

INSPECTION REPORT

Bolshaw Primary School

Cheadle

LEA area: Stockport

Unique reference number: 106029

Headteacher: Mr Alan Beckett

Lead inspector: Mr John Atkinson

Dates of inspection: 9th – 11th February 2004

Inspection number: 255552

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	208
School address:	Cross Road Heald Green Cheshire
Postcode:	SK8 3LW
Telephone number:	0161 4376886
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Gleaves
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Bolshaw Primary School is in Heald Green in Cheadle in the west of Stockport and 62 per cent of the pupils attending the school live outside the catchment area. There is no nursery so pupils join the school from a variety of pre-school settings. 2.9 per cent of pupils are known to be eligible for free school meals which is well below average and twenty five per cent of pupils are on the special educational needs register, but very few have statements of special educational need. The pupils' attainment when they join the reception class is below average. In 2003 the school was awarded the Basic Skills Quality Mark and a School Achievement Award. In 2002 the school was recognised as an Investor in People and received a School Curriculum Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18819	Mr John Atkinson	Lead inspector	English
			Information and communication technology
			Physical education
			Religious education
9652	Mr Colin Herbert	Lay inspector	
27545	Mr Andrew Scott	Team inspector	Mathematics
			History
			Geography
31012	Mrs Ann Welch	Team inspector	Foundation Stage
			Science
			Art and design
			Design and technology
			Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bolshaw Primary is a very good school and provides very good value for money. The very good leadership of the school promotes initiatives very effectively so that staff have high expectations and pupils are challenged to aim for high standards and achieve as well as they can.

The school's main strengths and weaknesses are:

- The very good leadership ensures that all staff and pupils are a full part of the school's development.
- Pupils achieve very well in English, mathematics, science, information and communication technology (ICT) and art and design and attain well above average standards by the end of Year 6.
- Teaching is very good and pupils learn very effectively.
- Pupils are mature and sensitive and their behaviour is very good.
- The provision for pupils with special educational needs is very good.
- Provision in the Foundation Stage is very good and gives children a flying start.
- Links with parents are very good.
- Subject leaders have limited opportunities to work with and monitor colleagues in order to identify where teaching is most effective and where improvements can be made.

The school has made good improvement since the last inspection. High standards of achievement have been maintained and all issues have been successfully addressed. The school has been innovative in making the curriculum more creative and linking subjects very effectively to make learning more interesting and relevant.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	A	A*	A*	A
science	A*	A*	A	B

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

All pupils, including those with special educational needs, achieve very well. Children in the reception exceed the goals they are expected to achieve in personal, social and emotional development and reach the goals they are expected to achieve in language, literacy and communication, and mathematical development.

Pupils in Years 1 and 2 achieve very well in reading, writing and mathematics and reach standards that are above the national average. In the 2003 national tests for pupils at the end of Year 2, the results in reading, writing and mathematics were above the national average. In the 2003 tests for pupils at the end of Year 6, results were well above the national average in English and science and in the top five per cent of all schools in mathematics. They achieved very well compared to when they were in Year 2. Standards in art and design and ICT are also well above average in both infant and junior classes.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' behaviour is very good and they consistently act in a mature and sensitive manner. They have very positive attitudes and work very enthusiastically in lessons. Attendance is good.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching is very good. Significant strengths are the very good relationships between teachers and pupils and very good planning of lessons to provide a demanding level of challenge for all pupils. Assessment systems are good and the information is used effectively when planning lessons. Teachers explain issues well and ask searching questions with the outcome that pupils' understanding is strengthened and they learn very effectively. Teachers use resources imaginatively to clarify and reinforce new learning and therefore pupils are enthusiastic to learn and work conscientiously.

The curriculum is very good. The school has shown considerable initiative in being more innovative and creative in how it plans and teaches the curriculum. A very good range of creative, sporting and other activities enriches it. A major strength is the deliberate interaction of the subjects. Guidance and support for pupils is good and the ethos of the school is that every child is valued and important. The school has very good links with parents and the community and these have a very good impact on pupils' learning. There are very good links with nursery schools and the high school and this means that the induction of children at reception and the transfer at the end of Year 6 are smooth, happy and successful.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership, has a clear vision for the school and is a major force in promoting initiatives to widen the curriculum. He has the respect and confidence of the staff, parents and pupils. He has high aspirations for the school and high standards and improvements have been sustained over a number of years. Governors are vigilant in meeting their statutory responsibilities, have a very clear understanding of the strengths and weaknesses of the school and provide a very good level of support and challenge to staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of the school and its work. They hold the staff in very high regard and appreciate their welcoming approach and the very high level of individual care and good support that their children receive. Pupils are proud of the school and speak highly of the many activities that are on offer, particularly in the arts. They like their teachers and the opportunities they are given to work independently and undertake responsibilities.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Provide opportunities for subject leaders to monitor the teaching and work more closely with colleagues to bring about further improvements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good. Children in the reception class achieve very well and by the end of Year 2 standards of attainment are above average. The current Year 2 class is achieving particularly well in English where standards are well above average. By the end of Year 6 standards are well above average in many subjects.

Main strengths and weaknesses

- By the end of Year 2 pupils attain well above average standards in English and above average standards in mathematics, science and information and communication technology (ICT).
- Pupils with special educational needs achieve very well.
- By the end of Year 6 pupils achieve very well and attain well above average standards in English, mathematics, science, ICT and art and design.
- By the end of reception standards are in line with those expected in language, literacy and communication, and mathematics and this reflects very good achievement.

Commentary

1 Children start school with skills and knowledge that are below what is expected for their age. They make very good progress in the reception class. By the end of the reception class they reach the expected standards in language, literacy and communication and mathematics and in personal and social development reach standards that are above those expected. The children's very good achievements are a result of the very good teaching, the planning of stimulating and challenging activities and the level of additional support that they receive.

