

INSPECTION REPORT

GREAVE PRIMARY SCHOOL

Stockport

LEA area: Stockport

Unique reference number: 106050

Headteacher: Mrs. S. Johnson

Lead inspector: Michael Onyon

Dates of inspection: 26-28 April 2004

Inspection number: 256268

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	238
School address:	Werneth Road Woodley Stockport Cheshire
Postcode:	SK6 1HR
Telephone number:	0161 430 6318
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Appropriate authority:	Governors
Name of chair of governors:	Mr Keith Hamilton
Date of previous inspection:	27-29 April 1998

CHARACTERISTICS OF THE SCHOOL

This is a community primary school taking pupils from four to eleven years old, serving a socio-economically mixed area in Stockport. Pupils are drawn from a wide area and, increasingly, from wards that display high levels of deprivation. At the time of the inspection there were 238 full time pupils on roll, in eight classes. Most pupils start school with average standards of attainment. The percentage of pupils known to be eligible for free school meals is well below the national average, although some eligible families choose to provide their children with a packed lunch. The percentage of pupils identified as having special educational needs, including those with statements, is also well below the national average; their difficulties include dyslexia, and speech, communication and physical needs. A very small number of pupils are from ethnic minorities and are learning English as an additional language. None of these are at an early stage of learning English. The school offers 'learn direct' materials for adults, offers placements for students training to teach, and training for teaching assistants in the use of ICT, and is part of a national scheme using 'interactive whiteboards' to teach pupils in Years 2 and 3. It raised over £50,000 to develop ICT throughout the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Michael Onyon	Lead inspector	English as an additional language, Science, Art and Design, Citizenship, Physical Education.
11077	Janet Harrison	Lay inspector	
30705	Graham Stephens	Team inspector	Foundation Stage Curriculum, Mathematics, Design and Technology, Music, Religious Education.
32943	David Townsend	Team inspector	Special Educational Needs, English, Information and Communication Technology, Geography, History.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective and provides good value for money. Children's attainment on entry is broadly average. Many changes in teaching staff have been managed well and, overall, the good quality of teaching has been maintained and developed since the previous inspection. Pupils achieve well and current standards are better than those indicated by the 2003 national test results. Standards are above average in English, mathematics, science and information and communication technology (ICT). Leadership and management are good with very effective governance.

The school's main strengths and weaknesses are:

- Good leadership by the headteacher, who works well with very effective governors, enables them to shape a very clear vision and direction, based on continual improvement.
- Good teaching gives children a good start in the Foundation Stage, and good teaching throughout the school is leading to good achievement by Year 6 in English, mathematics, science and ICT.
- The school provides very well for pupils' health, welfare and safety, and this leads to very positive attitudes to learning and very good behaviour.
- The contribution made by parents to pupils' learning, both at school and at home, is very effective and contributes positively to the standards achieved by pupils.
- Although the school's systems for assessing pupils' progress have recently been improved and are satisfactory, more could be done to engage pupils in the process of understanding how they can improve.
- Whilst accommodation is good overall, the provision for outdoor play, for children in the Foundation Stage, is unsatisfactory and holding back their physical development.

Since the last inspection, overall improvement has been satisfactory. There have been considerable changes in teaching staff and the engagement of temporary staff to cover absences. The staffing position is now secure, with a newly formed senior management team in place. The minor issues identified in the last report have been addressed well. In particular, issues related to the governors' annual report and statutory appraisal have been addressed comprehensively. Risk assessment procedures are now in line with statutory procedures. Whilst results in the Year 6 national tests in English, mathematics and science have varied, standards are now above average and there is a sound base for future improvement.

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	B	A	C
Mathematics	A	C	C	E
Science	B	D	C	E

*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.*

Overall standards of attainment represent **good achievement** for the pupils, taking account of their broadly average starting point when they enter the school. Children achieve well in reception, exceeding the goals they are expected to reach by the end of reception in all the required areas of learning, with the exception of physical development. Overall, pupils' achievement in Years 1 and 2 is good, and the Year 2 test results in 2003 were well above average in reading and writing, and above average in mathematics. Current standards in Year 2 are above average in reading and writing and

average in mathematics. Overall achievement in Years 3 to 6 is good. Comparison with schools where pupils attained similarly at the end of Year 2 in mathematics and science indicates well below average progress. However, the 2003 Year 6 group contained a higher than usual number of pupils with special educational needs, and the number of pupils joining and leaving the group was above average; progress was better than indicated. Current standards in Year 6 are above average in English, mathematics, science and ICT. Pupils with special educational needs and those learning English as an additional language achieve well. Teachers use assessment appropriately to match activities to the needs of pupils.

