

## INSPECTION REPORT

### **RAINOW PRIMARY SCHOOL**

Rainow, Macclesfield

LEA area: Cheshire

Unique reference number: 111203

Headteacher: Mr A.M. Bertinshaw

Reporting inspector: Michael Onyon  
18146

Dates of inspection: 3<sup>rd</sup> - 4<sup>th</sup> February 2003

Inspection number: 247092

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Round Meadow  
Rainow  
Macclesfield  
Cheshire

Postcode: SK10 5UB

Telephone number: 01625 572021

Fax number: 01625 527021

Appropriate authority: Governing body

Name of chair of governors: Graham Richmond

Date of previous inspection: 1<sup>st</sup> – 4<sup>th</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Smaller than most primary schools, Rainow Primary School is situated in the village of Rainow on the outskirts of Macclesfield, Cheshire. It draws its pupils mainly from the local area, although a significant number are from outlying villages and from the nearby suburbs of Macclesfield. The socio-economic circumstances of the pupils are above average with three per cent entitled to a free school meal. This is below the national average. Children's attainments on entry are above average. At the time of the inspection there were 151 pupils on roll, of whom six per cent had special educational needs. This is a below average proportion. Their needs include dyslexia and moderate learning difficulties. Two pupils had a Statement of Special Educational Needs, which is broadly average. Very few pupils come from ethnic minority heritages and no pupils speak English as an additional language. This is low in relation to the national picture. There are slightly more boys than girls. The headteacher and four teachers have taken up appointment since the previous inspection.

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

This is a very effective school with many very good features. Pupils attain standards that are well above average in English, mathematics and science by the end of Year 6. All pupils, including higher attaining pupils and those with special educational needs, achieve well. This is because the quality of teaching is very good and the headteacher, senior staff and governors provide very good leadership. The school provides good value for money.

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

- Standards in English, mathematics and science are well above average by the end of Year 6 because the teachers organise lessons to ensure that tasks are well matched to the needs of all pupils.
- The headteacher, senior staff and governors provide very good leadership, enabling all staff to work very well as a team, and this contributes very positively to the success of the school.
- Teachers have very high expectations, are very well prepared and provide interesting activities that motivate the pupils. This contributes to the very good quality of the learning throughout the school.
- The school promotes very good relationships and personal development, successfully encouraging very good behaviour and very positive attitudes to learning.
- The very well planned curriculum, that includes many extra-curricular opportunities and visits, enriches pupils' learning and contributes towards high aspirations and motivation.

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

- The information supplied to parents about pupils' achievement could be better, so that parents know how well their child is doing in relation to what is expected nationally.

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

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

There has been good improvement since the previous inspection in 1997. Standards in English, mathematics and science have risen in line with the national trend and have been well above average in recent years. The quality of teaching and learning has improved, with no unsatisfactory teaching and more teaching judged to be very good. The school has successfully addressed the issues pointed out in the previous inspection. The prospectus and written reports at the end of Year 6 now meet statutory requirements and the library area has been developed into a suitable area for pupils to learn library skills and conduct independent research. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of the pupils. The school is on course to meet its challenging targets and is well placed to make further 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	A	A	A	B
Mathematics	A	A	A	B
Science	A	B	A	B

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

This information shows that standards in the 2002 national tests for pupils in Year 6 were well above the national averages in English, mathematics and science. Standards have remained consistently high over recent years and the school has performed well in comparison with schools in similar circumstances. Inspection evidence shows that, by the end of Year 6, standards continue to be well above average in English, mathematics and science and pupils achieve well. Standards in other subjects were not investigated on this inspection. Children are well on course to exceed all the early learning goals by the end of the reception year and the children achieve well. By the end of Year 2 standards in reading, writing and mathematics are well above the national average and pupils' achievement is good. Pupils with special educational needs make good progress and higher attaining pupils also do well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they are offered interesting activities. They are eager to learn and try hard to succeed.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in and out of the classrooms. They are polite and courteous.
Personal development and relationships	Very good. Pupils use their initiative and show a very good level of independence. Relationships are very good and teachers know their pupils very well.
Attendance	Very good. It is well above the national average.