2 Year 2 tests show that standards have been consistently high over the past four years. In 2003 the results in reading and writing, including the number of pupils attaining the higher levels, were above average. Standards in mathematics were also above average. As pupils started school with below average attainment, this represents very good achievement. The trend in the school's average national curriculum points for all core subjects was broadly in line with the national trend.

3 Results in the Year 6 national tests have improved in each of the past four years and in 2003 standards in English and science were well above average and in mathematics were in the top five per cent of the country. The proportion of pupils achieving the higher levels in English, mathematics and science was also well above the national average. When compared to how these pupils attained at Year 2 then they achieved very well. The trend in the school's average national curriculum points for all core subjects was above the national trend.

4 In English teachers have high expectations of pupils and are skilful in questioning pupils and encouraging them to voice their opinions and contribute their ideas with the result that pupils are confident and articulate speakers. Pupils write for many different purposes and use ICT very effectively in drafting and refining their writing which develops both their expression and imagination. Reading standards are very high because of the structured approach, the very good quality of reading books and the encouragement that pupils receive from both home and school. The outcome is that pupils have a love of books and aspire to reading as often as they can.

5 Standards in mathematics are improving because the curriculum is very efficiently planned, teachers make lessons interesting and ask searching questions to help pupils understand fully. Pupils have good number skills and are adept at solving problems because they are versatile and thoughtful in their calculations. Pupils with special educational needs receive good support from teaching assistants to make sure that they are fully included in all of the stimulating work that is done and therefore achieve very well.

6 Standards in science are also rising because there is a good emphasis on investigative work, the links with other subjects are very effective and teachers have high expectations of pupils. All pupils achieve very well in their ability to plan investigations and test predictions. Pupils are achieving high standards because work is explained in clear scientific language and teachers actively foster their interest in science.

7 In ICT standards have improved and are well above average. Pupils use ICT very successfully in many other subjects and are encouraged to use it outside of school, particularly with homework tasks. In religious education and physical education standards are above what is expected and pupils are very enthusiastic to develop their knowledge and skills in all aspects of both subjects. Standards in art and design are well above average and pupils' observational drawing is a particular strength. In geography standards are in line with those expected.

8 There was too little evidence to make judgements about standards and achievement in other subjects.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.9 (17.3)	15.7 (15.8)
writing	15.8(17.1)	14.6(14.4)
mathematics	17.3 (17.2)	16.3(16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.6 (29.4)	26.8(27.0)
mathematics	30.4 (30.5)	26.8 (26.7)
science	30.8 (31.5)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' personal development is very good. Attendance is good and pupils are rarely late. Pupils' attitudes and behaviour remain very good. The very strong provision for pupils' spiritual, moral, social and cultural development has been maintained since the last inspection.

Main strengths and weaknesses

- Relationships are very good at all levels.
- Pupils come to school willingly and are very positive about their work.
- Behaviour is very good and pupils are increasingly mature.
- Strategies to enhance pupils' spiritual, moral, social and cultural development are very effective.

Commentary

9 Pupils respond very positively to an ethos that places great value on the individual. The headteacher knows the pupils very well and, together with all other staff, shows strong commitment to the care and well being of each pupil. This results in a community where pupils work and play in a calm and considered manner and one in which they talk confidently to adults, co-operate well with each other and listen carefully. The very positive attitudes and high expectations of all staff continually boost children's self-esteem and spur them on to try even harder and to do their best. The headteacher leads the way in acknowledging the efforts and successes of others. The issuing of awards and praise in front of the whole school does much to raise pupils' self-esteem and make

them feel appreciated. One Year 6 pupil commented “it makes you feel proud and pleased with yourself.”

10 Pupils’ moral development is very good because teachers have high expectations of pupils’ behaviour and take the time to discuss with them what is right and wrong and the impact of their actions on others. Initiatives such as ‘Golden Time’ are popular with pupils who say it makes them try harder to keep to the ‘Golden Rules’. This results in very good behaviour throughout the school because the implementation of its discipline procedures is extremely effective. Boys and girls play well together and incidents of unacceptable behaviour are rare.

11 Pupils’ spiritual and social development is very good. The school purposely seeks pupils’ views and uses the school council to give pupils a voice, which in turn helps them to develop a sense of citizenship. Pupils think about the needs of others and are very tolerant and respectful of the differences that exist between each other. Pupils have a high self-esteem, are confident and always willing to express and defend a point of view. Teachers plan working groups and partners carefully so that pupils have a variety of experiences. The school has a good range of visits, visitors and events, including residential weeks for Year 4 and Year 6. All of these provide opportunities for pupils to relate to one another and others in a range of social contexts. Older pupils watch out well for younger ones, not only at playtimes but also in assemblies when junior pupils sit alongside infant pupils and reception children.

12 Provision for cultural development is very good because teachers plan many opportunities for pupils to encounter traditions and values from other cultural backgrounds in subjects such as art and design, history, religious education and geography. Provision is particularly strong through art and design. Pupils look at the work of well-known artists and come to a better understanding of how art and design can reflect the culture of the heritage of the artist.

Attendance

13 Attendance is good and is consistently above the national average. Punctuality is also good.

Attendance in the latest complete reporting year (94.9%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

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	181	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Pakistani	13	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – any other Black background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14 The quality of education is very good. Teaching is very good and assessment procedures are good and therefore pupils' learning is very good. The curriculum is very good and pupils benefit from a wide range of enrichment activities, particularly in the arts. The school provides a high quality of care and is very good in involving pupils in the life of the school and making them feel a valued member of the school community. The school has very good links with parents who value the support their children receive from the school.

Teaching and learning

Teaching and learning are very good throughout the school. There are good systems for assessing how well pupils learn and teachers use this data well in their planning for lessons.

Main strengths and weaknesses

- Very good relationships between teachers and pupils create a stimulating classroom environment in which pupils are eager to learn.
- Lessons are planned very well to provide a demanding level of challenge for all pupils.
- Teaching in the reception class is very good and gives pupils a very good start to schooling.
- Teachers explain issues well and ask searching questions to strengthen pupils' understanding.
- Teachers use resources imaginatively to clarify and reinforce new learning.
- Lessons sometimes lose momentum and so pupils lose concentration.
- Pupils of average ability are given very challenging work, which results in high standards.

