

INSPECTION REPORT

DENTON WEST END PRIMARY SCHOOL

Denton Manchester

LEA area: Tameside

Unique reference number: 106215

Headteacher: Mrs L Pennington

Lead inspector: Mrs J Clarke
Dates of inspection: 26-29 April 2004

Inspection number: 255968
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:	3-11
Gender of pupils:	Mixed
Number on roll;	478
School address:	Balmoral Drive Denton Manchester Lancashire
Postcode:	M34 2JX
Telephone number:	0161 336 3409
Fax number:	0161 320 1029
Appropriate authority:	the governing body
Name of chair of governors:	Mr P Reeves
Date of previous inspection:	15/ 01/ 1999

CHARACTERISTICS OF THE SCHOOL

Denton West End Primary School is a large school of 478 pupils. There are 237 boys and 241 girls on roll. The school is located in Denton in Tameside, which is on the outskirts of Manchester. The pupils come from a wide area. The school is popular and oversubscribed. Children begin school in the nursery classes when they are three years of age. The pupils come from a mix of social backgrounds and the area is mostly owner-occupied housing. The children's attainments when they start school are broadly average. The numbers of pupils starting or leaving the school other than at the normal admission times is broadly average. English is the first language of all but two pupils. There are currently 26 pupils in the school who have special educational needs. This is well below the national average. There are three pupils with statements of their special educational need, which is also well below average. The wide range of needs identified includes moderate difficulties, specific learning difficulties, speech and communication difficulties, physical difficulties and autism. The percentage of pupils known to be eligible for free school meals at 2.8 per cent is below the national average of 10.8 per cent. The school has recently been awarded Investor In People status. The school received an achievement award and an ECO Bronze award in 2002. The school has links with Egerton Park Arts College for performing arts and School Sports Initiative Primary Liaison.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25509	Mrs J Clarke	Lead inspector	The Foundation Stage curriculum English as an additional language Art and design Geography
13746	Mr D Russell	Lay inspector	
32385	Mrs L Hastings	Team inspector	Science Information and communication technology Personal Social and Health Education and Citizenship Music
32165	Mrs C Barsby	Team inspector	Mathematics Design and technology Physical education
15292	Mrs J Pollard	Team inspector	English History Religious education Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Denton West End Primary School is a very effective school, which gives very good value for money. The excellent leadership of the headteacher alongside the very good management systems within the school and the very good support of the governing body have all made significant contributions to the very good improvements since the last inspection. Teaching and learning throughout the school are very good and as a result the pupils' achievements are well above average. Standards in the core subjects of English, mathematics and science are high and the pupils achieve very well. The school is very successful in encouraging the pupils to take an active role in its effective working.

The school's main strengths and weaknesses are:

- The outstanding leadership of the headteacher that has provided both the inspiration and vision for the management of very good improvements since the last inspection. Everybody works very well together because of the high quality management systems in the school.
- Standards in the core subjects of English, mathematics and science are high, with particularly high standards in writing poetry. Standards in information and communication technology are not yet consistent throughout the school and could be higher.
- Very successful teaching ensures that the pupils learn very well and achievement is very good.
- The pupils' personal development is very good. They fully commit and involve themselves in the work of the school. However there are not enough opportunities for them to plan and organise their own learning.
- The school cares for the pupils very well.
- The very good curriculum and very good contributions made by visits to places of interest and visitors to the school ensure that the pupils are engaged and are eager to learn.

There have been very good improvements since the last inspection with the key issues for inspection very well addressed. The headteacher very ably assisted by all staff and the governing body, has been diligent in ensuring that significant improvements have been made and consolidated. For example, standards in science were well below average at the end of Year 6 at the time of the last inspection and now they are very high and place the school in the top five per cent of all schools. Teaching and learning have improved significantly and are now very good. This has had a positive impact on the standards the pupils achieve and these are now very high. In information and communication technology standards are not consistent throughout the school and could be higher. Some of the toilet facilities in the school remain an urgent priority.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	A	A	B	D
Mathematics	B	A	A	C
Science	A	A*	A*	A

*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.*

Achievement throughout the school is very good. Most of the children start at this school in the nursery class. Their attainment on entry to the nursery is broadly average for their age. The children transfer to the reception classes in the September of the year in which they are five years of age. Achievement is very good throughout the Foundation Stage¹ and the staff place significant emphasis on helping the children become interested and independent learners. As a result the children

¹ The Foundation Stage relates to the children who are in the nursery and reception classes.

achieve very well. By the end of the reception year, the vast majority are likely to reach the early learning goals set for children of their age and are ready to begin the National Curriculum. In 2003, Year 2 results in national tests were well above average in reading, and above average in writing, mathematics and science. In the same year, Year 6 results in national tests were above average in English, well above average in mathematics and their science results placed the school in the top five per cent of schools nationally. Achievement in the core subjects is very good. Standards are likely to be high in the current Year 2 and 6. In comparison with similar schools in 2003, results were below average in English, average in mathematics and well above average in science. In 2002, the similar school grade for English was well above average. Similar school grades vary from year-to-year reflecting the different year groups. A careful track is kept of how the pupils are doing and extra support is targeted for those who need it. The school is by no means complacent and continually seeks to improve the opportunities available for all the pupils.

Pupils' behaviour and attitudes to work are **very good**. The school makes **very good** provision for the pupils' personal development, including their spiritual, moral, social and cultural development. Pupils work **very hard**, they are very conscientious and take their responsibilities very seriously. Attendance is **above average** and pupils are **very punctual**.

QUALITY OF EDUCATION

The quality of education throughout the school is very good. The overall quality of teaching and learning throughout the school is **very good**. Staff give the pupils excellent encouragement to work extremely hard and as a result they produce work of high quality at a fast rate. Less well developed through the school are the opportunities the pupils have to initiate and plan their own learning. The curriculum is very good and meets the needs of all the pupils very well. There are very good arrangements to enhance the curriculum with visits to places of interest and visitors to the school. There is very good provision for activities after school. The accommodation is generally good, but the standard of some toilet facilities remains unsatisfactory. Two classrooms are not in use because they are in a state of disrepair. The school takes very good care of the pupils with the pupils' well-being given a high priority. Links with parents are very good.

LEADERSHIP AND MANAGEMENT

Overall the governance, leadership and management of the school are very good. The leadership of the headteacher is excellent. She has managed the very good improvements in the school since the last inspection in an outstanding manner. She is very ably assisted by the staff and governors and as a result achievement and standards have risen significantly since the last inspection. Management systems allow this large school to function very efficiently. The governing body are fully involved in the work of the school and are very clear about the strengths and challenges that face the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. All the parents spoken to, hold the school in high regard and appreciate the care the school takes of the pupils. **Pupils have very positive views of the school.** They recognise that the staff give them good help in lessons and their opinions on the further development of the school are fully taken into account.