- The way in which pupils respect the views and efforts of others is a particular strength. The attitudes and approach of pupils to their work were very good in most lessons and never less than good.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 quality of teaching is very good overall and leads to very good learning. The quality of teaching is consistent throughout the school, with more than five lessons in ten judged to be very good or excellent. All teaching was judged to be good or better. English is taught very well across the school. Literacy is also taught very well because teachers have a secure understanding of how to teach these skills. The needs of all pupils are met well as a result of teachers' very good knowledge of their pupils. The teaching of mathematics is consistently very good. Numeracy skills are taught very well and this contributes to well above average standards by the end of Year 6. Older pupils in mixed-age classes are sometimes taught English and mathematics in their own year group, and this also contributes to the well above average standards by the end of Year 6.

Strengths in the quality of teaching include very high expectations, interesting strategies that motivate the pupils and encourage them to work hard, well prepared lessons and very clear explanations that ensure that all pupils make good gains in their learning. They show interest in their tasks and try very hard to succeed. In the best lessons, teachers share with pupils what they are going to learn and consequently pupils have a very good understanding of their own learning. Teachers use questions very well to check pupils' understanding and to ensure that lessons move at a good pace. The school meets the needs of all its pupils very well. Tasks are planned to challenge higher attaining pupils and also to meet the individual needs of those with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A wide range of visits and visitors enriches pupils' learning. Pupils develop their literacy and numeracy skills effectively through the use of information and communication technology.
Provision for pupils with special educational needs	Very good. Pupils are aware of the targets in their individual education plans and work effectively towards them, with very good support from teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral and social development. Good provision for spiritual and cultural development. The school promotes collaborative and co-operative work very effectively, which has a positive impact on pupils' personal development. The emphasis on self-discipline and the way in which pupils care for each other are strengths. The school prepares its pupils well for life in a multicultural society.
How well the school cares for its pupils	Very good. Teachers know their pupils very well and monitor their personal development very effectively.

- A particular strength is the way in which the school organises the curriculum in Years 3-6 to enable pupils to be taught English and mathematics in single year groups for a significant part of the week. This contributes to the well above average standards in English and mathematics.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very strong and caring leadership, with a clear vision, enabling all staff to give of their best. He is very well supported by the deputy headteacher and they work very effectively together towards continual improvement.
How well the governors fulfil their responsibilities	Very good. The governors play a very effective part in the management of the school. They contribute to the high standards in many ways, and are particularly effective in monitoring and evaluating standards.
The school's evaluation of its performance	Very good. The school evaluates its performance very thoroughly and takes steps to ensure improvement. For example, pupils with particular needs who did not reach the expected level in last year's optional tests are now accommodated in small groups to give them more individual support. It also identifies pupils who would benefit from specific programmes to address their difficulties and arranges this support.
The strategic use of resources	Very good. The significant carry forward in the budget is appropriately identified to enable the teaching of single age groups to continue.

- A particular strength is the very good leadership of the headteacher and the strong sense of teamwork. The headteacher has successfully established a strong team and is well respected by staff, pupils and parents. He has made very good use of any available funding to improve facilities for staff and pupils.
- The school applies the principles of best value very effectively and evaluates spending very carefully.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and parents feel comfortable in approaching the school with questions and concerns.</li> <li>• Behaviour is good and children are encouraged to become mature and responsible.</li> <li>• Their children enjoy coming to school and they make good progress.</li> <li>• The teaching is good; children are expected to work hard and are making good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to be better informed about how their children are getting on.</li> </ul>

The inspection team fully supports the positive views held by parents. The team agree that the parents can be better informed about the good progress that pupils are making, in comparison to national standards.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards in English, mathematics and science are well above average by the end of Year 6 because teachers organise lessons to ensure that tasks are well matched to the needs of all pupils.**

