are in the sun, the air might be cold but warmer in the classroom." Their understanding of a fair test is also developing appropriately, as they showed when saying that, "We will use the same type of plant and the same amount of water," when carrying out an investigation on the leaves of plants under different conditions.
110. By Year 6 pupils have built well on their earlier experiences and deepened their understanding well. For example, from their work constructing simple electrical circuits in the infants, pupils construct more complex ones and introduce dimmers or more bulbs and buzzers. Pupils

extend their knowledge of how plants grow and consider the effects of temperature, soil and light. They apply their increased knowledge of food hygiene and how things grow to consider which micro-organisms are beneficial and which are harmful. Pupils also write at greater length and understanding when recording their investigations and make careful observations. For example when studying 'bubbles', one pupil observed, "The sultanas fell to the bottom, collected air and then floated back up to the surface." There are, though, too few opportunities for pupils to build still further on their understanding by devising their own tests. Although they record what happened in their investigations they rarely fully account for their results or probe further by re-testing. For example, one pupil wrote about the effects of applying heat to cheese "It went hard (having cooled) but did not return to its original shape," but went no further in suggesting why this might have happened. Pupils often complete worksheets when recording their investigations which add little to their understanding and sometimes restrict their answers.

111. The standard of teaching is good because teachers are providing opportunities and activities that are enabling most pupils to reach standards well above the average. Teachers have good subject knowledge and so handle pupils' responses well, turning these into further questions or general points to deepen understanding. Pupils are well motivated and stimulated by the work so that they try hard, concentrate well and are keen to offer ideas. In one Year 2 lesson, for example, pupils became very excited as they examined different parts of plants using lenses. They were keen to know more about what they were observing and so made good progress in learning what the job of a flower is and correctly ordering the stages of fruit development. In another lesson, in Year 6, pupils were intrigued to see if they could inject air bubbles into melted chocolate in an attempt to return it to its original form. Further evidence of pupils' engagement with science was the near-full attendance at the twice-weekly 'booster' lessons after school in the spring term. Teachers have high expectations of what pupils can do. They arrange activities that enable all pupils to study a topic in depth and pupils have accomplished a lot of work. As a result pupils' understanding of scientific methods of enquiry and evidence gathering is very good. Pupils present all their work very well and take great care with their writing and illustrations. The one weakness in teaching is that pupils have too few opportunities to work more independently or devise more of their own investigations. Pupils do not make enough use of information and communication technology in their work.
112. The leadership and management of the subject are good because of the improvements since the last inspection that have enabled standards to be improved or maintained. Staff have received good training, planning has been improved and pupils' responses in national and non-statutory tests are analysed to identify possible areas for development. More opportunities have been provided for the co-ordinator to observe lessons, and appropriate plans have been made for the continuing development of monitoring and assessment of work.

ART AND DESIGN

113. The standards in art and design have been well maintained since the last inspection. Both seven and eleven year olds achieve average standards. There are several examples of work of a high standard. This judgement is based the scrutiny of pupils' work and the displays around the school, as well as on discussions with pupils and members of staff. No lessons were seen due to the arrangements of the school's timetables. Most pupils, including those with special educational needs, show satisfactory progress in the basic skills of collage, drawing and painting. The art and design curriculum is appropriately planned for the required skills to be taught progressively across the school. There are sufficient resources of range and quality, and the allocation of time to the subject is appropriate.
114. Some artwork is linked to projects across different areas of the curriculum. For example, the paintings portraying the 'Great Fire of London' effectively linked to the history topic. An information and communication technology lesson observed in Year 2 gave pupils a good opportunity to use shapes, lines and colours. Pupils carefully created shape pictures with a

drawing program, and also successfully linked the work to skills learnt in mathematics. Year 4 pupils have also worked creatively on producing artwork as part of 'Fox Howl', their residential visit. The photographic evidence of their 'Land Art' sculpture work, using natural materials such as stones, leaves, flowers and twigs, inspired by the famous artist Andy Goldsworthy, is of a good standard. Small groups of pupils in Year 1 and 2 have also followed suit and visited the Brereton Heath Country Park for their sculptures with natural materials. There are good examples of the use of computer designs in Year 4 as part of investigating patterns. 'Talking Textiles' work and the containers made out of mod-roc by pupils in Year 6 are very well finished and taken care of. The three-dimensional work using a range of modelling materials such as wood or plaster, and applying different approaches to art, is not fully developed in most classes.