IMPROVEMENTS NEEDED

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

- Continue its drive to ensure consistent standards in information and communication technology throughout the school.
- Further develop the very strong aspects of the provision for the pupils' personal development to include opportunities for the pupils to initiate and plan their own learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils **achieve very well** throughout the school. In the 2003 national tests, the results showed that the pupils in Year 6 achieved standards which were above average in English, well above average in mathematics and very high in science. In Year 2 the pupils standards in reading were well above average and in writing and mathematics they were above average. In 2002 standards were well above average in English, mathematics and science at the end of Years 2 and 6. Standards are generally high although school grades vary in some years according to the different year groups. Standards in information and communication technology (ICT) at the end of Years 6 and art and design throughout the school are above average.

Main strengths and weaknesses

- The children in the nursery and reception classes are encouraged to be independent learners.
- Achievement is very good throughout the school.
- Standards are high in English, mathematics and science. Although standards are above average in ICT at the end of Year 6, standards are not consistent throughout the school and could be higher.
- Pupils with SEN and English as an additional language achieve well.

Commentary

1. Children start school in the nursery classes with skills in all areas of learning that are broadly in line with the levels expected for children of their age. When they finish their reception year the vast majority of the children are likely to achieve at the expected levels in all areas of learning and will be well placed to begin work in the National Curriculum. The children achieve very well. This is the result of very good teaching and learning in a secure, calm learning environment. The children throughout the Foundation Stage are encouraged to become independent learners by all members of staff. This approach is designed to help the children to become active learners. The children are prompted to question and work hard to solve the problems and questions posed. All staff encourage and support the children in their learning, promoting self-confidence and enjoyment. As a result the children are happy and find their learning stimulating and exciting.

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

Standards in:	School results	National results
Reading	17.8 (18.3)	15.7 (15.8)
Writing	15.4 (16.1)	14.6 (14.4)
Mathematics	17.2 (18.0)	16.3 (16.5)

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

2. The table above shows that the Year 2 pupils result in 2003 were not as strong as they were in 2002. This year group is not typical of the year groups in the school. Standards are consistently well above the national picture in reading, writing and mathematics. Inspection findings show that for the current Year 2 standards in reading, writing and mathematics are likely to be well above average. Standards in science are expected to be above the national average for pupils in Year 2.

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

Standards in:	School results	National results
English	28.2 (29.4)	26.8 (27.0)
Mathematics	28.5 (28.4)	26.8 (26.7)
Science	31.7 (31.3)	28.6 (28.3)

There were sixty-two pupils in the year group. Figures in brackets are for the previous year

3. The table above shows that in 2003 pupils in Year 6 achieved standards in English that were above the national average. Standards in mathematics were well above average and in science, the school's results were far above the expected standards and placed the school in the top five per cent in the country. These results demonstrate a very positive position. Significant improvements have been made since the last inspection in the number of pupils who achieve at the higher levels. In science, 80 per cent of the pupils achieved at the higher levels and in mathematics and English 40 per cent. The trend in attainment over the last four years shows that the pupils consistently attain standards overall which are well above average. The current Year 6 are likely to attain standards which are well above average in English, mathematics and science.
4. Standards in ICT are at the level expected at the end of Year 2 and above this level at the end of Year 6. However they are not consistent through the school. This is because assessment is not yet specific enough to enable the teachers to target carefully the pupils' learning in lessons to their exact needs. Although standards are at least appropriate the school recognises that they could be higher and the recently appointed co-ordinator has an action plan to target improvements. Standards in religious education (RE) are at the levels expected by the locally agreed syllabus by the end of Years 2 and 6. Standards in art and design are above average at the end of Years 2 and 6 because of the enthusiasm of the co-ordinator and the staff to promote the development of skills and expertise throughout the school.
5. Provision for pupils with special educational needs (SEN) is good. There are clearly defined procedures for identifying pupils who need specific support during lessons. The pupils' individual education plans are good they show clearly defined targets well selected to meet their individual needs. Teachers use these during the lessons; some pupils have them available on cards to remind them during the day of what they need to achieve. Behaviour targets in particular have been successful in modifying pupils' responses to school and ensuring appropriate social development. This is a good improvement since the last inspection. Pupils' achievement over time is good. Evidence supports the view that the extremely small numbers of pupils with English as an additional language achieve well because of the additional support they have from staff.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development including their spiritual, moral and social development is **very good**: cultural development is **good**. Attendance levels and punctuality are **very good**.

Main strengths and weaknesses

- Pupils have very good relationships with each other and their teachers and other adults who care for them in school. Behaviour in and around school is very good.
- Pupils are clear about the school's expectations. They are eager to learn and their self-esteem and confidence are very high.
- Older pupils eagerly take on responsibilities.

- Multicultural education is not as strong as other aspects.
- Pupils enjoy coming to school and arrive very promptly. Effective monitoring and promotional systems ensure high attendance levels.

Commentary

6. Pupils enjoy coming to school and get on very well together. There is a productive atmosphere in school, with high expectations and a very good example set by all staff. No time is wasted at the beginning of lessons, with pupils eager and ready to start work straight away. They work individually or collaboratively very well, listening to each others' views and sharing resources fairly. Pupils move around school in an orderly way, according to codes of conduct in operation. They go into the halls for assembly with respect for the occasion and are very well behaved throughout. Teachers manage pupils' behaviour in a very positive way, which helps them to take responsibility for their own behaviour.
7. Pupils' self-esteem and confidence are very high. Classrooms are well managed and attractive and lessons interesting. Pupils feel a sense of pride and achievement because teachers know them very well and plan work, which challenges them at the appropriate level and moves them on in their learning. Pupils are effectively and appropriately rewarded and helped to improve their work by teachers' verbal or written comments. Pupils are well aware of the school and their classroom rules and know why it is important to keep to these, and the consequences of not doing so. All staff, including lunchtime supervisors have had training in the management of pupil behaviour. There is a detailed behaviour policy, which gives clear guidance to staff on the management of behaviour. This works well because both staff and pupils understand it.
8. Pupils' views and contributions to the life of the school are valued, so that they are keen to take on increasing responsibilities as they move up through the school, helping out with tasks like the operation of the sound system and overhead projector in assemblies. Their commitment is excellent. Other pupils respect those who have additional and special responsibilities, such as playground peer mediation, or being an Infant Play Leader. Pupils with these special responsibilities take these roles very seriously, attending weekly meetings and enjoying helping others.
9. Since the last inspection there has been a good improvement in provision for pupils' moral and social education, which is now very good. Spiritual education was unsatisfactory at that time, and is now also very good. Cultural education is good. RE lessons provide opportunities for spiritual development, as do assemblies, where pupils have time to contemplate their own beliefs and values, and those of others. They study their own and others' cultures in art and design, history and music lessons, and through many visits and contact with visitors to the school. The school takes care to teach about the diversity of Britain's multicultural society and to discourage racism.

Attendance

Attendance in the latest complete reporting year 2002

Authorised absence	
School data:	3.6
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.4

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

10. Attendance levels are well above the national average. Unauthorised absences are broadly in line with the national figure. Pupils show an overwhelming enthusiasm for coming to school and arrive very punctually. During the inspection week several classes had 100 per cent attendance. A high proportion of pupils take great delight in receiving awards in recognition of their attendance performance. Promotional systems enable the school to sustain high levels of attendance.