Pupils' personal qualities are good. Their attitudes to learning are very positive and they behave very well. The school's supportive ethos effectively promotes pupils' **good spiritual, moral, social and cultural development**. Attendance is good and is promoted well by the school.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching and learning is good overall, with better teaching observed in Years 3 to 6 than Years 1 and 2. Teaching is good in the Foundation Stage and examples of very good teaching were seen in English and ICT. An excellent lesson was seen in mathematics. Teachers have a good command of the areas of learning and subjects taught. Despite changes in the teaching staff the good quality of teaching seen at the previous inspection has been maintained and developed, contributing to effective learning. Teachers use a good range of resources effectively and use an effective range of teaching strategies. The positive ethos enables teachers to insist upon high standards of behaviour and to effectively promote equality of opportunity for all pupils. The curriculum is broad and balanced with good opportunities provided for enrichment. The care and support offered to pupils are very good. The school's partnership with the community is good, with an effective partnership with other schools and colleges. The partnership with parents is good and parents contribute very effectively to the learning of their children at school and at home.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher effectively leads thoughtful and detailed self-evaluation, enabling the school to successfully consider its strengths and weaknesses and its priorities for improvement. The governing body provides very good governance; governors know the school's strengths and weaknesses very well and are fully involved in helping to shape a clear vision for the future of the school. The good continuing professional development of staff contributes effectively to the standards achieved. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents regard the school very highly. In particular they feel that children in the school behave well, are expected to work hard and are treated fairly, teaching is good, there is good quality leadership and management and staff are approachable, and the arrangements for children when they start school are good. Pupils are also very supportive of the school and feel that their views are listened to well and that they contribute effectively to the life of the school. Pupils know that there is an adult they can go to if they are worried at school.

IMPROVEMENTS NEEDED

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

- Make better use of assessment information to effectively enable pupils to understand how to improve their work.
- Provide for outdoor play for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall for all groups of pupils. Whilst national test results indicate that boys' achievement is better than that of girls, no significant difference was seen during the inspection. Standards are above average in reading, writing and science and average in mathematics by the end of Year 2. Standards are above average in English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Pupils make a good start in the reception classes.
- Achievement is good as the result of strengths in the teaching.
- Standards in mathematics and science in Year 6 are improving as the result of a focus on these subjects in the school's development planning.
- Pupils with special educational needs achieve well.
- Whilst achievement is satisfactory, more could be done to develop mathematical skills in Years 1 and 2.

Commentary

1. Most children start school with broadly average levels of attainment and they achieve well because of the consistently good teaching and the good curriculum that is well matched to their needs. As a result, with the exception of their physical development, which is held back by the limited outdoor provision, they meet the goals they are expected to reach in the areas of learning.

The tables shown in this section give average point scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term. So, if a school's points are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
Reading	17.6 (16.3)	15.7 (15.8)
Writing	16.6 (15.9)	14.6 (14.4)
Mathematics	16.9 (17.6)	16.3 (16.5)

There were 33 pupils in the year group. Figures in brackets are for the previous year

2. The 2003 national test results for Year 2 were well above average for reading and writing and above average in mathematics. Whilst teacher assessments were well above average in science, results for pupils reaching the higher National Curriculum level were below average. Standards this year are above average in reading, writing and science, and average in mathematics. With the exception of mathematics, there are several reasons why pupils do well in Years 1 and 2. Overall, the quality of teaching is good. Pupils do well in reading and writing because the school places emphasis on these subjects and skills are used well across the curriculum. In science, the emphasis on investigative activities contributes to the above average standards. In mathematics, however, more opportunities could be provided for pupils to develop their skills, by working collaboratively and placing less emphasis on worksheets, to raise standards further.