Commentary

15 Teaching is very good because of the consistency of its overall quality, the very effective learning that results from it and the high levels of achievement that all groups of pupils reach. A real strength in teaching is the rapport between teachers and pupils. Teachers are very keen for their pupils to succeed and have high expectations of commitment and behaviour. Pupils respect and appreciate this approach and, as a result, work hard without the need for constant supervision. In a Year 1 English lesson, for example, pupils simply got on with a writing task because they wanted to do it well. Pupils carry out science investigations responsibly and with an eye for safety.

16 Teachers plan lessons thoroughly and thoughtfully. They take care to structure work so that pupils build systematically on their learning, and there is scope to adapt the planning if the need arises. In a Year 5 mathematics lesson, the teacher was well aware that not all pupils understood how to convert imperial measures to their metric equivalents. Therefore the plans were revised for the following day to make sure they did. In most cases teachers are good at setting work which is challenging for pupils of all abilities. Pupils of average ability are especially challenged through work which is similar to that of higher attaining pupils, and this is a major factor in why pupils achieve such high standards.

17 Teaching in the reception class is very effective. The teacher ensures a very warm and supportive environment in which children receive a wide range of learning and can also learn by exploring for themselves. Expectations are high. In language, for example, children have individual whiteboards so that all of them take part in the writing of simple words. Their mathematical development is stimulated by using real coins to count with and they use proper funnels and containers to measure water. In other activities, children develop independence and maintain good concentration whether painting, acting out the story of The Three Little Pigs or investigating sand. Both the teacher and teaching assistant are very good at supporting and guiding children's learning.

18 Pupils learn quickly because teachers explain and demonstrate new concepts clearly. In a Year 6 physical education lesson, pupils were inspired to explore dance sequences following the teacher's skilful lead. Teachers make sure pupils can tackle new work by asking sharply focused questions. Pupils were certainly kept on their toes when tackling the 37 times table in a brisk, thought-provoking mathematics activity in Year 6. Good questioning also enables teachers to assess how well pupils understand their learning, and so teachers know which pupils need extra help during lessons.

19 Teachers make effective use of resources and artefacts to stimulate learning. The two interactive whiteboards are very successful in focusing pupils' attention. Pupils love to work on them. Atlases and a wide array of reference books in geography help pupils to pinpoint facts about rainforests, for example. In a Year 3 science lesson, pupils swiftly learned about absorbency when experimenting with paper towels and disposable nappies. Occasionally the pace of the lesson falters; for example in a mathematics lesson, all pupils had to wait for every pupil to finish each problem before moving on to the next problem.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (26)%	26 (74%)	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school's curriculum is very good. Each subject has a strong structure which is reinforced and enhanced by links with other subjects. The school also provides very good opportunities for pupils both within and outside lessons. The provision for pupils' personal, social and health education is good. Accommodation and resources are good.

Main strengths and weaknesses

- The school has been bold in its recent initiatives to be more creative in the curriculum.
- The planning of all subjects is comprehensive and provides very good continuity to learning.
- Teachers plan very good links between subjects, so that learning is put very effectively in context.
- Provision for pupils with special educational needs is very good, and so pupils achieve very well.
- The school enriches the curriculum imaginatively and this broadens pupils' horizons.

- The outdoor play area is too small and cramped and this limits the children's experiences.

Commentary

20 The school has been innovative in its approach to making the curriculum more creative and a major strength is the deliberate linking of the subjects. The school has resolved to make all subjects important, especially by using one to strengthen another. For example, teachers specifically promote pupils' skills in speaking and listening when preparing for science experiments. Pupils in a Year 3 science lesson had to use the correct terminology of 'waterproof' or 'absorbent'. Art and design illuminate geography, providing a real sense of culture. English skills are honed when pupils have to write newspaper reports from ancient Egypt. Pupils highlight their mathematical findings on computerised graphs. The outcome is that teachers are working really hard to make the curriculum one that engages and excites the pupils so that they can make the links between what they are learning in different subjects.

21 Teachers ensure that the curriculum is full and relevant to pupils' needs. They use national guidance as the backbone of their planning of schemes of work, but improve and embellish them with their own interesting ideas. For example, the imaginative use of design and technology brings history alive. Pupils in Year 5 created their own colourful Punch and Judy puppets to show one way in which the Victorians found their entertainment. Very good communication between staff ensures that pupils build on learning year after year and that the curriculum benefits all pupils equally. Pupils with special educational needs have more straightforward tasks while higher attaining pupils are provided with a stronger challenge. In the Foundation Stage the curriculum is planned with great care to provide a wide range of stimulating and challenging activities and the accommodation has been extended since the last inspection to make a more spacious classroom. However, although staff make the best possible use of the space, the outdoor play area is too small and cramped and this limits the children's experiences.

22 The provision for pupils with special educational needs is very good. Pupils receive good additional support in undertaking the tasks and activities that are well matched yet challenging for them. They are always included in all aspects of the curriculum and by the end of Year 6 are achieving very well and often reaching national standards in many subjects.

23 The school enriches the curriculum well through a variety of means. There are two opportunities for pupils to go on residential visits to improve their environmental and outdoor education. Pupils make relevant visits to reinforce their classroom learning. Pupils in Year 6, for instance, spent a day as apprentices at Quarrybank Mill in Styal in order to appreciate 'at first hand' the rigours of a Victorian life. An underwater diver/photographer visits from time to time to give pupils an insight into environmental issues.

24 The accommodation is adequate. Resources are good, although the range of reading books is very good and supports very good reading habits among the pupils.