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	460	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – any other mixed background	2	0	0
Black or Black British – African	2	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	5	0	0

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

There have been no exclusions during the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education enabling the pupils to learn **very well**. **Very effective** teaching and learning results in **very good** levels of achievement. The pupils work in a highly productive atmosphere. As a result, standards are high. The curriculum is **very well** organised and there are **very good** opportunities for the pupils to learn outside of lessons, which enriches their experiences. The accommodation is generally **good**, but the standard of some toilet facilities remains **unsatisfactory**. Teaching and learning are **very good** and because the pupils are **very well** cared for they achieve **very well**. Links with parents and the community are **very good**.

Teaching and learning

Teaching and learning are **very good** throughout the school. **Very effective** teaching enables the pupils to achieve **very well**. Throughout the school the teachers make **very good** use of assessments to enable them to target their teaching. As a result, teaching is carefully matched to the needs of the pupils and learning is secured. The pupils work hard and show commendable application to their work. They are happy in their work and achievement is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Pupils are interested in their lessons and work productively.
- The pupils help each other to improve.
- Teachers know the pupil's strengths and areas for development very well.

Commentary

Summary of teaching observed during the inspection in forty three lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	19 (44%)	17 (40%)	5 (11%)	0(0%)	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.

11. Teaching and learning throughout the school are very good. This is a very good improvement since the last inspection when teaching and learning were judged to be satisfactory. It is clear when looking at pupils' work and in discussion with them that there is great consistency in teaching throughout the school. Teaching and learning in Year 6 are particularly strong with excellent teaching observed. Teaching in the Foundation Stage is very good and is based on the children learning through play and developing independence. Throughout Years 1 to 6 the pupils experience very good teaching and so learning is secured. The teachers plan their lessons well and have very high expectations of the pupils. The nursery nurses and teaching assistants give very good help and guidance to the pupils and this has a very positive impact on the way they learn. Support staff are well briefed and work sensitively with pupils with SEN. They make a good contribution to pupils' learning and confidence. All staff provide very good role models for the pupils and because of their very good encouragement the pupils learn very well.
12. Pupils enjoy their lessons. Relationships between the staff and pupils are very strong and as a consequence, the pupils are happy to work very hard. The teachers insist on extremely high standards of behaviour and so no time is wasted in lessons. As a result, the pupils make very good gains in their learning. The staff are very effective in helping the pupils develop their knowledge and understanding of different subject areas at a fast pace and so the pupils productivity is excellent. Staff give the pupils excellent encouragement and the pupils respond in a very positive way to their lessons. The pupils work hard in lessons because the lessons are interesting and they are absorbed. The pupils are challenged and excited by their work. Visitors to the school and visits to places of interest also make the pupils' learning enjoyable.
13. The pupils are often invited to discuss their work with their peers. In art and design lessons the pupils display their work as a gallery at the end of lessons. Here the pupils comment on each others work, saying what has worked particularly well and what they especially like about the different pictures. In this way the pupils talk about the techniques they have used and what they have found difficult and what had worked particularly well. Thus the pupils learn from each other and develop their skills of positive criticism. This is very good personal development for the pupils and at the same time the pupils have the opportunity to share ideas and problems.
14. Assessment is very good in the core subjects of English, mathematics and science and the teachers use this information very well to guide their lessons. In ICT the assessments used by the staff are not yet fine enough to enable the teachers to move on those whose skills are more developed than others and this is an area for development. There are few opportunities for the pupils to plan their own work. For example, in science the pupils do not have many opportunities to plan their own experiments and follow their own lines of enquiry.

The curriculum

The curriculum is **very good**, with well-planned curricular opportunities for pupils both in school and after the end of the school day. These enhance pupils' learning and development in all respects. Accommodation and resources are **good** overall, and both are used **well**.

Main strengths and weaknesses

- High standards promoted by high quality planning and teaching.
- Additional activities enhance the curriculum.
- There are effective links between subjects.
- Good provision is made for children with SEN.
- Good use is made of accommodation. Some of the toilet facilities in the school remain an urgent priority.

Commentary

15. Curriculum provision has improved since the last inspection and is now very good. Statutory requirements are met fully in ICT and individual education plans for pupils with SEN have improved. The school uses nationally provided guidance to plan interesting and challenging learning activities for pupils. High quality curricular and extra-curricular opportunities enhance pupils' learning in all respects. Pupils are taught in ability sets from Year 2 for mathematics, and this has contributed to a rise in standards.
16. Many activities are provided outside of the school day for pupils. There is extensive coverage of sports, other physical activities, the arts and modern foreign languages. Pupils also have opportunities during school time to visit a variety of places within and outside the community, or benefit from in-school visits from experts in a variety of disciplines. This abundant provision enriches pupils' learning experiences.
17. Teachers' subject knowledge is very good overall, and this enables them to plan effective links between the different subjects. For example, children make good use of measurement in design and technology and in science experiments: they use drama to deepen their historical understanding. This means that pupils use and apply knowledge gained in one subject, to help them learn in another.
18. There are clearly defined procedures for identifying pupils who need specific help in learning. Support for pupils, and their achievement over time is good. Individual plans are monitored regularly: parents and pupils are involved in setting learning or behaviour targets. Support staff are well briefed and make a good contribution to pupils' learning and confidence. The school extends more able pupils by providing challenging work and extension tasks in lessons.
19. Accommodation and resources are good. Classrooms and other work areas are bright and attractive, with displays of pupils' work. Accommodation is spacious. There are two well-stocked libraries and two computer suites, the use of these contributes to the high standards achieved by pupils. The school is well equipped for all aspects of teaching and learning. Some toilets are very old and dilapidated and remain an urgent priority in the school. All the parents at the parents' meeting said that they would like to see these toilets improved.

Care, guidance and support

The school take **very good** measures to ensure the safety, welfare and care of all its pupils. Monitoring of pupils' achievements and personal development is **very good**. There is **excellent involvement** of pupils in the work and development of the school.

Main strengths and weaknesses

- This is a very caring school. Pupils are able to learn in a safe and secure environment.
- The school provides very effective support and guidance. Monitoring of achievements and personal development assist in identification of need. Educational inclusion is a major strength.
- The children settle quickly into the life and work of the school.