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

Standards in:	School results	National results
English	28.6 (28.4)	26.8 (27.0)
Mathematics	27.4 (27.4)	26.8 (26.7)
Science	29.2 (28.2)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

3. Last year the number of pupils with special educational needs in Year 6 was higher than usual. Results in the national tests were well above average in English but average in mathematics and science. Data also indicated that, when compared with schools that achieved similar average points scores at Year 2, progress had been well below average in mathematics and science. This was also affected by a higher than average number of pupils joining the group between Years 2 and 6. Standards in the current Year 6 are above average in English, mathematics and science. Test results indicate that boys have performed better than girls, however inspection evidence indicates that boys and girls now achieve equally well. In comparison with 2003, above average standards have been maintained in English, with improvement in mathematics and science as the result of the school's focus on these subjects and the emphasis on investigational work. Pupils are achieving well.
4. Good support is given to pupils with special educational needs, who achieve well because their work is tailored to their individual needs and builds steadily on previous learning. Teachers and learning support assistants know and plan for their needs effectively. Pupils with special educational needs are fully integrated into classroom activities and other pupils are sensitive to their needs, helping them to achieve well. The small number of pupils learning English as an additional language are supported well, as are those pupils identified as gifted and talented. Opportunities are provided in lessons, and through additional activities, for the pupils to develop their gifts and talents well, for example through sports activities and musical instrument tuition.
5. There are several reasons why standards are currently above average. The school provides a well-planned rich curriculum that stimulates pupils. Teachers use interactive whiteboards well to present the curriculum in an interesting way, often involving pupils in the interactive opportunities. As teachers' confidence in the use of the new technology grows, further opportunities will be offered through the interactive media. Overall, the quality of teaching is good and the school has recently revised its assessment procedures to begin to identify, in detail, individual pupils' strengths and areas for development and has begun to involve them in the early stages of setting targets to enable them to improve their work. Good emphasis upon literacy skills across the curriculum has led to improvements in English and the maintenance of high standards. Standards are also above average in ICT because the school places emphasis on the teaching of skills and pupils are encouraged to use the skills when working in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes and behave very well. Personal development, including their spiritual, moral, social and cultural development, is good. Attendance is good.

Main strengths and weaknesses

- Pupils are genuinely keen to learn. There is a calm atmosphere in the classrooms with high standards of behaviour; this enables effective learning.
- Attendance is good because parents are supportive and pupils like their school.
- Provision for moral and social development is very effective and pupils have good opportunities for spiritual and cultural development.

Commentary

6. Pupils have very positive views about the school and this is reflected in their good attendance levels. Parents send their children to school very punctually and invariably let the school know quickly the cause if their child is away. During the inspection week an impressive number of classes had full attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	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.

7. Pupils are very keen to learn, concentrate well and show respect for their teachers. Most pupils say that their school is friendly and fun. Pupils' successes and participation in activities are suitably recognised and celebrated. Pupils who have worked or behaved well can choose a privilege activity in "golden time". Relationships between pupils and their teachers and their peers are very good. Pupils behave very sensibly in lessons and around the school. This is evidenced by the fact that the school has not had any occasion to exclude any pupils for poor behaviour in recent years. There is no evidence of any racial tensions at the school. Incidences of bullying are very rare and quickly and firmly sorted. Pupils have a friendship bench in the playground, where they can go to sit quietly or wait for other pupils to invite them to join in their games. This works well and play times are harmonious with plenty of structured activities. Parents are rightly pleased with the standards of behaviour at the school. Children in the Foundation Stage are on course to exceed the early learning goal for personal, social and emotional development.
8. School assemblies are of good quality and foster a sense of community. In the inspection week many parents came to a school assembly to hear Year 4 pupils describe their project to make and race a powered vehicle. This enjoyable assembly successfully explored feelings and emotions about resilience, winning and losing. Pupils gain a good knowledge of major world faiths and the major festivals both in their own and other cultural traditions through assemblies, religious education, visits and visitors. Pupils are enthusiastic in collecting for charities. They have a well-developed sense of right and wrong. They are keenly involved in helping in their school. The "D Team" older pupils help at dinner times by looking after younger pupils and carry out their duties enthusiastically and reliably. Pupils are keen to put forward their ideas about how the school is run. The school council is well managed and has made constructive suggestions about how the school could improve; this contributes to the pupils' strong sense of ownership.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is good. Provision for pupils' care, support and guidance is good. The school's partnership with parents, the community and other schools is good.

Teaching and learning

Teaching and learning are good, overall, throughout the school. Assessment is satisfactory overall.

Main strengths and weaknesses

- Whilst teaching in all Years is good overall, it is satisfactory in mathematics in Years 1 and 2.
- All teachers insist on high standards of behaviour.
- All teachers use the interactive whiteboards very well to promote learning.
- Teachers are good at questioning pupils to encourage them to reflect and explain and to include them well by matching questions well to ability and prior knowledge.
- The school's systems for assessing pupils' progress are satisfactory, but more could be done to engage pupils in the process of understanding how they can improve.
- Teachers do not provide enough opportunities for pupils to work collaboratively.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (16%)	24 (56%)	11 (26%)	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.