115. Most pupils are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their drawings and paintings; for example, the portraits by Year 3 show developing use of imagination and there are close observations of natural objects. Year 6 pupils have successfully experimented in producing artistic designs using different materials, colour and textiles. The use of sketchbooks to record their work of observational drawings or to experiment with line and tone is being developed. There are some good examples in pupils' sketchbooks of 'still life' observational drawings exploring techniques of shading to represent effect of light on objects. Most pupils demonstrate satisfactory powers of observation, and accuracy of detail, shape and size in drawing and colouring with different mediums such as pastels, charcoal and chalk, pencil colours and felt-tips. Pupils are not sufficiently encouraged to evaluate and make improvements to further develop their own ideas. This restricts their ability to produce work of a very high quality.
116. There is insufficient evidence to form a judgement on the overall quality of teaching. The work on display shows teachers' sound subject knowledge in planning and teaching art skills effectively. The subject leader is knowledgeable but she has not had enough opportunity for developing the subject in recent years because of the emphasis placed on English and mathematics.

DESIGN AND TECHNOLOGY

117. Standards are above national expectations by Year 2 and by Year 6. This is because pupils make accurate and perceptive evaluations of their work. Products are usually well made. There has been good improvement since the last inspection and some good improvement to the range of tools and resources. Only one lesson was observed during the inspection, however the quality of pupils' work and their evident enjoyment of the subject indicate that teaching and learning are often good. Pupils of all abilities achieve well.
118. Pupils' design and evaluation skills are sound and sometimes good in the infants. For example, in Year 3/4, pupils give detailed explanations of how they plan to make picture frames and describe the changes they would make. In Year 1, pupils use mathematical co-ordinates well to design a bedroom. There are some exciting designs for fabric flowers in Years 1 and 2. By Year 6, pupils show a good eye for detail in designing slippers by closely observing parts of old slippers that they took apart. They have a good understanding of the need for good grip and conducted experiments to achieve this. Pupils are appropriately accurate in measuring and drawing their own designs. In Year 5, the pupils produce some good designs for making musical instruments. However, in some of the work the use of worksheets to structure writing limits the detail and imagination pupils can show. The school involves pupils in real-life tasks to improve understanding. This is shown in the good plans that pupils contributed to, for the new playground area. These are detailed and to scale.
119. Products are usually well made in both the infants and the juniors. The pupils have the opportunity to work with a wide range of materials including textiles, fabrics, clay and other

malleable substances. The quality and finish of their work are often good as pupils take a pride in their work and teachers have high expectations. Pupils have a good understanding of health and safety when working with tools or preparing food. Skills are systematically developed. For example, they evaluated different ways of making joints before building models for work on different kinds of shelters. In Year 6 the pupils benefit from a project with the local secondary school use technology to make door plaques in plastic.

120. The opportunities provided for pupils are good. There is a good focus on skills development and good quality product making. This reflects the teachers' high expectations and understanding. In the lesson seen in the juniors, there was a good discussion with pupils about how pop-up books work and why. However, the pupils were not clear what they were expected to do in evaluating different books and could not recall the different types of mechanism because key words were not displayed for them. The teacher set a good pace with clear time limits for pupils and once she realised the weakness it was suitably addressed.
121. The leadership and management of the subject are good. The subject co-ordinator holds discussions with pupils about their work that gives her a good understanding of the standards they achieve. Some use is made of the Internet for research but the use of computers to support data handling and design is not very advanced. Work is regularly assessed.

GEOGRAPHY

122. Standards of work in geography are at about the nationally expected level for pupils in the infant classes. The work on St Lucia by Years 5 and 6 is of good quality. Pupils present their work well and have a good grasp of the facts and geographical skills, such as map work and an understanding of environmental features, emerging from the project. Those with special educational needs have taken a full part in the work. Pupils know how to access information on disk, including, for example, encyclopaedia programs, but their work shows limited use of such research. Year 4 pupils have used spreadsheets in work about using water in the home. Overall there is too little evidence of pupils' own research, especially given the high standard of reading. Pupils have copied some facts from secondary source material although there is evidence of primary source work. Years 1 and 2 pupils find out about their own area by walking out into the village and by talking to people. For example, during the inspection they very competently interviewed the school's crossing patrol. Both groups showed some real skill in taking notes during the interview – a fine example of using English in another subject,
123. Pupils enjoy geography although Years 5/6 pupils were not enthusiastic in their revision lesson. In discussion they were keener and Year 1 and 2 pupils went about their project with much enthusiasm in all their lessons. In all classes pupils concentrate well and behaviour is always good. Years 1 and 2 pupils took very seriously their interviewing and made some interesting and perceptive comments.
124. Teaching is good as it was at the time of the previous inspection. Teachers prepare carefully and organise activities efficiently within lessons. They teach and revise facts thoroughly and manage pupils very well. This means that pupils work in an ordered and calm atmosphere. Relationships are very good.
125. Pupils cover the National Curriculum. However, because, in some years, geography and history have one project only, there is too long a time between the units. The geographical skills acquired have too long to fade before the next project. This means that pupils' learning is not as strong as it could be. Pupils' understanding of how to collect information as well as their knowledge of facts is growing rapidly however, because of developing research skills in English.
126. The subject is enthusiastically led and the co-ordinator has the expertise to monitor and lead the progression of pupils' geographical skills. The processes for assessing pupils' progress