- Pupils are keen to participate in simple codes of good practice. This is an excellent example of their willingness to involve themselves in their school's development

Commentary

20. A strong sense of safety and security permeates throughout the school through the implementation of a very comprehensive health and safety policy. Pupils' wellbeing is given high priority by staff. The strong position reported at the time of the last inspection has been further strengthened. Using thorough risk assessments to identify hazards around the school the site manager quickly rectifies any problems. When moving around the school pupils adhere to the school rules and respond positively towards the safety of others. The family atmosphere allows pupils to learn and co-operate with each other in a relaxed and trouble-free environment. Pupils work and play very well together.
21. All staff clearly understand child protection procedures. A Year 6 teacher has overall responsibility for child protection. The teacher works very closely with the headteacher on sensitive matters. Pupils are well looked after during the school day. Very good relationships between teachers and pupils actively encourage understanding. Pupils respond positively to fast and challenging lessons that make learning fun. When experiencing difficulties in their work, or something is troubling them, pupils know there is always someone to help. Teachers know their pupils very well. They keep a keen and watchful eye on pupils' achievements both in and out of school. For example, parents willingly communicate pupils' out of school achievements with teachers. They celebrate their successes with others at special assemblies. The 'best pupil award' motivates pupils to sustain an interest in achieving well in their studies.
22. Induction procedures are very good. They help parents focus on the requirements of the school, settle children very quickly into their new surroundings and give children a good start. Checks of achievements of pupils with SEN shows good practice. Records of achievements and close monitoring of pupils' personal development are noted in pupils' records. Recently the school has been piloting a government initiative dealing with behaviour and attendance. This will enable children to focus on their emotions and take responsibility for their actions.
23. Pupils fully commit and involve themselves in the work and development of the school. Pupils' views are sought at all times. Years 5 and 6 pupils applied to undertake extensive training in listening skills, decision-making skills and other attributes to become peer mediators and part of the 'West End Friends' group. This fosters better understanding of the needs of others and the associated responsibility of arbitrating on minor disagreements amongst other pupils at playtimes. Pupils are adept at following simple codes of good practice relating to the environment via the Eco School initiative. Through turning off lights, when not needed, the school is able to achieve impressive energy savings.

Partnership with parents, other schools and the community

Links with parents and the community are **very good**. The school's links with other schools and colleges are **good**.

Main strengths and weaknesses

- The school has very strong communication links with parents. Regular consultations with parents influence procedures that directly affect children's learning or conditions at school.
- A significant minority of parents expressed some adverse comments about bullying and the quality of information on their children's progress.
- Very good community links enable the school to greatly enrich the curriculum and give pupils a new dimension to their learning.
- There are effective links with other schools and colleges. Transfer arrangements are good.

Commentary

24. The school make every effort to communicate and consult with parents and has made good improvements in this aspect of their work since the last inspection. An open door policy exists. Parents view the school in a very positive light. The headteacher takes parental involvement very seriously and strives hard to make parents feel wanted and part of the school team. The school openly discuss and seeks parents' views before introducing new initiatives or changing policies. Parents made an invaluable contribution prior to the introduction and implementation of the new School Planner, which contains extremely useful information about homework and reading at home. Provision of very good facilities gives parents numerous opportunities for involvement with school. For example, there is a parents' room where parents can meet, have coffee and exchange views. School arranges parents' workshops along with 'surgery' sessions for those parents wishing to discuss concerns, but they are not well attended. The school provide a breakfast club and an after-school club to accommodate the needs of working parents. Despite these facilities very few parents help at school. However, a dedicated number of parents do raise funds for the school via the Parent Teacher Association. The school sends high quality information to parents. The school prospectus and the annual governors' report are very well presented and meet statutory requirements.
25. In spite of all these highly positive activities there are some parents who express concerns about bullying and information they receive about their child's progress. Behaviour in and around the school is very good. There is no inspection evidence to suggest serious bullying takes place. Procedures are in place to adequately deal with such occurrences. The behaviour policy clearly defines some of the characteristics of bullying. The school provides parents with very detailed information about their child's progress. However, there is a danger that such detailed narrative may be masking some of the progress statements and may not be giving some parents the information they require. A good feature of the data school provides to parents is that they know exactly what educational level their children have aspired to each year. An explanation within the School Planner provides parents with full details of whether their child's levels are above, in-line with or below those expected of a child at that age.
26. School use the community very well to enrich pupils' learning and to extend the curriculum with a full range of planned visits and visitors for each year group. They are tailored specifically to meet pupils' educational and cultural needs. For example, on one day during inspection week, Year 1 pupils visited Tatton Park. Year 2 pupils visit a Jewish museum on another occasion during the year. Other year groups see visiting theatre performers at the school.
27. Transfer arrangements for older pupils are good. There is good liaison between Year 6 staff and Year 7 secondary schools teachers. For example, secondary teachers deliver extension science lessons to pupils at levels 5/6 along with transition lessons in English to develop a 'Reading Journal'. Pupils transfer to six secondary schools within the catchment area. There are useful contacts with local universities and a college that sends student teachers to the school to gain valuable teaching experiences.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides **outstanding** leadership for the school ensuring a vigorous drive for excellence. Management systems in the school are **very good** and have a positive impact upon standards and achievement. The governance of the school is **very good**. The school is **very effective** in providing a vibrant learning environment in which all can flourish. It is very well placed to continue providing a high standard of education.

Main strengths and weaknesses

- The headteacher has an outstanding vision for the school and has managed improvement excellently.
- The staff commitment to the school is evident in all their work.
- The governors and especially the chair of governors are very clear about the strengths and weaknesses of the school.
- The curriculum co-ordinators have a very clear overview of their subject areas.

Commentary

28. The headteacher has worked tirelessly since the previous inspection with a clear determination of managing improvement within the school. She has been single minded in her high aspirations for the school and has a clear vision of improvements in all aspects of the life and work of the school. Her ambition is rooted in the school motto 'Only our best is good enough'. The results of this determination and drive can be seen in the improvement in standards. In particular the pupils' achievements in science at the end of Year 6 which have improved from being well below average at the time of the last inspection to being so strong that they are in the top five per cent in the country. This rate of improvement is commendable. Significant improvements in leadership and management have been made since the last inspection. The deputy headteacher very ably assists the headteacher and presents a very good role model to staff and pupils. The headteacher has enabled all staff to contribute to and share her vision for the school.

29. The very good senior management team and all the staff team have supported the headteacher. They have striven to develop themselves professionally. This can be seen in the significant improvements in the quality of teaching and learning since the last inspection. The headteacher strives to create an atmosphere where all are consulted and all feel that they share in the development of the school. As a result all feel valued. The commitment of non-teaching staff is evident and they play an important part in the work of the school. The office staff play a significant part in the very effective and efficient way the school is managed. Strategic planning is of a high order and reflects accurately the strengths of the school. Management systems in the school are extremely effective and allow the smooth running of this large school. As a result a very positive climate for learning is created and achievement is very good.

30. The governors and especially the chair of governors have a very good strategic view of the school. They share the high aspirations of the headteacher and work very effectively with her to secure the school's further development. Some of the governors are newly in place, but they have had an induction day in school and are keen and enthusiastic in their approach. The chair of governors has been very effective in supporting the school. He is a frequent visitor and has a very clear grasp of the leadership and management of the school. He has consulted, questioned and challenged in a range of contexts as he works to support the school. He and the governing body have rigorously sought best value in all aspects of the work of the school. The governors have a very good grasp of the immediate and future developments of the school. They are extremely well informed and proactive in bringing about improvements. At present their concern is focused on the need to totally refurbish two toilet facilities and two classroom spaces. All statutory requirements are met including the requirements of the race equality laws.

31. The curriculum co-ordinators are fully empowered and manage their subjects very well. They lead their colleagues by example. The co-ordinators work alongside their colleagues and have a clear vision of the strengths and areas for development in the school and there is consistent drive for improvement. Teachers are eager to learn from each other. The co-ordinators have a clear understanding of the way the pupils learn, standards, and achievement in their subject areas, this is because they are rigorous in their work.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	1012030
Total expenditure	1023943
Expenditure per pupil	2129

Balance from previous year	113361
Balance carried forward to the next	101448

The school has a large surplus at present but this has been allocated towards the planned building work in the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the nursery and reception classes is **very good**.