9. Good and often very good teaching in the Foundation Stage ensures that all pupils, including those with special educational needs, achieve well in acquiring their early skills. Classrooms are well structured to promote learning in all areas of the curriculum other than physical education. The lack of access to a well equipped purpose built outdoor play facility limits opportunities to develop this aspect of learning although the school has purchased additional resources and also hires large play equipment once each half term to compensate. Teachers present very good role models in speaking and listening and in social skills and this has a very positive impact on the children's development in these areas.
10. Inspection findings support parents' views that teaching is good and pupils' views that teachers expect them to work hard. Teachers have established very good relationships with the pupils and this, combined with high expectations regarding the rate of work, ensures that pupils learn and achieve well. Pupils have positive attitudes to their work although they have few opportunities to collaborate with a clearly defined sense of purpose when applying the skills they have learned. The new planning procedures very recently introduced are part of the school development of ICT to support teaching and learning useful but are not yet embedded and some teachers are still at an early stage of consistently using them effectively, especially for short term planning and assessment.
11. Teaching assistants are deployed across the school to support children in the Foundation stage, pupils' in Year 1 and 2, pupils with special education needs, ICT and large classes in Years 3 to 6. They are very proactive, working closely with pupils with special educational needs and ensuring that they are fully included in class activities. Whilst a small number of pupils are learning English as an additional language none are at an early stage of English acquisition. Teachers and learning support assistants make sure pupils are clear about what to do and monitor their progress carefully. There have been close and detailed assessments made of pupils with specific literacy needs and, where necessary, learners are given specialist support from the local education authority.
12. Pupils in Years 1 and 2 are placed in two mixed-age classes, and one class is made up of mostly Year 1 pupils with some children from the Foundation Stage. Teachers plan well, taking

into account pupils' ages and abilities, and are supported very well by teaching assistants. Teaching overall is good but excessive use of worksheets in mathematics, especially in one class for pupils in Years 1 and 2, means that teaching in this aspect of the curriculum is satisfactory overall. Teachers are beginning to use the interactive whiteboards in an imaginative way and consequently pupils focus very well when procedures are modelled and methods explained.

13. Teaching was good in over three quarters of the lessons observed in Years 3 to 6, where pupils are placed in single-age classes. Teaching was satisfactory when teachers talked for too long before engaging the pupils in activities and the pace of the lessons slowed. Mostly, however, the pace was brisk, the pupils engaged and tasks were modelled well, enabling the pupils to settle quickly to the work set. In an excellent mathematics lesson observed, a combination of slick presentation using the interactive whiteboard that motivated the pupils very well, animated teaching and a shared learning objective contributed to a clear sense of purpose with all pupils actively engaged throughout.
14. Overall, assessment procedures are satisfactory. The school has recently reviewed these procedures and consequently, whilst they are beginning to clearly define individual progress and needs, especially in English and mathematics, pupils are not yet clear with regard to what they need to do improve their work further. The on-going assessment of pupils' progress is linked to the new planning procedures and is still at an early stage of development. There is very good practice in the Foundation Stage, where teachers regularly involve children. As a result they are able to see what progress they have made and what they still need to do to get better. The quality of marking lacks consistency and it rarely informs pupils about what it is they need to do next. However, teachers are very proactive in lessons, working with pupils and advising them as they work.

The curriculum

The curriculum is good and ensures good pupil achievement. There are good opportunities for enrichment through extra-curricular activities in sports and the arts. Accommodation and resources are good overall.

Main strengths and weaknesses

- Overall, the curriculum for the Foundation Stage is imaginatively planned and is well balanced.
- The curriculum provides well for pupils with special educational needs and they are effectively included in all activities.
- Pupils have good opportunities to learn beyond lessons through a rich and varied programme of extra-curricular activities.
- Developments to the ICT facilities are enriching learning opportunities across the curriculum.
- Provision for outdoor play, in the Foundation Stage, is unsatisfactory and is holding back the physical development of children.

Commentary

15. The breadth and balance of the curriculum are good. It enables most pupils to achieve well in most subjects and areas of learning. It is well planned and appropriate emphasis is placed on the core subjects of English, mathematics and science as well as ICT, which is now a central part of the school's curriculum. Statutory requirements are met in all areas. There is a supportive learning environment where pupils develop their thinking skills through good quality questioning. Pupils are motivated and effective learners and, along with their parents, they express good levels of satisfaction with the curriculum provided. Lower attaining pupils regularly attend literacy and numeracy group learning sessions that ensure they consolidate key subject skills. Planning systems ensure that pupils, including the majority of higher attainers, are given work and support appropriate to their needs. However, as yet, lesson planning does not always place sufficient emphasis on promoting independent learning.