1. One of the reasons why standards are well above average in English and mathematics by the end of Year 6 is because the school takes particular care to ensure that tasks are very well matched to the needs of all pupils. It does this by teaching pupils from across Years 3-6 in single year groups for a significant part of the week. The headteacher teaches one of the classes and this means that pupils can be taught in smaller groups. Good provision for classroom assistants also ensures that pupils receive a lot of individual attention. As a result, tasks can be closely matched to the needs of individuals, not only those needing extra support.
2. Good examples were seen during the inspection. For example, higher attaining pupils in Year 5 used facts that were already known to make new number facts to solve problems. They began with 12 multiplied by 3 equals 36, doubling one of the numbers to double the answer; for example 12 multiplied by 6 equals 72, quickly moving to 120 multiplied by 3 equals 360 and 12 multiplied by 1.5 equals 18. This challenging lesson, where pupils worked in pairs to consider solutions to problems, met the needs of the pupils and motivated them to succeed because the teacher had given them a problem that was relevant. The pupils were keen to offer as many solutions as possible. As a result, the pupils learned that the task that they were asked to complete had a real purpose and they worked hard to succeed.
3. In a Year 6 literacy lesson pupils were very effectively able to identify different types of text, for example fantasy and humour. They also investigated simple, compound and complex sentences by using connecting devices, in their study of 'Spaghetti Pig Out' by Paul Jennings. Because the teaching assistant was fully involved in the lesson, pupils were able to follow the text she presented on the overhead projector whilst the teacher very effectively questioned them, probing their understanding and successfully ensuring that they were actively involved. Pupils were then clearly able to explain the difference between subordinate and main clauses and referred to examples from the story: "I like the way he uses funny parts to make the story interesting". Vocabulary was developed very well in another Year 6 literacy lesson describing characters in the Paul Jennings story. For example, terms such as 'graphic', 'tenses' and 'onomatopoeia' successfully built on the pupils' knowledge and extended their use of descriptive words in writing about characters. Because expectations were clear, the pace of the lesson was brisk and related very well to all pupils' levels of attainment.
4. Standards are also well above average in science by the end of Year 6 because the needs of all pupils are met well. In a science lesson pupils in Years 5 and 6 used very good vocabulary when explaining how to set up a fair test to consider how objects are pulled down because of gravity. Because the activities had been carefully structured by the teacher they were matched well to pupils' levels of attainment. For example, some groups considered the use of mathematical formulae to calculate the effect of gravity on the piece of clay they were dropping, whilst others considered simpler aspects such as the height of the drop and the softness of the clay. Because the tasks were at a challenging level for all pupils they gained their immediate attention and motivated them to consider successful solutions.
5. Similar organisation works well for the younger pupils. Pupils in the reception year and Year 1 and 2 classes are taught in single age groups. Because work involving children's use of words and sentences, in the reception class, is well planned, the children very effectively say and write the letter sounds. Number activities enabled the children to compare the capacity of containers and to weigh two objects using pan balances. Some children used pre-cut squares to cover quilts for the 'Three Bears', successfully counting how many squares were used, whilst others used building blocks to build chairs for the bears. Pupils in Year 1 used their knowledge of sound, in a science lesson, to consider how different musical instruments made sounds. The teacher enabled all the

pupils to experience the sounds made by different instruments and to explain their results to the other pupils. As a result, pupils worked hard to complete their tasks and used vocabulary well. Average and higher attaining pupils in Year 2 learned that number lines can accommodate different groups of numbers, for example 0-100, 0-500 and 0-1000, and effectively used the number lines they produced to calculate answers to addition and subtraction problems. The teacher and classroom assistant closely monitored each group and were patient when helping pupils to write numbers correctly. As a result, pupils worked hard to complete their tasks. Careful planning ensured that tasks were well matched to the needs of individuals, resulting in some pupils being completely focused on their own work, while others shared their ideas with a partner.