Care, guidance and support

The school provides a very high level of care for the physical and emotional needs of its pupils and there has been an improvement in this provision since the last inspection. It continues to provide a good level of support, advice and guidance to its pupils. The school makes very good provision to involve its pupils in school life by seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides very good opportunities to listen to pupils and act on their views.
- The school provides a very high level of care for its pupils and very effective procedures are in place for health, safety and child protection.
- Good procedures are in place to support, advise and guide pupils.

Commentary

25 The school looks after its pupils very well. All adults provide a very high level of care and support to pupils. This quality of care is underpinned by the very high quality of relationships that exist in school and the very good knowledge that all staff have of the pupils.

26 The school takes its responsibility for all health and safety and child protection matters very seriously and where appropriate this is reinforced in lessons and on visits into the community. For example, in a Year 4 science lesson pupils were reminded about the care that they needed to take during their experiment and on a Year 1 visit to the local Church pupils were reminded of the need to take care on the pavement and when crossing the road. Appropriate records are maintained for risk assessment, first aid, fire drills, accident recording and the procedures for child protection are very effective.

27 The provision for the personal and academic support, advice and guidance of all pupils is good. It is based on the very good knowledge that all adults have of the personal and family circumstances of their pupils.

28 Pupils know that the school will listen to their concerns. Responses to the pupil questionnaire demonstrated that all pupils know that they have an adult to talk to in school if they have any worries. Additionally, the school council provides a very good forum for pupils to express their views and be valued. The school council provides a very good example of the inclusive way that the school operates.

Partnership with parents, other schools and the community

The school has maintained its very strong links with its parents and the community since the last inspection. Information to parents has improved and is now very good. Very good links have been established with other schools.

Main strengths and weaknesses

- Very good links exist with parents.
- Community links, including those with local businesses, are very good.
- The school provides very good information for its parents.
- Very good links exist with other schools.

29 The school promotes itself very well to its parents and those who responded to the questionnaire or who attended the meeting had very positive views about the partnership. In particular they value the open door policy and the accessibility of the headteacher and all staff. Parents hold Bolshaw Primary School in very high esteem.

30 A good number of parents and grandparents help out in school on a regular basis and the school makes very effective use of those who have special skills to offer. There is also a very active and hard working Parent Teacher Association (PTA). The events that are organised by the PTA raise considerable sums of money for such things as donations to classes and school visits. The involvement of parents in school life has a major impact on pupils' learning and the school values the contribution that all its parents and other family members make to its life.

31 The quality of information provided for parents is now very good. Newsletters are informative, annual reports on progress are appropriately personalised and parents are made aware of curriculum topics and targets for their children. The school makes very good use of ICT by updating information such as newsletters and National Test results regularly on its web site.

32 The school has a very good relationship with the community and local businesses. There is a special relationship with the local church and pupils make regular visits to enhance classroom topics such as baptism. Additionally, the school is very supportive of local charities and a hospice for the terminally ill. Community links have also been enhanced by the business support being

provided by a number of local firms. One of these involves its own staff in the project management of such initiatives as the wild life area in school. This ensures that the relationship is mutually beneficial. The local Rotary Club is also very supportive in its relationship with the school. All these links have a very positive impact on pupils' learning

33 Very good links exist with partner primary schools, nurseries and Kingsway High School. These ensure that pupils in Year 6 are able to make the move into the next stage of their education without any concerns and that young children preparing to move into reception class are able to do so with confidence.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The staff works well as a team and follow up initiatives with enthusiasm and a desire for improvement. The governing body is very effective in monitoring and supporting the school in all aspects of its work to ensure that pupils have a high quality of education.

Main strengths and weaknesses

- The very good leadership of the headteacher.
- The leadership of the school is very ambitious in promoting new curriculum initiatives to further raise the aspirations and achievements of the pupils.
- The high commitment to ensuring that all staff and pupils are fully included in the life of the school.
- The governors' astute understanding of the strengths and weaknesses of the school and their very active involvement in its work.
- Subject leaders have insufficient opportunities to work with and monitor colleagues in classrooms.

Commentary

34 The headteacher provides very good leadership in the school. He has a clear vision for the school and is a major force in promoting initiatives to widen the curriculum. As a result the school has maintained its high standards and extended the opportunities for promoting pupils' creative skills particularly through the arts. He is influential in creating a staff team who are innovative in planning the curriculum and this leads to a very positive learning ethos where staff and pupils are very ambitious to achieve their best and experiment with new approaches and ideas. This ethos is a very significant aid to raising achievement and ensuring that pupils enjoy their education. The headteacher is very visible amongst the school community and takes considerable time to get to know the pupils and parents so that he and the staff can create the very best possible conditions for learning.

35 The governing body has a rigorous and professional approach to all aspects of its work. Governors are very actively involved in the school by working with pupils and participating in as many of the school's activities as possible. This gives them a good insight into the views of pupils, the school's innovative approach to the curriculum and how well the school works with parents. They are very supportive of the staff and have a good understanding of the strengths of the school and the priorities for development. This enables them to support the headteacher and the staff in achieving good progress with the priorities that are featured in the school development plan. Governors are thorough in ensuring that the school is inclusive by meeting all its statutory requirements and have drawn up a race equality policy and keep it under constant review. The committees of the governing body work smoothly and their work is co-ordinated effectively to ensure that the school uses its finances to good effect in achieving the best possible value for the school. Therefore there is a high degree of confidence that the school is rigorously monitored to ensure that high standards are maintained.

36 The school is good in monitoring its achievements and ensuring that there is a desire for improvement. The headteacher has established effective procedures for evaluating the work of the

school and gives staff specific areas of responsibility. He has a clear expectation of the importance of being prepared to change and respond positively to new challenges. As a result staff thrive on new initiatives and want to undertake further professional development to ensure that they are successfully achieved. This has had a good effect on the enrichment in the curriculum and encourages staff to teach and plan in different ways. However staff have insufficient opportunities to monitor the impact of these new initiatives by working with colleagues in the classroom to identify where and why teaching is most effective or by sharing their expertise with other staff. A strength of the school's management is its deployment of support staff and its impact on the quality of teaching and learning for pupils with special educational needs. The school has a positive involvement in teacher training, including the Graduate Teacher Programme, and good systems for supporting trainee teachers and inducting new teachers into the profession.