16. The Foundation Stage curriculum is structured and well organised, presenting an environment that encourages children to explore and to ask questions. It is very well planned. Assessment procedures are very effectively based on the recently introduced Foundation Stage profile, enabling teachers to build a detailed profile of children's strengths and areas for improvement. These are then provided for through adult led sessions and children's activities, providing opportunities for children to use their skills and to build their knowledge.
17. The provision for pupils with special educational needs is effectively planned. Pupils are mostly taught in class and effectively supported by the teaching assistants. This is complemented by carefully planned withdrawal teaching, usually in small groups. Pupils follow programmes of learning which are formulated and updated on the basis of regular and careful assessment of their individual needs. Each pupil's individual education plan is carefully prepared with clear and measurable targets, activities and resources that enable these pupils to achieve their best. The staff work closely together to support each pupil. They communicate regularly with parents and with outside agencies, who provide regular specific support and advice as part of the school's provision. A good focus on all individuals' needs ensures that they achieve well and are included in school life.
18. Pupils have good opportunities to learn beyond lessons through a rich and varied programme of extra-curricular activities. Teachers are very committed to their involvement and pupils are very keen to participate, with some clubs oversubscribed. Sporting activities are given particular emphasis and pupils can participate in a range of team sports such as football, rounders and netball. As part of the school's commitment to inclusion, taster sessions in fencing have been set up for pupils who are less fond of team sports. Musical activities are given good emphasis too. Peripatetic tuition in a range of instruments is provided and Year 3 pupils are given the opportunity to learn the recorder. Pupils learning instruments give regular renditions in front of an audience, both within and beyond the school.
19. The curriculum is enriched by educational visits and good advantage is made of the learning opportunities presented by the local area and region. Pupils regularly visit areas of interest such as the Boat Museum and Jodrell Bank. A history topic on the Tudors was enlivened by a visit to Bramall Hall, when pupils were expected to talk with staff acting in role as characters who lived in the house during the period. The curriculum is also enriched by the opportunities presented by the school's new ICT facilities. For teachers, opportunities arise to make more meaningful cross-curricular links through the new computerized planning system and to explore these using the new ICT equipment in school.
20. The school's accommodation and resources in support of the curriculum are good overall, with very good ICT facilities now in place. The subjects of the curriculum are well resourced. The classrooms and shared accommodation are attractive learning spaces. The school's current extension work will further improve the quality of accommodation. The school has a dedicated team of teachers and assistants who are well deployed. Teachers in Years 3 to 6 cope well with the challenge of larger class sizes. Additional teacher support is provided in English, mathematics, science and ICT, to enable smaller teaching groups to be established. The teaching spaces for children in the Foundation Stage are attractive and well resourced. However, the external facilities for pupils to engage in outdoor play activities are insufficient to ensure the full range of learning experiences for these pupils. Children do not have regular, daily opportunities for sustained physical activities and this is holding back achievement in physical development.

Care, guidance and support

The school provides very good quality care for its pupils. Pupils receive good support and guidance. There are effective procedures to take pupils' views into account.

Main strengths and weaknesses

- The school is friendly and orderly and this enables pupils to learn with confidence.
- Child protection and health and safety procedures are very good, so that children feel safe.
- Whilst pupils are given very good personal guidance, the monitoring and guidance of their academic work is satisfactory and could be improved.
- Pupils know their views matter and this makes them feel valued.

Commentary

21. Parents say that their children are very happy, are very well cared for and that all children are treated fairly and equally. Pupils say that their teachers are helpful if they have problems with their work and that they are well looked after if they are ill. This reassurance has a positive impact on their learning. There are good induction procedures and parents are given lots of information about school procedures and feel welcome in the school to discuss any concerns. There are good levels of support for the younger children in the classroom. The school behaviour policy is very effective, so that pupils get along together at work and at play harmoniously.
22. The school is well maintained and clean. There are comprehensive and effective health and safety procedures. The school has successfully formalised risk assessments to meet the issues identified in the last inspection. Supervision levels at breaks and lunch times are good. Teachers know and care for their pupils very well. Child protection procedures are very effective and well known to all staff, and there are appropriate written guidelines.
23. Pupils have trust in their teachers and this helps them learn with confidence. In “circle time” and personal, social and health education lessons, pupils have opportunities to discuss their feelings and explore emotions. Pupils are soundly guided in their work through their teacher’s comments and the marking of their work. They are helped to improve with targets set each term in English and mathematics. However, pupils are not yet fully aware of what they need to improve so as to raise their work to the next National Curriculum level.
24. Pupils are pleased that the school listens to their views and proud of the changes that they have helped to bring about. The school council recently raised funds for new games and activities for play times and carefully chose the games that would best benefit all. Year 6 pupils chair and minute their meetings themselves and each school council member also has a monitor job. The active and willing involvement of pupils in the running of their school makes a strong contribution to their personal development.