**The headteacher, senior staff and governors provide very good leadership, enabling all staff to work very well as a team, and this contributes very positively to the success of the school.**

6. The headteacher has a very clear vision for the continual development of the school, focused on the provision of the best quality environment, high standards and the expectation that each pupil will reach their full potential, without loss of esteem, in a caring environment. He has shared his vision effectively with governors and staff, resulting in a committed team that works very well together towards common goals. Because of this, pupils do very well by the time they leave the school. There are several reasons why the school is so successful. The headteacher, staff and governors analyse its performance very thoroughly and take action to address weaknesses. For example, an annual meeting brings together teachers and governors to carefully analyse the progress made by pupils and the progress towards the stated priorities in the School Development Plan. All teachers present information to the meeting, related to their area of responsibility. The outcomes of the meeting effectively inform future plans, through careful analysis of data and comparison with local and national averages. For example, additional challenge and support is offered to groups of pupils, using materials from the Early Literacy Strategy and the Additional Literacy Strategy, effectively targeting resources to give pupils the best chance of improvement. This is proving successful in maintaining well above average standards.
7. Another reason for the success of the school is the way in which the classroom assistants and teachers work together, very effectively, as a team. The school has made generous provision for classroom assistants to ensure that pupils receive as much individual and small group support as possible and they play a full part in the school. As well as providing valued support in classes, they take a leading role in the delivery of a wide range of programmes designed to raise standards. Some of these programmes are national initiatives, but the school has introduced others. Examples of some of these group activities, seen during the inspection, show that classroom assistants have been well trained to teach these programmes and that they are having a positive effect on standards. Classroom assistants also take responsibility for a range of other activities. They attend some staff meetings and work closely with teachers, who value their contributions, enabling the teachers to work directly with pupils, effectively developing their literacy and numeracy skills.
8. The teamwork shown by the teachers is fundamental to the school's success. The deputy headteacher very effectively supports the headteacher and they successfully share responsibilities, with each monitoring and evaluating specific aspects of the school's work. There is a shared vision and commitment to success. Teachers plan work together to ensure that the teaching arrangements are successful and that pupils develop their skills steadily and systematically. Little time is lost as pupils move around the school to their different classrooms because the teachers are skilled in starting and finishing sessions on time, resulting in seamless movement from session to session. The special educational needs co-ordinator, teachers with specific subject leadership responsibilities and teachers who visit the school to teach specialist subjects (for example music) are also very much part of the team and there is very close liaison between them. This sharing of information contributes positively to the standards attained by all pupils.
9. The role of governors is well developed and they play an effective part in the management of the school. They keep themselves informed through visits and several governors help in school on a regular basis, as evidenced by the involvement of a parent governor who effectively supported art

and design work, in a class, during the inspection. Such visits follow a carefully set out protocol. The Chair of Governors is very aware of the relative strengths, skills and interests of governors and has harnessed and developed those strengths to benefit the school. At the governors' annual meeting with teachers they monitor and evaluate overall pupils' progress and help to guide priorities for the coming year. The governors evaluate their spending decisions carefully, ensuring that they are focused on raising standards, having planned to allocate their current budget surplus to maintain the current teaching arrangements. The bursar carries out day-to-day financial management very effectively. All staff are aware of the school's policy in promoting race equality, which is part of the school's ethos in recognising and meeting equally the needs of all pupils.