37 The school has very good leadership and management, the quality of education is very good and pupils achieve very well and therefore it gives very good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	470,097.60
Total expenditure	458,222.17
Expenditure per pupil	2182.01

Balances (£)	
Balance from previous year	24700.00
Balance carried forward to the next	11875.43

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

38 Provision for pupils in the reception class is very good and is a strength of the school. Parents are right to be happy with the flying start their children get. Children enter reception in the September before they are five. Their skills and achievements on entry vary widely and overall, for the last three years, have been just below those expected for their age. Teaching is very good overall and this ensures that children achieve very well by the time they reach Year 1. Leadership and management of the Foundation Stage are very good. The co-ordinator has successfully got to grips with the new national assessment procedures and consequently staff use these assessments very effectively to build up an accurate and informative profile of each child's achievements during the reception year. The curriculum is planned with great care to provide a wide range of stimulating and challenging activities across the six areas of learning. The accommodation has been extended since the last inspection to make a more spacious classroom where resources are used well to provide an exciting environment for young children. However, although staff make the best possible use of the space, the outdoor play area is too small and cramped and this limits the children's experiences.

39 Staff work hard to forge links with the many nurseries that children attend so that not only do the children know their new teacher but also their individual needs are known and prepared for before they start school. Strong links are also fostered with parents, not only when their children start school but throughout their time in reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good teaching allows children to develop socially and emotionally as well as intellectually.
- With very good care and encouraging relationships, children develop confidence and independence in a secure setting.
- The curriculum is planned to ensure that children experience opportunities to make choices and take decisions.

Commentary

40 Both teacher and teaching assistant provide very good role models for children to follow. They are calm and friendly and treat children with respect and courtesy. This in turn helps children to be kind and considerate and to play together in a spirit of co-operation. A small group was busy 'preparing' the house of the *Three Little Pigs*. They shared the tasks without dispute and chatted amicably about their work as they swept the floor and cooked the dinner. By having clear expectations and establishing routines and habits, adults teach children to organise themselves and tidy things away so that, for example, they put equipment back in the right place and leave the sand and water ready for the next child. The very caring attitudes extend beyond the classroom. During whole school assemblies Year 6 pupils take on the responsibility to sit with and reassure reception children when in the presence of so many children and adults at the same time. By the end of the reception year, the consistently high standard of teaching ensures that the majority of children act in a self-assured way and will have achieved the goals set for personal development.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very skilful teaching gets children off to a very good start in all aspects of literacy.
- Staff have very high expectations of most children's ability to read and write at an early age.
- The willingness of parents to read with their children furthers their progress in developing reading skills.

Commentary

41 The very good relationships in the reception class give children confidence while chatting with adults. Few take much persuading to talk about something special for them during the daily sharing session. They are encouraged to listen to each other, and for most children, speaking and listening skills are evenly balanced. All children are given plenty of opportunities to look at books and to listen to stories in comfortable areas. The strong focus on teaching children the sounds of letters to build familiar words has resulted in more able children already reading simple storybooks independently. The strong partnership between parents and school plays a significant role in children's very good achievement in learning to read and in their understanding of the story content. Children are taught how to form letters correctly and regular practice ensures that they gain the confidence to have a go for themselves at writing words, phrases or sentences. By the end of reception, most children's attainment reaches the level expected for their age. The attainment of some children is so strong that they are already close to working in the National Curriculum. Therefore teaching is very good and children achieve very well. A few children, however, are only beginning to write their names and are unlikely to meet the expected goals for their learning before they leave the reception class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Staff have a very good knowledge of how to teach basic numeracy skills through talk and the use of resources.
- More able children are encouraged to extend their thinking and guidance is provided for children who need extra help.

Commentary

42 Teaching is very good and very clear explanations enable children to achieve very well in their mathematical development. They gain a very good understanding of number, pattern and shape through practical activities such as counting objects, playing and sorting shapes into sets. The wide range of children's early mathematical experiences is evident as they sort real coins into sets. Less able children struggle to identify the coins while the brightest children quickly sort them into sets by their value. A strong feature of the teaching is the daily focus on counting routines that develop children's sense of number sequence. As a result, most count confidently to 20 and have a good understanding of one more and one less. They begin to develop an idea of subtraction as they 'take away' the number of children absent from the number in the class. More able children are challenged to find a factor of 24, a concept the teacher reinforces by counting the number present in two's. Most children are on course to achieving the expected goals and many are likely to exceed them before they move to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43 It was not possible to make an overall judgement of provision or standards. Planning indicates a very good range of activities to help children to widen their understanding of the world and stimulate their curiosity. There is a strong emphasis on taking children out and about, for example to Bramhall Hall. Children are encouraged to talk about their families and sequencing photographs of their grandparents develops their concept of time. Children have many opportunities to use computers and consequently, they rapidly gain confidence in using their keyboard skills to further their language, mathematical or creative development.

PHYSICAL DEVELOPMENT

44 Again it was not possible to make an overall judgement of provision or standards. However, there are many opportunities planned for children to develop skills in handling tools, including pencils, scissors and paintbrushes. Physical development sessions in the school hall take place regularly but these were not observed during the inspection. Activities using the outdoor area are planned across all the areas of learning but because of its size, these are limited to small apparatus activities. Children do have access to part of the main playground to use wheeled toys but this is limited to once a week and as the area cannot be reached directly from the classroom it limits the spontaneity of activities.

CREATIVE DEVELOPMENT

45 Too little teaching was observed to make an overall judgement of provision or standards. Planning denotes a good range of interesting activities. There is a strong emphasis on stimulating role-play areas. Work on display indicates a wide range of media being used. At times, however, some of the work is too adult-directed and as a result the children's natural creativity is not capitalised upon.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 6.
- Pupils achieve very well as a result of good teaching and high expectations.
- Pupils are very articulate in expressing their opinions when writing or talking.
- A significant proportion of pupils achieve at the higher levels at the end of Year 2 and Year 6.
- ICT is used very effectively to support teaching and learning.
- Pupils' writing skills are extended through the very good links with other subjects.
- Reading is very strongly promoted through the very good collaboration of school and home.
- The opportunities to monitor teaching and learning are limited.