are not yet strong enough to address all weaknesses and ensure pupils reach the highest standards.

HISTORY

127. By Year 2 pupils' attainment is in line with expectations of pupils this age. They have an appropriate understanding of how things have changed, for example learning of developments in nursing since the time of Florence Nightingale. They have a good knowledge of life in Tudor and Stuart times including the differences between rich and poor, housing, travel and people's work.
128. By Year 6 pupils' knowledge has developed appropriately and they have a greater understanding of how things have changed and some of the reasons why this has happened, for example the ways in which fashions in clothing since the Second World War have come and gone, influenced by material shortages or pop music.
129. The standard of teaching is satisfactory because pupils have been provided with work that has developed their knowledge appropriately. Teachers have arranged visits to local places of historical interest, which have extended pupils' experiences well. For example pupils were able to dress as evacuees and handle 1940s' artefacts at a local hall. Younger pupils have visited Quarrybank Mill and Wigan Pier and engaged in butter making and other 'chores' as well as dressing in Victorian clothes. These experiences enhance pupils' learning through first-hand experiences of gathering evidence in historical investigations. Pupils have also used the Internet and reference books for research purposes. Older pupils have talked with their relatives as part of their studies of Britain since the Second World War and carried out research at home. However, pupils have too few opportunities to consider the validity of different sources of evidence. For example, pupils in Year 6 assumed that all facts presented in historical references to their work are true. There are also limited opportunities for pupils to write at any length, often constrained by the worksheets they complete. While many of these are useful and specially designed by teachers, others add little to understanding and inhibit responses. For example, in one of the activities for pupils in Years 3 and 4 completed speech bubbles for Henry VIII and Catherine. This was a good idea and gave pupils practice in writing as someone alive at the time of their studies. However, the space available for responses restricted them considerably. On the other hand when pupils were allowed to write at length in their letters home as refugees during the Second World War, they did so well. This enabled them to show how well they had understood the conditions at the time.
130. The leadership and management of history are satisfactory with standards similar to those found in the last inspection. Since then new guidance for teachers on what should be taught has been introduced which ensures pupils build on what they have done before. Resources are good and the co-ordinator, who has only recently taken up the post, is continuing to build these up.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards are in line with national expectations by Year 2 and Year 6. There has been sound improvement since the last inspection and particularly good improvement over the past year. This is because the new subject co-ordinator has ensured that all staff training is up to date and the suite of portable laptop computers is now used regularly. The school receives good support from a technician employed for one day a week. There is a very promising website developing which the pupils have helped plan and design. The planning to develop computer skills is good and often linked to other areas of the curriculum. However, pupils are not yet making enough use of computers in all subjects, particularly for handling data, measure and control in scientific and mathematical investigations.