10. The headteacher and governors are committed to providing the best possible environment for staff and pupils and have planned carefully to make the most of the location. The governors are keen to provide access for the disabled and are effectively considering improvements to the building. They have worked together successfully to access any available funding to enhance the facilities. Since the previous inspection, there has been a building programme, resulting in an attractive extra classroom, currently used by children in the reception class. In the central area, linking the classrooms, a designated computer area has been established enabling easy access for both teachers and pupils, whilst allowing flexibility for the computers to be used effectively within classroom areas. A quiet garden in the playground has been erected, offering shade in hot weather and a peaceful area for pupils during playtimes and lunchtimes. Staff and pupils appreciate all these facilities and the building is cleaned and maintained to a high standard by the site supervisor. Another example of the way in which the headteacher uses all available resources to the benefit of the pupils is the use of the areas adjoining the school as an environmental study area, enriching the immediate environment and supporting the maintenance of well above average standards of attainment.

**Teachers have very high expectations, are very well prepared and provide interesting activities that motivate the pupils. This contributes to the very good quality of the learning throughout the school.**

11. The very good quality of the teaching is another reason why the school is so successful. A particular strength is the way in which teachers choose interesting activities to motivate the pupils and are very well prepared. For example, in a science lesson for pupils in Years 5 and 6, to teach the importance of considering a fair test when experimenting, the teacher quickly gained the pupils' attention by introducing the task as a 'splat' test. The test involved measuring the effect of gravity on objects and the idea of measuring the 'splat', or change in the shape of the object, generated interest and excitement. The pupils were fascinated on hearing the teacher tell of the difficulties a child called Harry had in following the instructions, as he considered a fair test. The pupils then followed the teacher's oral instructions to carry out their own experiment before writing them down. The class developed their listening skills in a way that motivated them. Pupils learned that instructions needed to be clear, otherwise they could make errors if they did not listen carefully to other members of their group. The pupils settled to the task of recording their experiment quickly, because they were keen to share the outcomes of their work with others. They responded well to the teacher's very high expectations that they should use correct terms such as 'gravitational attraction' and 'identifying the direction'.
12. In another science lesson, for pupils in Years 4 and 5, pupils learned about the change in shadows depending upon the changing position of objects or the source of light. The teacher very effectively used an opportunity created by a period of sunlight to illustrate the shadows created on the school field by the school building and trees. They were very motivated to begin their task, sharing their ideas with each other. The teacher constantly reminded them of the importance of matching their results to their observations and the correct use of scientific vocabulary. Very effective use was made of information communication technology in the final part of the lesson, when pupils accessed a website that illustrated the effects of the moon's shadow upon the earth, in different places and at different times of the day and night.
13. Very high expectations were illustrated in a lesson for children in the reception class, who developed their vocabulary when comparing the size of objects. Equipment had been very well

prepared to enable sizes to be compared. When considering a very small bowl a child referred to a 'teeny-weeny' bowl. The teacher very effectively encouraged the children to consider what 'teeny-weeny' might be and to use 'very small', in comparison with 'small', 'medium' and 'large'. In a literacy lesson for reception children excitement was generated and enthusiasm built upon when the teacher opened a letter she had prepared from 'Goldilocks', encouraging the children to express their feelings about how they might help her to respond to the behaviour of the 'Three Bears'.

14. In an art and design lesson, for pupils in Years 3 and 4, the teacher was very well prepared with materials to illustrate the use of tonal colours. Very good direct teaching showed how primary and secondary colours could be used to create a contrasting effect. As a result pupils successfully explained the meaning of contrast as 'colours that clash' and 'are the opposite' and produced pictures of their own, in the style of Hundertwasser. High expectations were illustrated, in the classroom, by large-scale three-dimensional 'hats' produced by the pupils when working with a visiting artist. As a result pupils were keen to reach a high standard with their work and were encouraged to reflect on their use of colours.
15. Other features of very good teaching include the very effective use of time targets to ensure that pupils know how long they have to complete an activity. This results in pupils remaining on task and settling quickly to activities. Teachers manage their pupils very well and explain tasks very clearly to ensure that all pupils understand their tasks. For example, in a mathematics lesson for pupils in Year 3 the teacher had very carefully planned tasks to meet the needs of all pupils, who were examining ways of adding and subtracting numbers quickly. Through the focused use of questions the teacher effectively encouraged them to consider how three numbers could be added together quickly, successfully explaining their chosen strategy to other pupils. As a result of all these very good features, pupils have a very good understanding of their own learning and work hard to succeed.