Partnership with parents, other schools and the community

The school has good, constructive relationships with parents, the community and other schools.

Main strengths and weaknesses

- Parents are very pleased with what the school is doing for their children. In turn they give strong support to the school and their children’s learning.
- The school is welcoming and provides good and plentiful information for parents. Any concerns that parents raise are professionally dealt with.
- Good community links enrich pupils’ learning and personal development.

Commentary

25. Parents are highly satisfied with the school. They say that their children are enthusiastic about school, well taught and that the school is forward thinking and well managed. Parents express no overriding concerns. Parents take a very keen interest in their children’s education. All

parents attend the two meetings a year with teachers to discuss their child's progress. The Parent Teacher Association (PTA) gives strong support to the school with a range of social and fund raising events. Parents, staff and the local community worked together very successfully in the "Everest Club", enjoying some exciting events along the way, such as parachuting and white water rafting to raise an impressive £50,000 for the new suite of computers for pupils. Several parents provide regular and welcome support in the classroom. Parents enjoy the many opportunities they have to visit the school for assemblies or performances.

26. Communications are frequent and good. Each class sends home regular letters that outline the work to be covered that term, and this encourages close educational links. Reading records and homework books also are used for effective dialogue between school and home. Parents of children with identified special needs are suitably involved and informed about their children's progress. Most parents are pleased with the information they receive about their children's progress. The inspectors agree, but consider that the written reports could be improved with more indication about what the pupils need to improve in the subject so that parents can help at home. The governors' report to parents has been improved since the last inspection and now meets statutory requirements, however, the income and expenditure in the financial statement could be presented in a clearer and more easily understood format. The school is professional and welcoming. The school recently canvassed parents' suggestions for three ways to improve the school and has analysed their suggestions and is starting to respond to them. This fosters and encourages the good quality home and school partnership.
27. Pupils make frequent educational visits to local areas of interest to enrich learning. For example Year 6 talk enthusiastically about their residential visit to the Lake District. There are "Before and After" School Clubs at the school and this childcare is much appreciated by parents in the local area. The school has close links with a local university for teacher training placements and a local colleges for care and vocational course placements. Pupils enjoy the good sporting links with other schools in the area and there are well-established links with secondary schools to prepare the children for their next stage of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides effective leadership. The leadership of senior staff is good. Management is good. Governance is very good. The school has managed considerable changes in staff very effectively to ensure it provides a good quality of education for its pupils.

Main strengths and weaknesses

- There are good systems for monitoring and evaluating the curriculum.
- Finances are very well managed and the school evaluates spending carefully.
- The governors have a very good understanding of the strengths and areas for development in the school and provide both challenge and support.
- The school is reflective and self-critical, continually striving to provide the best for all pupils.

Commentary

28. Recently seven teachers have been on maternity leave, the headteacher was absent for two terms, as the result of a road accident, a new deputy headteacher has been appointed and some subject co-ordinators have changed their subject responsibility. The current senior management team was formed in September 2003. The school has managed the deployment and retention of its staff during this time of turbulence very effectively. For example, two teachers on maternity leave have recently returned, one shares the reception class with a colleague and the other effectively supports work in ICT, having previously led the subject. Another part-time teacher, who previously served the school as deputy headteacher, effectively supports work in Years 3 to 6 and leads the development of science throughout the school.

However, the impact of the changes in staff has been felt in terms of learning outcomes, with a 'dip' in Year 6 national test results in 2003.

29. Teaching assistants have been sensibly deployed to meet the needs of the pupils. As a result of the national class size initiative, small class numbers have been maintained in reception and in Years 1 and 2. Larger class sizes in Years 3 to 6 are supported by specific additional teaching time targeted at supporting work in English, mathematics and science. The school is fully committed to retaining its good quality teachers and manages the budget very effectively to allow for some flexibility in the way that they are deployed. As a result there is a clear sense of teamwork and all staff share a commitment to the inclusion of pupils, regardless of background or level of attainment. The school's ethos is built upon equality for all and pupils are included in all activities regardless of ethnicity, social background or special educational needs. Parents expressed a high level of satisfaction with the commitment of staff to the school.