Commentary

46 Since the last inspection standards have improved, assessment procedures are applied consistently and pupils are adept at using the library.

47 Standards in reading and writing by the end of Year 2 are well above those expected for this age. Results in the national tests in 2003 were above average. The present Year 2 pupils are reaching standards that are well above average and are achieving very well. Pupils develop a love of books and reading because of the structured approach to reading and the very effective partnership between school and the home to ensure that they are listened to regularly. Pupils who are experiencing difficulties are given very good additional support that develops their skills in reading, increases their confidence and results in good progress. Pupils' writing skills are really well developed through the extensive opportunities to write for different purposes that are provided in Year 1 and 2. The quality of writing is high because pupils know how to structure a story and are taught to be imaginative in their use of language.

48 By Year 6 pupils are achieving standards that are well above average and in 2003, results were also well above average. Standards are high because the school provides a very good range of books to stimulate pupils' interest in reading. Pupils in Years 3-6 are constantly required to voice opinions and write for different purposes. For example they write instructions, poems, diaries, newspaper reports, fairy tales and extended stories of their own. Their writing skills are very well developed because of the excellent links with other subjects, particularly in history and geography. For example the diary writing of the life and times of a young chimney sweep in the Victorian times was a strong illustration of the use of dialogue and descriptive language. Pupils use ICT very effectively to make a first draft of their writing and then improve it after advice and support. The outcome is that pupils are very articulate and persuasive in both their writing and their speaking.

49 The quality of teaching is very good leading to very good learning and this has a very positive impact on how well pupils achieve. Teachers question pupils skilfully and demand that pupils contribute with thoughtful and articulate answers. Teachers plan very carefully and use teaching assistants very effectively to ensure that all groups of pupils are working at a level that is challenging for them. Teachers always maintain a fast pace to lessons and use good resources to capture and sustain pupils' interest and imagination. For example, in Year 2 the arrival of a parcel at the start of the lesson created a wave of speculation amongst the pupils and created a very good climate for learning.

50 The subject is led well in developing new ideas and fostering more creative approaches to the curriculum; for example, by linking writing opportunities to other subjects and using ICT imaginatively. However the opportunities to monitor teaching and work with colleagues are limited and therefore the potential to influence and share best practice is restricted.

Language and literacy across the curriculum

51 This is very good and pupils' writing skills are extended very well in other subjects. The recent initiatives in making the curriculum more creative and better linked have provided very good opportunities for pupils to express opinions, write for different audiences and read non-fiction texts more often.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- The very good curriculum provides a strong basis for pupils to learn systematically.
- Teachers generate a very good climate for learning so that pupils are eager to improve.
- The quality of teaching is consistently good throughout the school.
- The subject is well led and managed.

Commentary

52 The standards of pupils by the end of Year 6 are well above average. This is an improvement on standards in the last inspection. Pupils begin Year 1 with average abilities, are above average by the end of Year 2 and so, and by the end of Year 6, their achievement is very good. Pupils with special educational needs achieve equally well because virtually all of them attain standards expected of pupils of their age. All pupils have good number skills and become adept at solving problems because teachers encourage them to be versatile and thoughtful in their calculations.

53 The curriculum is very efficiently planned. Teachers work closely together to ensure that pupils cover the whole curriculum thoroughly and that they build firmly on their skills year on year. The curriculum generally presents a good level of challenge. Average pupils benefit from similar work as higher attaining pupils and so many of them achieve higher test scores. Lower attaining pupils, including those with special educational needs, have less demanding aims, and are well supported by the adults in the classrooms.

54 Classrooms have a very positive atmosphere. Pupils clearly enjoy learning because teachers make lessons interesting. A brisk mental activity in Year 5 encouraged pupils to throw themselves whole-heartedly into thinking up different strategies for learning their times tables. Pupils know that their contributions are valued, so they participate keenly and work happily in groups or on their own. In a Year 1 lesson, for example, pupils wrestled with the complexities of three-dimensional shapes, such as cones and cuboids, with a quiet sense of purpose.

55 Teaching is very good and effective in every classroom. Teachers are knowledgeable and are good at explaining new work to pupils so that learning is always good. They ask searching questions to help pupils understand fully. Teaching is especially good when the pace quickens and pupils' concentration has to be sharp. A treasure hunt really focused pupils' attention in a Year 4 lesson on map co-ordinates. Sometimes, though, the pace drops and this dilutes pupils' interest. At other times, the level of challenge is not consistently well directed so pupils do not achieve as well as they might.

56 The school has developed the subject well. The co-ordinators assess pupils' progress carefully to locate any areas of concern. The priorities of the subject are good and include the need to develop mathematics more effectively through other subjects. The co-ordinators do not benefit from the opportunity to work with and monitor colleagues in classrooms. Consequently, they do not have first hand knowledge of the strengths and weaknesses of teaching, in order to develop it further.

Mathematics across the curriculum

57 The development of mathematics through other subjects is satisfactory. Pupils develop elements of their learning through design and technology, for example, by using measurements in their plans. They produce graphs using computer databases. They practise solving problems by playing special computer games. However, within the teaching of mathematics itself, there is very little influence of other subjects, which would enliven the subject and put learning in a better context.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There is a rich curriculum with a good emphasis on investigative work.
- By the end of Year 6 pupils achieve very well and over two thirds go beyond the expected level of attainment.
- The quality of teaching is good overall and very good in Year 6.
- Leadership and management are strong but more time is needed to monitor and evaluate the quality of teaching and learning.
- There is good emphasis on the use of specific technical language.