The school has worked hard to improve further the strong position reported in the last inspection. Teaching and learning are consistently very good throughout the Foundation Stage. The children start in the nursery when they are three years old. There are two classes who attend part time. Most of the children transfer into the reception classes although some children join from other settings. The majority of the children have had some pre-school experiences when they begin their reception year in the September of the year in which they are five.

All the staff in the Foundation Stage work very well together as a team and they are very well led by the Foundation Stage co-ordinator and the deputy headteacher. Management is very effective. The accommodation is very good and provides a variety of work areas, which enable the teachers to deliver a very effective curriculum. The classrooms, the spacious exciting outdoor area, workshop space and the corridors are all used very effectively to promote learning in a stimulating and comfortable manner. Resources are of a high quality. The staff set a high priority on developing the children as independent learners. They encourage this very effectively through play.

Judgements have been made about the provision and achievements of the children in the nursery and reception classes in their personal and social development, in communication language and literacy and mathematical development and work has been sampled in the other three areas of learning. Judgements about the proportion of children likely to achieve the goals children are expected to reach by the end of the reception class; show that the vast majority of children will reach the early learning goals by the end of the reception year and are well placed to start their work in the National Curriculum. This represents very good achievement for these children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching enables the children to feel secure and as a result the children are confident and sociable.
- Staff enjoy very good relationships with the children.
- Class routines help the children to become independent learners.

Commentary

32. Very good teaching in this area of learning helps the children to develop as active learners. As a result the majority of the children are likely to reach the levels expected of this area of learning by the end of the reception year. The teachers and support staff have very clear expectations of the children. They respond in a positive manner and routines are clearly established. The children know they have to walk along the corridors and even when they are desperate to get to their destination try very hard to comply. The children work with a happy confidence and chat and work alongside each other very well. Learning is a companionable experience. The children enjoy their snacks and sit and talk together. The children are polite and readily say thank you and help each other.
33. Staff enjoy very good relationships with the children. This means that there is a purposeful atmosphere within the whole department. The children know they are valued by the teachers

and support staff and as a result they become confident learners. For example, when a model had to be left part completed it was put away safely until the children came back to finish it off. The staff work alongside the children engaging them in conversation and as a result the children see that their work is valued and facilitated and so their achievements are very good.

34. The children work happily together. They settle to their tasks well and show very good levels of perseverance and collaboration. They work together in the construction site, carrying bricks in the wheelbarrows and building walls. They order more sand and cement and discuss what they need. The children energetically washing socks, helped each other as they scrubbed and then pegged them out on the line. They worked together, each doing their own jobs. The children are expected to decide what they want to do and to work independently on the tasks they have chosen. Any child who is unsure is quickly given very good help and support to establish secure learning. As a result, the children grow in confidence and develop very positive attitudes to work.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching and learning ensures that the children achieve very well.
- Children enjoy their learning.
- Story times are used very effectively to develop the children's speaking and listening skills.

Commentary

35. Very good, carefully structured teaching enables the children to achieve very well in their speaking, listening, reading and writing skills. The staff employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. They work alongside the children developing their speaking skills. In outdoor sessions the children work with the building materials or washing clothes and they discuss what they are doing and what they need to do next. In one session the children were thinking about what they needed to order from the builders' merchants for their building site, as they listed their requirements the teaching assistant made a list on the chalkboard so that they would remember what to order on the telephone. Here the quality of conversation was enhanced by the active participation of the teaching assistant.
36. All the children enjoy stories, rhymes and songs. The reception children enjoyed singing their building song, joining in happily with the words. They share books and sit and listen to the story on the tape as they follow with the reading book. The writing tables are particularly popular and the children write purposefully. They share the equipment very well; passing crayons and pens to their friends as they work together. Writing is displayed in all areas of the classrooms and workrooms and this is effective in encouraging the children to write. Writing skills are taught carefully and systematically and the children are encouraged to be confident writers. The staff work with small groups of children giving them very individual focused help and as a result they make very good gains in their learning and do very well. For example, the children took great pleasure in creating their own lists of items the three little pigs would need to build their homes.
37. The children delight in their story sessions and show a great interest in reading. For example, in the nursery class the children asked pertinent questions about their story and thought about occasions when they had no shoes on and how great care should be taken in case you stand on something harmful. At the end of the session the children listened for rhymes of their names. They show great excitement when they recognised their name rhyme and disappeared to get their coats. In the reception classes the children were encouraged to retell the story of 'The Three Little Pigs'. They joined in enthusiastically with the repetitious parts and enjoyed adopting different voices for the different characters. This was a very good strategy to develop the

children's understanding of reading with expression. The children take pleasure from their reading and talk enthusiastically about what is happening in their books. The reception children have made a good start in developing their reading skills.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good practical teaching allows the children to learn very well.
- Very good quality resources engage the children and as a result they achieve very well.

Commentary

38. As a result of the very good provision of carefully managed and skilful teaching and a wide range of interesting and exciting activities the children achieve very well in developing their mathematical awareness. The children in the nursery sing number rhymes and recognise numbers on the washing line. They work in the sand and water and develop good mathematical skills of quantity and capacity. Their mathematical learning is fun. In the reception classes the children sort three-dimensional shapes. They learn the proper names for them and show great pleasure when they recognise them. They sort packages of items of everyday life according to their shape and talk happily to each other about them. Challenging lessons, which really push learning on, are typical of their experiences. The staff make very good use of a wide range of activities to promote learning and because their activities are at the correct level of demand the children do very well and learning is very successful.

39. Very good quality resources are skilfully used by the staff to promote the children's mathematical learning. Solid wooden shapes and small flat shapes allow the children to experiment and create patterns and models using them. This allows the children to become more familiar with the different shapes. Programs on the computer support this area of the children's learning very well as the children follow video clips of different packaging and shapes that can be seen on a visit to the supermarket.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

40. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. The teachers plan a wide range of activities, which engage the interests and arouse the curiosity of the children. One of the fathers had been to the school and showed the children how to build a brick wall in the garden area. Bricks were laid and cemented carefully into position. The children were fired with enthusiasm and talked knowledgeably about walls needing to be straight and cement mixed properly. The outdoor area provides many opportunities for the children to explore their surroundings. Some of the children were most excited as they counted five frogs in the small pond noting that they could just see their heads above the water.

PHYSICAL DEVELOPMENT

41. Work in this area was sampled and so no judgements have been made about teaching, learning and standards. The children have opportunities to use the outdoor area to work with a wide range of quality resources. They wheel the wheelbarrows, cycle on the trikes and push the prams about happily as they join together in their play. In the workrooms they create their own imaginative models and decorate and paint them to their own designs. Large and small construction sets allow the children to pursue their own design ideas and create imaginative models. Working in the sand and model making are great favourites with the children.