**The school promotes very good relationships and personal development, successfully encouraging very good behaviour and very positive attitudes to learning.**

16. Very good relationships are evident between all adults and pupils and between the pupils themselves. There is a strong sense of community and teachers and pupils know each other well. Pupils show very caring attitudes, listening very well to each other and valuing the contributions of others. For example, during a lesson for children in reception following the story of 'The Toys' Party', children listened very well to the teacher and to other children, responding sensibly and sensitively to comments made about the story. In a numeracy lesson in Year 2 pupils related very well to each other, when constructing number lines, confidently explaining the rationale of their contribution and listening to the suggestions put forward by others. Pupils listen to each other quietly as they explain their work or answer questions. All adults provide pupils with very good role models and manage them in a positive and consistent manner.
17. Attitudes and behaviour in lessons were never less than good, and many very good examples were seen. Pupils know that they are expected to behave very well and they try very hard to meet these expectations. They show a determination to succeed and are highly motivated. This is because tasks are interesting and they know that they can ask for help if they need it. Very good behaviour was evident during a science lesson in Year 1 when pupils were learning about how sound is produced from different musical instruments. They played the instruments sensibly and responded immediately to the teacher's request to stop and listen. They moved quickly into a circle, seated on the carpet, and carefully explained what they had learned to others in the group.
18. Many examples were seen where pupils were encouraged to work in pairs and groups, sharing resources and helping each other. In mathematics pupils are encouraged to work 'RUDELY', to Read carefully, Underline key words, Decide on an operation, Estimate, Look back and check, and, You can now begin. Older pupils confidently adopt this practice and often ask each other which stage they have reached. In a weekly assembly teachers and older pupils recognise the contribution of pupils with the award of 'leaves' to be added to the school 'tree' displayed near to

the school entrance. Positive attitudes, good behaviour, care and concern for others and individual achievements are recognised and recorded.

19. Pupils are expected to take responsibility and show self-discipline from an early age and this develops well as they move through the school. The youngest children, for example, walked the considerable length of the school from the hall to their classroom, without touching the many attractive displays in the corridor. Pupils of all ages automatically open doors for adults and offer to carry books. They behave responsibly when they use the sheltered area for play activities, moving sensibly back into the main area of the playground. Older pupils take care of younger ones and this is particularly evident at lunchtimes, where older ones chat with younger ones, making sure that they have a drink, know the routine for second helpings and clear the tables afterwards. All these factors contribute very positively to the orderly ethos of the school and are fundamental to its success.

**The very well planned curriculum, that includes many extra-curricular opportunities and visits, enriches pupils' learning and contributes towards high aspirations and motivation.**