Commentary

58 Pupils in Years 1 and 2 achieve well. Standards remain above average and there has been an increase in the number of pupils attaining the higher level. Standards at the end of Year 6 have risen since the last inspection and are now well above those expected. This is due in some part to the hard work of the subject co-ordinator. Improvements to teaching, planning, assessment and the curriculum have all played their part in raising standards.

59 Very good teaching ensures that pupils' achievement, from starting school to the end of Year 6, is very good. Pupils have very positive attitudes to science because the teaching is firmly rooted in an experimental and investigative approach and this fosters their natural curiosity. Work is explained in clear scientific language and pupils quickly add the new words to their own vocabulary and use them confidently as they record their findings. The high expectations teachers have of pupils' abilities, combined with the very good relationships between teachers and pupils make a significant contribution to pupils very good achievement. A weakness in teaching is that teachers do not use their marking consistently to support and reinforce points made in lessons or to indicate how pupils can improve. Also, there are times when pupils' recording is too teacher directed and it follows that opportunities to assess the extent of pupils' understanding are then missed.

60 Since the last inspection the science curriculum has been enriched by links with other subject areas such as history, geography and art and design as well as the traditional links with mathematics and ICT. For pupils in Year 2, their investigation into changes to materials when heated, which included rice, formed a very natural part of their study of China while at the same time enabling them to investigate an important scientific concept. The curriculum is further enriched by visits, for example, to Jodrell Bank and Eureka. Effective use is also made of the school's wild area and butterfly garden.

61 The co-ordinator uses the information from national tests results well to identify which areas are in need of improvement. However, the prospects of identifying where teaching is most effective and where improvements can be made to raise the quality of teaching to very good are very limited at the moment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- ICT is used very effectively to support learning in other subjects.
- Teachers make very good use of the new interactive whiteboards and this is helping to raise standards.
- Teaching is good and pupils work independently with the result that they achieve very well.
- Pupils with special educational needs have good support and achieve well.
- Teachers make very good use of computers as part of their everyday teaching.

Commentary

62 Teaching is very good and teachers incorporate the use of computers in their planning in all subjects and therefore pupils are constantly using, developing and improving their ICT skills. The outcome is that pupils learn very effectively, reach standards that are well above average, achieve very well and see computers as natural tools for learning. They are very skilled at working independently and are frequently using the computer for purposes of research, drafting a piece of work or practising a particular skill. For example pupils use the Internet to research topics that they are studying in geography, such as the rainforest, and in history, such as the Victorians.

63 Pupils develop their ICT skills from a very early age and in both Year 1 and 2 pupils are very confident in using a range of ICT. Pupils use programs to support their artwork and use a programmable toy to develop their skills in using directions. The teacher in Year 2 uses the interactive whiteboard as part of her daily teaching and pupils are confident in using it by adding their ideas in English or by explaining their calculations in mathematics. This very secure foundation is very effectively built on and teachers provide many opportunities for skills to become advanced. Pupils know how to operate a digital camera and use it to record their trip to Bolton museum. Pupils understand how e-mail works and practise their skills using a 'detectives' program. In Years 5 and 6 pupils combine their many skills to make power point presentations using graphics, sounds and text in a most creative and imaginative manner.

64 ICT is very well led and managed and the very good planning sets out clearly what pupils will learn in each term. Staff are given good support and training and are therefore very confident themselves in using ICT as an integral part of their teaching. Resources are very good and used very effectively to support and stimulate all aspects of the curriculum.

Information and communication technology across the curriculum

65 The provision is very good and a significant strength of the school. Pupils use ICT in most subjects and regularly use their skills for research or presentational purposes.

HUMANITIES

66 It is not possible to judge the provision in **history** because there was no teaching seen during the inspection. However, an analysis of their previous work shows that pupils have above average standards by the end of Year 6. Pupils develop effective research skills through using books and the Internet and have a good knowledge of the topics they study, such as the Victorian age. The subject is enriched by visits, to places like Bramall Hall, and the contribution of other subjects, especially art and design. The subject has been developed well in recent years and good standards have been sustained since the last inspection.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Geography is promoted skilfully by involving other subjects.
- Standards are not quite so good as they were at the last inspection.
- Pupils have good research skills.
- The co-ordinator does not have enough scope to monitor how well the subject is taught.

Commentary

67 Geography is brought alive by using art and design, English and ICT. The rainforest corners of the Year 5 and 6 classrooms, for instance, are vibrant and colourful. Paper lianas droop around accurate paintings of wildlife such as gibbons and iguanas. Accurate diagrams depict the forest levels, from canopy to forest floor. In Years 1 and 2, glaring masks imaginatively crafted with beads, seeds and straw, jostle alongside pastel pictures of lions to celebrate the theme of Africa. All this gives pupils a real flavour of these environments.

68 Standards are average because pupils have a satisfactory knowledge of key geographical facts. For example, pupils in Year 2 know that Africa is hot but know very few animals beyond lions and elephants. Only higher attaining pupils can name an African country. Pupils do, though, have a satisfactory knowledge of their own locality. Pupils in Year 6 understand the importance of rainforests but only have a vague knowledge of weather conditions there and the range of wildlife. Pupils are good at finding information for themselves. They are capable of searching books for information and presenting this in their own words. Older pupils also know how to search the Internet for data and pictures, which they download to add to their projects.

69 The subject is developing satisfactorily but there is not enough evaluation of its progress. The school has done well to devise an interesting curriculum, which overlaps with other subjects. The teaching seen in lessons was good but it is only satisfactory overall because there is not enough factual content to pupils' learning. The subject co-ordinator does not have the time to monitor the quality of teaching and learning, and so is not able to analyse and improve effectively enough the development of the subject.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are well above average.
- Pupils have a good knowledge and understanding of a range of different faiths.
- Pupils make good connections between religious beliefs and their own behaviour.