CREATIVE DEVELOPMENT

42. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. Children take pleasure from a good range of well-planned art and design and role-play experiences to stimulate their imagination. They like working in the building sites and baby clinic in the nursery. The children relate well to each other and play and share imaginative ideas. They enjoyed making their clay tiles and decorating them imaginatively. Paintings of babies adorn the walls in the nursery and all have captions with the baby's names upon them. A wide range of creative activities ensures that the children are engaged, intrigued and want to learn.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Reading, speaking and listening are very good throughout the school.
- The school has worked hard to improve writing and it is now very good.
- Most of the teaching is very good, as is the learning.
- Pupils' attitudes towards their work are very good.
- There are insufficient opportunities for pupils to undertake independent research and learning.

Commentary

43. Standards in English are well above average for pupils in Year 2 and Year 6. This is a good improvement since the last inspection and represents very good achievement overall, particularly in writing. Speaking and listening is very well developed throughout the school. Pupils listen with respect to the ideas and views of others. They are given many opportunities to respond to different types of questions. They discuss with a partner, in small groups and respond eagerly to the questions in a large group during assembly. They do this with confidence throughout the school. Pupils give replies in complete sentences and older pupils are able to give reasons for the opinions they express confidently. Discussion in the Year 6 classes is impressive, showing understanding of the issues that are presented to them. They frequently initiate class discussion by clearly and carefully explaining their viewpoint. Drama is well used and pupils write their own plays and perform them confidently in assemblies for parents and pupils.

44. Pupils' reading is very good. Younger pupils have clear strategies for word recognition and are able to approach new words with confidence. Some Year 2 pupils are reading beyond the expected levels and discuss the main points of the stories. Year 6 pupils are independent, accurate and fluent readers. They use inference and deduction. They identify key features, themes and characters and give personal responses to literacy texts showing achievement beyond expectations. There are very good systems for supporting reading and making it central to pupils' lives including regular reading at home, opportunities to choose library books and developing their reading interests across the curriculum.

45. Writing is now very good throughout the school. This is a good improvement since the last inspection, particularly at the end of Year 2. In Year 1 pupils learn to write and spell words correctly and write sentences. In Year 2, there is very good sustained writing. Their books show a range of writing forms. Pupils understand what they write and enjoy their tasks. Their achievement over time is very good. Year 6 pupils' work in their books shows very good examples of writing for different audiences and very good complex sentence construction. The

high quality of pupils' poetry writing in Year 6 is a strength of the school. A number of pupils have had poems accepted for publication. Handwriting is good and work is well presented.

46. Teaching and learning are very good, with excellent teaching of poetry in Year 6. There is careful planning and the very good classroom organisation ensures that pupils start work immediately, maintaining a high work rate throughout the lessons. Pupils are stimulated, enthusiastic and are appropriately challenged by the high quality of the lessons. Assessment is rigorous, and with suitable targets for groups and individuals, standards have improved. Co-ordination of the subject is very good and has been very effective in bringing about improvements throughout the school. Provision for pupils with SEN is good. Pupils receive the specialist help they need to ensure their good achievement over time.
47. Pupils' attitudes are very good because lessons are well planned and classroom management is very good giving them enhanced learning opportunities. They attend well, focus and concentrate on their tasks productively in small groups, and are engrossed in what they are doing.
48. Pupils have insufficient opportunities to develop their skills in research and independent learning. The libraries are well used for reading support and pupils have opportunities to use ICT, but there are limitations on the amount of independent work pupils can undertake using these and other resources.

Example of outstanding practice

A Year 6 teacher inspired pupils to write high quality poetry through the use of an emotionally charged passage that evoked mood and atmosphere.

Pupils' collages of stormy and calm seas created in a previous lesson were an effective starting point for this lesson. They quickly set the scene and aroused the pupils' feelings. These feelings were stirred further by the moving passage selected for class reading. Here pupils could identify with the turmoil and tensions from the actions and experiences of the main character. The pupils were transfixed and as a result differentiated emotion from action, using evocative words to express their thoughts and feelings. The teacher read her own poem to the class, giving the pupils an excellent model on which to base their ideas. Her style was inspirational. The pupils were desperate to begin. Their completed poems showed excellent use of language, empathy and personification. Rhythm, emotion, mood and atmosphere featured in many of the poems. The total effect was an outstanding understanding of the function and purpose of poetry. As the pupils read their poems aloud, the teacher and other pupils shared their feelings. This very positive and close relationship between the teacher and pupils created a collaborative and secure environment, in which the pupils could flourish because they were very well supported, encouraged and included. Pupils' learning was valued and achievements were excellent.

Language and literacy across the curriculum

49. Pupils have very good opportunities to develop all aspects of literacy across the curriculum. They write in a range of subjects, and have many opportunities to talk and discuss their work. Good use is made of displays of pupils' work and literacy supports other subjects well. Throughout the school many opportunities are made to develop language and literacy skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Achievement in mathematics is very good.
- Teaching and learning are very good overall.
- Mathematics is very well led and managed.
- Lessons are challenging for all groups of pupils.
- Pupils enjoy mathematics lessons.

Commentary

50. There has been good progress in mathematics since the last inspection. Standards in mathematics for pupils in Years 1 to 6 are well above national average, and pupils' achievements are very good. There is no significant difference in the achievement of girls and boys. The school attributes this in part, to the inclusion of mathematics games in lessons and homework, and the style and pace of lessons, which suit both boys and girls.
51. Teaching and learning in Years 1 and 2 are good overall with some very good teaching. In Years 3 to 6, teaching and learning are very good overall, with one excellent lesson observed in Year 6. In this lesson, the teacher had planned work, which required pupils to use problem solving and reasoning skills. The lesson moved smoothly and swiftly from one related idea to the next so that the pupils were involved in mathematical thinking at all times. The work was at a high level and challenging for the class, firmly based upon what they already knew, and building very effectively on this. As a result, their achievement was very high.
52. Senior managers and subject leaders have undertaken detailed analysis of pupils' performance and have led developments, which have raised standards. They are very well aware of the strengths of the subject and areas, which are to be developed further.
53. Teachers have very good knowledge of their pupils' needs and abilities, and this enables them to plan lessons very effectively. This is helped by the fact that pupils are taught in ability groups, so that teachers' planning is very focused and lessons are challenging for all groups of pupils.
54. Teachers plan interesting lessons, which ensure that all pupils are involved in doing or thinking about mathematics for the whole lesson. They make use of equipment such as small whiteboards on which pupils respond to teachers' questions: this means that all pupils are involved, and from their responses, teachers are enabled to give support to the pupils who need it most. Pupils also have the opportunity in most lessons to talk to each other in order to clarify their thinking before responding to teachers' questions. Lessons are at a brisk pace, are well organised and classrooms well equipped. As a result, pupils are engaged with learning at all times and feel a sense of enjoyment and achievement and gain increased self-esteem.

Mathematics across the curriculum

55. The use of mathematics in other subjects is very good, helping pupils to consolidate what they learn in mathematics lessons and contributing to high standards in the subject. Pupils have opportunities to use measurement and estimation skills in design and technology when making things: they use graphs and charts to help them evaluate how effective their designs have been. Pupils in music lessons use counting to help them to follow different rhythms. In science they use measures and graphs to record work. In a good Year 1 science lesson, effective use was made of pupils' knowledge of grids, to help them set up a fair test on plant growth conditions.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Good use of assessment to enable teachers to plan effectively for all pupils.
- Good use of a range of teaching strategies especially questioning skills.
- Good cross-curricular links with other subjects.
- The leadership of science is very good.