132. By Year 2, pupils have a good understanding of how to use the laptops safely. Most pupils can open files without support from a menu and select different applications. They are making sound progress in using the touch pads to control the cursor and are improving with experience. The pupils work well together on an art program in Year 2 to manipulate and draw shapes and designs. In Year 1, pupils gather data on taste and opinions and make graphs to show children's favourite foods. They understand that the Internet provides information from all over the world and have used it effectively in their studies on the Great Fire of London. Pupils make sound use of word processing facilities and can, with guidance, change the font and style of work and link to their own pictures designed on computer. Some good quality work is evident in history. Sound use is made of computers to practise spelling and number work in a fun way.
133. By Year 5/6, pupils have made sound progress in the use of information and communication technology for word processing. They vary colour and style to dramatic effect in poems based on 'Isobel met an enormous bear' in Year 5. The pupils import pictures from the computer's database and link them to their work. They use computer tools such as spell checkers appropriately and understand that they have limitations. Year 6 pupils have produced their own *PowerPoint* presentations on their interests and hobbies and are very eager about this. The pupils use the computers to make headlines and re-write text. These activities are sometimes in isolation to other aspects of pupils' work and so pupils do not always appreciate the relevance of their learning. Their skills in control technology are sound. In Year 3/4, the pupils have made very good symmetrical designs based on Islamic artwork. In Year 6, they have the opportunity to work at the local secondary school on a project in design and making 'robots'. Throughout the school pupils make good use of the Internet to find information and have some understanding that some sources are more reliable than others. They have some experience of data handling, but do not yet use spreadsheets or similar tools to help them organise and plan work in mathematics and science.
134. The pupils have positive attitudes to using information and communication technology. They have been involved in recording CDs in music. Many pupils use home computers to support their homework. The group of pupils working with the technician on designing their own website are particularly enthusiastic.
135. The quality of teaching and learning is sound overall and sometimes good. Classroom computers are used in several lessons for word processing and practising basic skills through challenging games. Pupils with special educational needs make sound use of computers to support learning in English and mathematics. In lessons in the computer suite the quality of teaching observed is good. Teachers give clear demonstrations. They explain exactly what they want the pupils to learn and this is reviewed at the end of the lesson.
136. The subject is led and managed well. There has been good staff training over the last year linked to the effective use of new resources. Planning for teaching skills is thorough and systematic. More use could be made of information and communication technology skills in mathematics and science for recording and data handling. The school is well placed to develop this.

MUSIC

137. There was little class music during the time of the inspection but singing in assemblies and at a joint schools' concert and discussions with teachers and pupils show that pupils reach the standard expected nationally at the ages of seven and eleven. The school has a programme of instrumental teaching and many pupils take private lessons on a wide range of instruments outside school. The standard of instrumental work is above the national average. Recorder work is not so strong but a small group of Year 3 pupils played at a fair level for beginners in a lunchtime recorder club. Their sound and tuning were adversely affected by the variety of make of instrument and their playing position, sitting on the floor. Infants sang well during their assembly, Years 3 and 4 sang lustily at the concert and the junior pupils in pitch and in tune

during their assembly. Older pupils are less enthusiastic singers but Years 5 and 6 pupils talked enthusiastically about the choir and this still runs at the height of summer. There is no string tuition as there was at the time of the last inspection. There has been sound improvement to the planning for the curriculum since the last inspection.

138. Pupils' understanding of musical composition is satisfactory. There is some particularly good work in Years 3 and 4 on work on rainfall. However, across the school progress in this area varies between classes. Pupils learn to appreciate a good range of music and sometimes write about their experiences well. Pupils who play musical instruments often have a good understanding of music and make effective use of this in lessons.
139. Pupils enjoy music. They behave in lessons very well. In one where a visiting teacher experienced some difficulty with the CD player pupils were extremely patient and helpful. They volunteer readily for extra-curricular activities although attendance at recorders and choir fall away during the summer. The Years 3 and 4 pupils were clearly very enthusiastic about the concert they took part in during the inspection and Years 5/6 pupils talked eagerly about the Christmas event they attended in Manchester. The pupils participate in a lively production in the autumn term involving large numbers of pupils and with singing from the Years 3/4 classes. The infants also take part in a Christmas production. Pupils with special educational needs take a full part in these activities. For those who show a particular enthusiasm or flair for music, instrumental lessons are available.
140. Teachers now use a published scheme of work. This helps those who are less confident about teaching music. It has not yet had full impact but is responsible for some of the good listening work pupils have done this year. Teachers' good organising skills and the co-operative atmosphere in lessons help them to make the most of the ideas in the scheme.
141. There is limited music from different cultures. The Year 4 pupils, however, worked with an Afro/Caribbean musician on performances shared with the school. The school intends to enlarge its collection of instruments. This and the full use through the school of the new scheme are rightly the priorities of the co-ordinator.

PHYSICAL EDUCATION

142. By Year 2 standards in dance, gymnastics and games are in line with those expected of pupils this age. Pupils have a satisfactory repertory of movements so that, for example, they are able to respond to music and produce an appropriate dance. Pupils in a Year 1 lesson mimicked the actions of a monster and built their actions well into a dance. Pupils' throwing and catching skills are appropriate with most able to throw over and underarm and catch with one or both hands. Their gymnastic movements are appropriate and they jump, balance and roll with control and awareness of body shape. They combine these movements appropriately as was seen in one Year 2 lesson when pupils devised short sequences involving these skills.
143. By Year 6 pupils' attainments in dance and gymnastics are in line with expectations of pupils this age. The school's success in football, netball and athletics against other schools shows that attainment is above these expectations. The pupils' attainment in swimming is good with most pupils able to swim further than expected for their age. Pupils make satisfactory progress in their dance movements. For example, in Year 6 pupils demonstrated how they had moved on from literally interpreting music and narrative to reacting to music in more creative ways. They learned the individual movements of Bhangra dancing and quickly progressed to working together in larger groups. This included a 'free' interpretation of the music within the group.
144. The standard of teaching is good because pupils are well motivated and given activities which enable them to make good progress. Teachers join in well with the activities set for pupils and demonstrate what they want them to do. Teachers make good use of pupils' demonstrations

and provide opportunities for their classmates to observe them and make comments on the quality of their performances.