30. Another positive feature that contributes to good standards in many aspects of the school's work and the good achievement is the way that the school continually evaluates and reflects on its provision. A well-established system for monitoring means that areas for development are effectively identified and addressed. As a result the school has few areas of weakness and, whilst there was a dip in results at Year 6, in mathematics and science in 2003, overall good standards have been maintained since the previous inspection. The school is aware that more opportunities could be provided for pupils in Years 1 and 2 to develop their skills in mathematics and the subject is currently an area of focus in the development plan. All co-ordinators have opportunities to monitor standards in their subjects and the senior management team undertakes regular monitoring in English, mathematics science and ICT. A good feature is the contribution of co-ordinators to the school's development plan, evaluating previous developments and setting a rationale for future priorities. Staff receive formal feedback on their lessons and action points to follow up. Pupils' views are sought, test results are analysed and subject action plans are drawn up that feed into the school development plan. The headteacher and a number of subject leaders retain strong links with colleagues in other schools to share and learn from good practice.

31. The governors are also very keen members of the team. They play a very strong role in the development of the school and share its vision for continual improvement. They have a role in the monitoring and evaluation process and undertake their role as 'critical friends' very effectively, questioning and supporting. They have been particularly active in ensuring improvements to the building, with works being undertaken, during the inspection, to improve work areas and provide more accommodation. They manage the budget carefully to ensure the best quality of education for the pupils. The high proportion of the budget carried forward to the next year has been appropriately allocated to fund the ongoing building works.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	520133
Total expenditure	485603
Expenditure per pupil	2075

Balances (£)	
Balance from previous year	8443
Balance carried forward to the next	20300

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. The classes with reception age children present a structured and well-organised environment that encourages the children to explore and question. Staff co-operate and work well together using the very good planning and assessment procedures already established to present a curriculum securely based on the Early Learning Goals. Resource provision overall is good with a recent emphasis on providing resources that support children's understanding of cultural diversity. Overall, however, accommodation is unsatisfactory because of the lack of a suitable outdoor play area and facilities.
33. Children enter the reception class with average attainment overall. Teaching is good, children achieve well and the majority are on course to exceed the Early Learning Goals in most areas of learning by the time they enter Year 1. The exception is physical development, where the lack of provision for outdoor play impacts negatively on this aspect of the curriculum. With the exception of physical development, this represents a similar position to that at the time of the previous inspection. The Foundation Stage is led and managed well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good induction procedures and on-going dialogue with parents and carers ensure that pupils' needs are met.
- Children cooperate and play well together.
- Teachers provide opportunities for children to take responsibility.
- All adults provide very good role models.

Commentary

34. Teachers create a secure environment in which children play and work well together and teaching is good. Children achieve well and the majority are on course to exceed the Early Learning Goals by the time they enter Year 1. Although children come to the school from a variety of early years settings, good induction procedures ensure that children settle quickly into school routines. Staff establish good links with parents and carers, ensuring that children's needs are identified and met. Children quickly adapted to their new teachers, who had taken up post immediately before the inspection, demonstrating a growing independence as they engaged with a variety of activities.
35. Adults use praise effectively to further encourage the children and to boost their self-esteem and also present very good role models. Areas in the classroom are clearly defined, resources are accessible and children are able to fetch and carry what they need clearing away sensibly at the end of sessions. They cooperate well in the 'shop', wearing labels to define their roles, share equipment and are very confident in their approaches to all adults. They dress and undress for physical education with the minimum of support and move between classroom and hall quietly and sensibly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All adults value what children have to say and consequently children's speaking and listening skills are very good.
- Reading skills are taught well, children receive good support at home and most attain above average standards.

Commentary

36. The teaching of all aspects of communication, language and literacy is good. The majority of children are on course to exceed the early learning goals in reading and speaking and listening and reach them in writing by the time they enter Year 1. All adults are skilled at asking questions that encourage children to reflect and explain and they provide many opportunities that encourage children to plan and organise together. Children are confident speakers and listen well because teachers are skilled at holding their attention by the effective use of puppets, the skilled use of the interactive whiteboard and adopting a lively and focussed approach to all aspects of their teaching.
37. Routines for the teaching of reading and writing are well established and children are developing very positive attitudes. They enjoy books and are keen to share them. They recognise many of the common three- and four-letter words and use picture clues well to aid their understanding. Most children receive regular support at home and parents are given useful guidance and support by staff to further complement and consolidate the work done in school. Children hold their pens and pencils correctly, showing good control, and are given carefully graded exercises starting with tracing letters in sand and glitter trays, progressing through painting and then writing to consolidate the new sounds and letters taught.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers prepare resources well to support teaching and learning effectively in all aspects of mathematics.
- Skilful questioning ensures that children are included well irrespective of ability.
- Children could be provided with a wider range of equipment and apparatus when they are not being taught directly by adults.