Commentary

56. Standards in science by the end of Year 2 are above average. At the end of Year 6 they are well above average, which is reflected in the most recent results and the standards seen during the inspection both in lessons and in pupils' work. This shows very good improvement since the last inspection when standards were in line with expectations at the end of Year 2 and at the end of Year 6 but well below the average for similar schools. Standards are very good overall because teachers plan the work to meet all the pupils' needs by thoroughly assessing their ongoing work and setting appropriate challenge for all groups of pupils. The achievement in the current Year 2 is good and in Year 6 is very good, which is very good improvement from the last inspection when progress from Years 3 to 6 was unsatisfactory.
57. By Year 2 most pupils use the knowledge and skills from their investigations into animal habitats to deepen their knowledge of animals needs and requirements. They use the school grounds as a valuable resource. An excellent ICT program produced by the class teacher helps to deepen the pupils knowledge of animals' habitats. They talk about experiments and investigations they have carried out. They have made electrical circuits and tested the speed of cars down a ramp. They use appropriate scientific language well. By Year 6 most pupils explain what is needed to make an experiment a fair test and talk knowledgeably about light and sound and the earth, sun and moon. They understand how to separate mixtures of materials. They describe micro-organisms and plant and food chains of living things using correct scientific vocabulary.
58. Teaching and learning are very good overall although there is some variation in quality across classes. Teachers use very good questioning skills which enable pupils to develop their thinking. The staff have very good relationships with the pupils and pupils enjoy their science work and work with enthusiasm. Teachers use a good range of strategies to motivate and interest pupils in science. For example in a very good Year 6 lesson seen, pupils acted out what happened when particles of electricity travelled down a wire. This demonstrated very effectively how variations in the length and thickness of the wire resulted in changes in the flow of electricity. Teachers use a range of ICT programs to support the science curriculum, using Internet and CD-ROM research, databases and graphical presentation of the pupils' investigations. Pupils are not yet given the opportunity to select and implement their own investigation or experiment in order to develop independence skills more fully.
59. The leadership and management of science are very good. The science co-ordinator has a clear vision of how improvements can be made, which is evident from her thorough action plans and she is a good role model for colleagues. Although the co-ordinator is new to the subject, the school has a very good development system where the previous co-ordinator is mentoring the current co-ordinator giving very good continuity. The subject is managed well with good monitoring of teachers' planning and pupils' work. Regular tests are analysed closely to enable teachers to identify improvements and share good practice. Pupils' progress throughout the school is tracked well and targets are set for each pupil. Teachers are well supported and the previous co-ordinator has worked alongside colleagues. This shows very good improvement since the last inspection when co-ordination of science was unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievements in ICT are satisfactory.
- Teaching is inconsistent, some teachers lacking confidence in their teaching.
- Good planning with appropriate coverage across all strands.
- Assessment underdeveloped and not being used effectively to plan for different groups of pupils.

Commentary

60. By the end of Year 2 standards are at the levels expected and by the end of Year 6 standards are above the levels expected for pupils of their age. Younger pupils are confident when using text and graphics and searching for information. They have experience of controlling a programmable robot. Pupils retrieve and store their work. By the end of Year 6 pupils are efficient users of text and graphics and have used the Internet to find information and download graphics. Achievement is satisfactory throughout the school. The pupils achieve at the rate expected but the school recognises that the pupils could do more and standards could be higher. Pupils with SEN are well supported and achieve well.
61. Teaching and learning are good overall, in the lessons observed during the inspection, and are very much improved since the last inspection. The two new computer suites enable the full range of the ICT curriculum to be delivered throughout the school. At the time of the last inspection there was insufficient time allocated to the subject and this has been addressed. The technician supports the classes well and ensures that all equipment is working to enable the maximum usage for all pupils. Lessons are well planned but there is little evidence of planning to meet the needs of the less or more able pupils. Resources are used effectively and several teachers are becoming very proficient in the use of digital cameras and the interactive whiteboard. Pupils are very enthusiastic and work hard but there is insufficient challenge for the more able pupils or more experienced computer users. In a good Year 2 lesson pupils eagerly investigated hyperlinks in a research program and read large amounts of challenging text about the wildlife around the school.
62. The co-ordinator for ICT is newly appointed and has made a good start to leading the subject. She is ably supported by the technician. Management of ICT is developing well with monitoring of planning and appropriate priorities identified for development. The teachers have now all been trained in ICT skills, which is good improvement since the last inspection, but further training is planned for those still lacking confidence and as new hardware and software is taken on. National guidelines for the teaching and learning of the subject help teachers to plan pupils' work and record their achievements. A portfolio of work supports the schemes of work but is not yet checked against National Curriculum levels. Assessment is not detailed enough to help the teachers to carefully match the pupils learning in lessons to their exact need.

Information and communication technology across the curriculum

63. In their work in different subjects pupils are given very good opportunities to use ICT to support their learning. In subjects such as science, pupils' research and use hyperlinks in an excellent program produced by the teacher about plants and animals. In art and design pupils draw and paint using a computer program. In geography, pupils use a programmable robot to plot given co-ordinates. In geography the younger pupils take Barnaby Bear to Dublin and then to Edinburgh on their computers. In English, pupils revise and edit their writing. The Internet is used to research how people lived during World War II for history.

HUMANITIES

Insufficient lessons were observed in **geography** and **history** to make judgements on provision and to give firm judgements about teaching and standards. Observations on these subjects have been aided by talking to pupils and staff about their work and looking at a range of the pupils' work.

64. In **geography** the pupils have access to a very good curriculum with a wide range of interesting and relevant subjects studied. Younger pupils follow the adventures of Barnaby Bear as he goes on holiday and chart his locations on a map. They use a program on the computer to organise trips to Dublin and Edinburgh deciding what Barnaby Bear needs to take in his suitcase and what he might need on his journey. In this way the pupils recognise that some cities are closer than others and different modes of transport are needed to get to these destinations. Older pupils in Year 5 study the local area and consider the problems caused by traffic on the road outside the school. They recognise that people have different points of view and that the people whose houses are on the road and those who use it to bring their children to school may have very

different perceptions. They use this valuable exercise well as they discuss the relative merits of individual comments.

65. In **history** the pupils have a well-organised and exciting curriculum. Pupils in Year 1 speak about their work with enthusiasm. They discuss topics they have studied and talk with energy about their visit to Tatton Hall, where they had to polish the floor. Pupils in Year 2 talk about some of the famous people they had learned about including Florence Nightingale and of important events such as the Fire of London. Their recall is good and they enjoy this area of the curriculum. Year 6 pupils talk knowledgeably about their history topics. For some, their work on World War 2 has become a real interest and pupils undertake further reading using the library as a source for this. They have written a play on this topic imagining how someone would feel who was living through the war. The class performed this for an assembly. Year 5 pupils wrote a play about the Tudors performing it for an achievement assembly that parents attended. They research, collaborate in small groups and learn their lines well. The visiting drama teacher supports the pupils well and they perform their play with confidence. Pupils speak enthusiastically about their interest in history. Displays throughout the school are of good quality and good use is made of artefacts.