145. Pupils take part in their lessons with enthusiasm and enjoyment and try hard to carry out the tasks set. They listen to advice and criticism well and endeavour to improve their performance. For example, in a Year 2 lesson pupils watched each other perform short sequences of gymnastic movements and were able to identify why they were good and how they could be improved.
146. The leadership and management of physical education are good because in most of the strands of the subject pupils are achieving well and given balanced opportunities. The school enjoys a local reputation for doing well in competitive sport and the after-school clubs are very well attended. These cover a good range of activities including athletics, rugby, football and netball. Resources are adequate and teachers make good use of games equipment. However, the shared use of the school hall is restricting the progress pupils can make in gymnastics. This is because the school is unable to provide the large climbing and agility apparatus needed to extend pupils' skills in this area. The co-ordinator is presently making further improvements to the guidance for teachers' planning and there are plans for further observations of lessons to improve the standards of teaching and learning.

RELIGIOUS EDUCATION

147. Standards of attainment by the age of seven and eleven meet the expectations set out in the locally agreed syllabus for religious education. The school has maintained the average standards reported in the previous report. Teachers make good use of story telling and discussion, and because of this pupils begin to develop their ideas about appropriate personal responses to right and wrong, and basic knowledge of their own and others' religions. Pupils achieve well and continue to build on this understanding throughout their time in school. Most pupils show satisfactory gains in their knowledge and understanding of Christianity. They also study Judaism and Islam, but their knowledge and understanding of the life of people from various cultural backgrounds and different beliefs are not well developed. However, religious education is taught regularly and contributes effectively to pupils' overall spiritual, moral and social development. Assemblies also support the religious education through stories such as 'The Sun and the North Wind' in a lower school assembly, where children learn "not to be boastful".
148. The younger pupils in Year 1 begin by looking at events in their own lives. In a lesson, they discussed the Ten Commandments and learnt about the importance of rules in life. Year 2 pupils know about aspects of Christianity. They show developing understanding of the symbols, such as those used in stained glass windows. From their research on the Internet pupils chose their own stained glass window and described what they liked about it. Pupils learn that the Bible is a special book for Christians and a church is a special place for prayer.
149. By Year 6, pupils have an adequate knowledge of Christianity. They understand that different faith communities worship God in different ways. Pupils' understanding is largely confined to facts about festivals such as Christmas, Easter and the Harvest. Their knowledge of festivals of other religions such as Eid, Diwali or Channukah is limited. Pupils record a good amount of factual information and also learn to show respect for beliefs and values of others. However, most work is on commercially produced worksheets that limit pupils' ability to research the topics studied and record information independently and with understanding. Pupils have heard stories from the Bible, but their understanding of the deep meaning of these is not fully developed. They are able to draw on this knowledge to help them make decisions about their own lives and to make sense of what they see around them.
150. The quality of teaching is satisfactory overall. A good lesson in Year 6 offered stimulation with use of appropriate artefacts and an effective discussion to enhance pupils' understanding of

the Muslim custom of arranging marriages. Pupils in this lesson were able to extend ideas and increase understanding of the marriage traditions and compare these with the Christian weddings. In most lessons, as result of the good relationships, pupils' attitudes and responses to learning are good. They listen carefully when a story is told or information is given. Pupils behave well and respond to questions with confidence. Most pupils show a positive willingness to talk about and share personal experiences.

151. The teaching of religious education makes a sound contribution to pupils' literacy skills and a good contribution to their speaking and listening. Appropriate discussions and questioning in some lessons support pupils' listening and speaking skills. The co-ordinator is relatively new, but currently carrying out the responsibility effectively. She is clear about the direction for the subject. The steps to measure pupils' individual progress are not yet effective enough to ensure they reach high standards of understanding. Resources are satisfactory in range and quality. The school has a suitable collection of multi-cultural artefacts and books about other religions of the world but does not use them enough to fully reinforce learning. Pupils visit the local church and the vicar from this church also supports assemblies. So far, there have been no opportunities to invite visitors from other religions or organise visits to other places of worship to enhance pupils' learning in the subject.