Commentary

70 The curriculum is well planned and ensures that pupils develop a good understanding of different faiths; for example, Year 6 pupils know the main beliefs of the Muslim faith and show an appreciation of its way of life. Pupils have a good understanding of Christianity and can explain the meanings of a number of Bible stories. Pupils are particularly good at re-telling parables in their own words and show that they really understand and appreciate how the messages relate to their own lives. For example, they are very conscious of how the story of 'The Good Samaritan' reflects the importance of helping others when they are in difficulty.

71 Teaching is good and effective in making pupils realise how the behaviour of people is influenced by their religious beliefs. Teachers use interesting resources and activities to enable

pupils to realise what motivates and inspires people to behave in certain ways. This then results in pupils reflecting on their own behaviour and considering why and how they should treat other people and the world around them. Teachers provide many opportunities for pupils to discuss different religions and write their own interpretations of religious stories which lead to pupils achieving above what is expected for their age.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72 Only two lessons were observed in **music** and so no judgements are made about overall provision. Pupils in Year 6 benefited from the very good expertise of the music co-ordinator which enabled them not only to learn a very challenging calypso but also to go on to sing it as a round. The quality of their singing was better than that typical for Year 6 pupils. Good teaching in Year 1 was marked by the very good relationships between teacher and pupils which ensured that all pupils listened well. This in turn led them to change successfully the tempo and pitch of their singing. A large choir enhances music provision and the achievements of pupils who are learning to play woodwind or string instruments are celebrated in assembly. There is a strong tradition of music in the school, which culminates in annual concerts and musical performances.

73 No lessons were observed in **design and technology**. However, samples of recent work in Years 5 and 6 plus those in the school's portfolio indicate that standards are in line with national expectations. Planning in the subject shows that pupils develop their skills by the opportunities provided to gain experience of a range of materials, tools and techniques. Pupils incorporate diagrams and labels into their designs and older pupils draw different elevations of, for example, slippers. Pupils are taught to evaluate their work and to make changes when necessary. Pupils in Year 6 used their ICT skills well to record the whole design and technology process they worked through to make their slippers.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Very strong leadership has ensured that the very high standards in art and design have been maintained since the last inspection.
- Art and design makes a very strong contribution to pupils' spiritual and cultural development.
- There are very good links between art and design and other subjects.
- Drawing from observation is a strong feature.

Commentary

74 Pupils achieve standards that are well above average and achieve very well because teaching is very good and learning is very effective. A strength of the very good teaching in art and design is that teachers provide an unusually wide range of experiences and materials and plan work for pupils in a very interesting range of textures, scales and dimensions. Observational drawing is an especially good feature of pupils' work. Pupils in Year 2, using a number of graded pencils, captured the fine detail of the wood grain in a section of a tree trunk. Pupils' cultural development is strongly enhanced not only by their knowledge of the styles and techniques of more familiar European artists such as Gauguin, Monet, Picasso and Van Gogh but also by those of African, Chinese and South American artists. Pupils in Year 6 capture both the vibrancy and naïve quality of the rainforest natives' *Mola* designs while some of the African sunsets created by Year 2 pupils are breathtaking. Pupils' spiritual development is enhanced because they all experience success through their artwork which is generously appreciated by adults and other pupils.

75 Teachers' and pupils' enthusiasm for art and design benefits other subjects. In science and design and technology, for example, pupils' confident diagrams and drawings help them to understand and remember the main points of the lessons. There are particularly strong links with history. Teachers are beginning to use ICT in art and design lessons. Digital photographs of pupils

in Year 1 helped them to develop their understanding of symmetry as well as extending their observational drawing skills.

76 The strong creative influence of the co-ordinator is very evident throughout the school. The subject has retained its high profile and remains very popular with pupils. There is a good range of resources which are typically of a high quality.

Physical Education.

Provision in physical education is **very good**.

Main strengths and weaknesses

- Teaching is good and standards are above average.
- The curriculum is well planned.
- Pupils have considerable enthusiasm for all aspects of physical education.
- Pupils have a high level of fitness.

Commentary

77 The curriculum is well planned and therefore pupils have access to a very good range of physical activities. In addition to what is taught in lessons pupils have very good opportunities to participate in games through the school teams. For example, pupils play football, netball, rounders and 'short tennis'. They attend a swimming gala and take part in athletics tournaments.

78 Teaching is very good because teachers have high expectations of what pupils will achieve and give good opportunities for pupils to rehearse and practise their skills. This is very evident in the dance work that pupils do. They are very enthusiastic and easily immersed in putting together a sequence of movements. The teachers are very successful in giving pupils the confidence to experiment with their ideas and this results in pupils performing creatively and with no inhibitions.

79 A very significant feature of the school is the high level of fitness that pupils display. They participate in all activities with considerable energy and are able to sustain their efforts for a long time without losing any momentum. Pupils work very well in teams and enjoy the demands that the games lessons make of them. Pupils have regular swimming lessons and the residential trip to Castle Head provides the opportunities for pupils to engage in outdoor and adventurous activities.

80 The overall effect of the good teaching and the challenging curriculum is that pupils reach above average standards and achieve very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, health and social education is **good**.

Main strengths and weaknesses

- Pupils develop very well as responsible and considerate individuals.
- The school promotes a healthy lifestyle.

Commentary

81 No lessons were seen during the inspection, so judgements are based on the overall provision.

82 The school is a relaxed, happy and thoughtful environment. Pupils enjoy school, are polite in and out of classrooms, and they take responsibility in their stride. Teachers expect this and set very good examples themselves. Teachers show a genuine interest in the welfare of the pupils and the pupils appreciate this. There is a very good lunchtime club, which nurtures pupils who need to

raise their self-esteem. At break times pupils are lively and a lonely pupil is a rare sight. Teachers give pupils good opportunities to discuss personal issues in their weekly circle activities.

83 Pupils benefit from good health education. A display of healthy and unhealthy food stresses the point at lunchtimes and Healthy Eating Days reinforce good habits. Sex education is taught to pupils in Year 5. Although pupils have some awareness of drug abuse, the provision is not comprehensive and the school is in the process of developing it.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).