Religious education

Provision in religious education **is satisfactory**.

Main strengths and weaknesses

- The curriculum is well organised and well interpreted.
- School assemblies support religious education well.
- Pupils' attitudes are good.

Commentary

66. Standards for religious education are average throughout the school. Achievement is satisfactory. This is satisfactory progress since the last inspection. No judgements have been made about teaching as only one lesson was observed during the inspection. The Agreed Syllabus is followed, supplemented by National Curriculum guidelines as appropriate. The subject is currently under development and some modifications will be in place for next year. Leadership and management are good. Textbooks are being trialled and are being added to the resources. By the end of Year 2 children have learned about Christianity and the major festivals, they visit the local church and speak with the Vicar. Currently they are undertaking a topic on Judaism. In discussion with pupils in Year 2, they recall accurately features of Judaism, and because artefacts are well used pupils eagerly described how sacred scrolls are to be handled.

67. By the end of Year 6, pupils have continued studying Christianity, and have been introduced to other religions including Islam and Hinduism. There is inter-linking of the religions, where pupils are encouraged to look for similarities between them. Visits to the synagogue help pupils' understanding of Judaism. The school uses the Jewish Museum as a resource.

68. School assemblies support religious education well. A regular visitor from the Bible Society enthralled the pupils with his Christian presentations. His way of illustrating a Bible story made the children watch and listen intently. Pupils are respectful in prayer and sit quietly to reflect.

69. Pupils' attitudes are good. In the lesson seen and in discussion with them, they are interested in what they do and talk enthusiastically about their contributions to the well produced displays around the school that reflect the good quality of written work undertaken as part of their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In **design technology**, **music** and **physical education** insufficient lessons were observed to make judgements about the provision in the school, teaching and learning and standards. Work was sampled and discussions held with pupils. In **art and design** some lessons were observed and discussions held with staff and pupils and so judgements have been made.

Art and design

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

Main strengths and weaknesses

- Teaching and learning are good and so standards are above the levels expected.
- Pupils have the opportunity to appraise each other's work.
- Pupils' work is displayed effectively throughout the school.

Commentary

70. Teachers are effective throughout the school in developing the pupils' artistic skills and ideas. As a result standards by the end of Years 2 and 6 are above the levels expected and the pupils achieve well. This is good improvement since the last inspection where standards were at the levels normally found. Teaching and learning are good overall with the pupils having access to a rich curriculum, which develops their artistic skills well. Co-ordination of the subject is good.
71. The pupils are very interested in their studies. They talk enthusiastically about their learning and what it is they particularly like about each other's work. At the end of each of the lessons observed the pupils had an opportunity to look critically at the work of the other pupils. They made perceptive and supportive comments, about the way the pupils had expressed their ideas and shared techniques and problems in a thoughtful and sensitive way. In Year 6 the pupils studied 'The Great Wave of Kanagawa' by Hokusai and because the teacher was very knowledgeable the pupils were extremely interested and gave their ideas of why they liked the picture. Here the pupils were able to articulate their ideas reflecting that they liked the blends of colours and that the wave looked as if it was threatening the boat.
72. A wide variety of pupils' work is effectively displayed throughout the school. Paintings, prints, clay monster models, chairs and pieces of work designed on the computer all are used effectively by the teachers to celebrate the pupils' skills. Pupils used their artistic ideas to celebrate work in other subject areas for example the pupils have drawn pictures of 'The Jabberwocky' as part of their work on poetry.
73. In **design and technology** the pupils have increasing opportunities, to originate their own ideas, choose the tools and techniques they need when making artefacts, and to evaluate their finished work. This is less evident in Years 1 and 2, where opportunities for pupils to exercise choice of equipment, and to use skills such as measuring, are sometimes missed. The subject leader has a clear understanding about the standards achieved by pupils throughout the school and on what needs to be done to bring about improvement in design and technology. She works alongside other teachers to support this.
74. In **music** in the one Year 3 lesson observed during the inspection, pupils sang with expression and performed simple parts rhythmically. They were also able to say they had learned overlapping sounds and different rhythms. Pupils experienced Aboriginal music during Music World week. A number of pupils learn to play a range of instruments including flute, clarinet, cornet, saxophone and keyboard with peripatetic music teachers. Music is listened to in assemblies. Pupils play instruments and sing well in assemblies because of their training in singing, which the co-ordinator has organised. The co-ordinator is newly appointed and whilst not a specialist is enthusiastic and willing to learn. She is planning to reintroduce recorder

playing to extend the numbers of pupils learning instruments. A new scheme of work has been introduced, which teachers are finding user friendly.

75. In **physical education** pupils take part in a very wide range of sporting activities, many of which take place outside of the school day. There is currently no football team, and several pupils say they would like there to be one. However plenty of activities are provided and these include competitive sports such as football, netball, volleyball, cricket and rounders as well as athletics, dance and swimming. There are good links with the local community and the local high school, and good use is made of outside sports coaches from these sources. Pupils enjoy their physical education lessons, and participation in these and after school events makes a positive contribution to their confidence.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils' social awareness is developed very well.
- The opportunities available to enable older pupils to take responsibility across the school is very good.
- The school has good systems in place to support pupils' personal and social development.

Commentary

76. Pupils are given a range of opportunities to develop confidence and make the most of their abilities. For example, the school celebrates pupils' achievements in and outside school through displaying certificates and good work assemblies. The pupils speak with confidence about their successes. All pupils are consulted about school developments and are encouraged to give opinions, which are listened to. In many lessons teachers ask pupils to evaluate their own learning and assess their progress. Targets are set for pupils in English, mathematics and science and they are aware of what they need to do to improve their performance and develop their abilities.

77. Older pupils are given a very good range of responsibilities throughout the school, which prepare them for an active role as citizens. Year 5 and 6 pupils are well trained as pupil mediators, the West End Friends, and help pupils sort out any playground problems. For this position they have to apply in writing and are selected according to their skills. Older pupils are also trained as junior play leaders to support younger pupils playing games at playtimes. Younger readers are listened to by older pupils and helped in a range of activities. The school Eco Council is very active and meets regularly. They are responsible for environmental improvements and are enthusiastic about composting and recycling. The school has achieved the Eco Bronze award for its work in this area.

78. Adults in the school provided good role models for the pupils by showing respect and listening to their opinions. The quality of care and concern in the school is very good. Pupils are encouraged to see their school as one big family and this creates a positive ethos for the personal and social development of all pupils. The school is active in supporting those in need outside their school. They contribute to a range of local, national and international charities.

79. The school is enthusiastic about encouraging a healthy and safe lifestyle for the pupils. It is working towards the Healthy Schools Award and promotes healthy eating and exercise. There are comprehensive policies for raising drug awareness and sex and health education. Visitors come to work with the pupils on road safety and personal safety. The personal, social and health education programme is delivered effectively through the curriculum.

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	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	2
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	2
How well the school seeks and acts on pupils' views	1
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	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