20. Since the last inspection the National Literacy and Numeracy Strategies have been successfully introduced. This has had a positive impact on pupils' achievements across subjects. The headteacher and staff know that high levels of skill in literacy and numeracy are crucial to pupils' academic success and they continue to refine and improve the way in which the strategies are delivered. The planning of lessons is done carefully, with teachers working together, and is monitored closely to ensure that the content and balance of lessons fully engages pupils' attention, is inclusive for all pupils and fully covers all areas of the curriculum. This means that work is tailored to particular groups of pupils who work at a different pace, leading to high aspirations on the part of both pupils and teachers. While all pupils are challenged at an appropriate level there is recognition that some pupils take longer than others to understand important principles of learning, whilst others need constant stimulation and ambitious targets if they are to reach their potential. Gifted and talented pupils are successfully encouraged to attend a summer school and periodic weekend 'workshop' sessions arranged in liaison with a local high school.
21. The headteacher and co-ordinators for literacy and numeracy monitor what happens in lessons. In doing this, the school has been supported by the local education authority. This has helped to identify things that can be improved, for instance the further use of information communication technology. The good lessons learnt from monitoring in literacy and numeracy are being extended to the other areas of the curriculum. Teachers closely assess pupils' work, ensuring there is good verbal and written feedback to the pupils, helping to motivate them successfully. Parents confirmed on the questionnaire and in the parents' meeting that teachers use homework well to support work in lessons. Inspection evidence confirms that teachers use homework very well. They focus on particular aspects that need further improvement, as a result of a careful analysis of individual pupils' progress.
22. Parents are positive about whether the school provides sufficient activities outside normal class lessons. Inspection evidence shows that the school provides a very good level of extra-curricular activity. The range of lunchtime and after-school sessions includes a French club, environmental club, football, netball, athletics and cross-country running. This is a good cross-section of sporting, aesthetic and academic pursuits that enriches pupils' learning, and provides good opportunities to develop pupils' social, moral and cultural understanding. The school provides a range of musical instrumental tuition in recorder, clarinet, flute and trumpet, with a school choir that takes part, annually, in the Macclesfield Schools' Music Festival. Other activities include a good number of trips, including a residential visit, for older pupils, to the Lake District. These varied and well-planned activities contribute to the active and purposeful atmosphere of a school that effectively values the development of the whole pupil.

**WHAT COULD BE IMPROVED**

**The information supplied to parents about pupils' achievement could be better, so that parents know how well their child is doing in relation to what is expected nationally.**

23. Most parents who responded to the questionnaire were positive about many aspects of the school. For example, they feel that the quality of leadership and management is good, the teaching is good, their children enjoy coming to school and are expected to work hard. They also feel comfortable about approaching the school with questions or concerns. However, a proportion of the parents who responded expressed concerns about the information that they receive about how their children are getting on. At the meeting for parents this was expressed as a desire to understand how the progress of their child/children compares with what is expected nationally.
24. The school currently provides information about the progress of pupils and the annual pupil reports attempt to illustrate the standards reached. The school has recently undertaken an initiative to send home to parents a piece of writing undertaken by pupils, to illustrate what is expected. However, current information does not help all parents to understand how well their children are doing in relation to national standards.

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

25. In order to continue the very good work of the school and raise standards further, the headteacher and the governing body should now address the following in their action plan:

(1) Improve the information supplied to parents about pupils' achievement by:

- providing clear information to parents so that they know how well their child is doing in relation to what is expected nationally.

(Paragraphs 23 and 24)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	9	0	0	0	0
Percentage	5	50	45	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	151
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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)

- Separate data on boys' and girls' performance has been omitted because the numbers in each year group are small.

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (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)

- Separate data on boys' and girls' performance has been omitted because the numbers in each year group are small.

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	9	10
Percentage of pupils at NC level 4 or above	School	91 (96)	82 (96)	91(100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	10	9	9
Percentage of pupils at NC level 4 or above	School	91 (96)	82 (96)	91 (100)
	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	89	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	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	62	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)	7.1
Number of pupils per qualified teacher	21.3
Average class size	25.1

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	74

**FTE means full-time equivalent.**

**Financial information**

Financial year	2001/02
	£
Total income	362793
Total expenditure	353179
Expenditure per pupil	2523
Balance brought forward from previous year	42001
Balance carried forward to next year	51615

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	3.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	56	40	1	1	2
Behaviour in the school is good.	57	41	0	0	2
My child gets the right amount of work to do at home.	43	49	6	1	1
The teaching is good.	66	31	1	1	1
I am kept well informed about how my child is getting on.	38	48	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	0	0
The school expects my child to work hard and achieve his or her best.	61	36	1	0	1
The school works closely with parents.	52	47	1	0	0
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	58	40	0	0	2
The school provides an interesting range of activities outside lessons.	44	45	4	2	5

### Summary of parents' and carers' responses

Responses to the questionnaire were very positive and indicate considerable support and satisfaction. This reflects the very good partnership between the school and parents.