Commentary

38. Most children are on course to exceed the expected learning goals by the time they enter Year 1. The quality of teaching observed was very good and it is good overall. Teachers ensure that questions asked match the ability of the child and in this way all can answer successfully, sometimes with support from other adults, and are therefore included very well in lessons. Children can identify two-dimensional shapes and, well supported by the teacher, can apply this knowledge to three-dimensional shapes. By the end of the lesson observed they had achieved very well and could identify not only common three-dimensional shapes but also count faces and edges. Good planning further consolidates this learning well through the printing of shapes and making 'shape figures'. The scrutiny of work produced and discussions with children indicate that most count confidently to 20 and beyond. They can add numbers to 10 and write the figures correctly and with control. They enjoy mathematics and are developing very good attitudes. Displays reflect number patterns and strings and children enjoy buying items in the school shop. However there are limited opportunities for them to sort, match, count and arrange items in interactive maths displays during periods of non-directed teaching.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children are provided with a wide range of activities that stimulate their curiosity and encourage them to ask questions.
- There is a good range of resources upon which teachers can draw to extend pupils' knowledge and understanding.

Commentary

39. Teaching is good, children achieve well and most will exceed the expected levels by the time they enter Year 1. The interactive whiteboards are used very well, for example, to illustrate the life cycle of the frog, and children demonstrated their understanding by drawing their own illustrations of the life cycle. Computers are always available and teachers select programs with care in order to further consolidate and challenge the children. Children use the computers confidently and can explain the role and function of the mouse. Plants are grown and children cooperate well as they sell both these and seeds in an imaginative 'garden centre'. The grounds of the school are searched for 'bugs'. Teachers use the interactive whiteboard very effectively to introduce everyday technology, further reinforced as children 'swipe' credit cards and check 'bar codes' in the garden centre shop. Children can sort machines into those that use and those that don't use electricity, they use mirrors to create symmetric images and look at pictures of homes in different countries.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have numerous opportunities to develop their fine manipulative skills.
- Despite the best efforts of staff to provide appropriate activities, the provision of outdoor space and equipment is unsatisfactory.

Commentary

40. Resources that can be stored in school and used outside as appropriate, have recently improved. The school also hires large outdoor play equipment once each half-term. However, despite good teaching and the improved resource provision, children's achievement is satisfactory because of the lack of regular access to appropriate outdoor space, facilities and equipment. Most will meet the early learning goals by the time they enter Year 1. In a lesson seen outside, children used a large 'parachute' under the leadership and guidance of teachers and they followed instructions well, becoming increasingly aware of the need to cooperate and play safely. Teachers also exploit the limited amount of 'outdoor' play equipment - walking blocks, caterpillar, balls, ropes - very well, challenging the children appropriately.
41. A physical education lesson observed developed a satisfactory sense of space and children moved with increasing confidence as the lesson progressed, eventually responding very well to the music 'I'm For Ever Blowing Bubbles' as they floated, curled and sank to the ground. Other skills associated with hand and finger control are developed satisfactorily through opportunities provided to paint, draw, print, model and build. The daily provision of fruit also encourages the children to understand the concept of 'healthy eating.'

CREATIVE DEVELOPMENT

42. It was not possible to make an overall judgement of provision or standards in creative development, but the work on display and in portfolios indicates that standards are above those expected. Teachers' planning reveals many planned opportunities to explore a wide range of materials using a variety of techniques. Children paint, draw, create collages and print using a wide range of materials. A good collection of role-play materials is available but they were not observed in use.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good provision in literacy helps pupils to reach above average standards by the end of Year 6.
- Teaching and learning support for pupils with special educational needs is good and ensures these pupils achieve well.
- There is inconsistency in the teaching of writing for younger pupils in Years 1 and 2.
- The co-ordinator leads and manages teaching and learning well. She knows the strengths and weaknesses in the subject and takes effective action.

Commentary

43. Standards overall are above the national average in Year 2 and Year 6. This represents satisfactory improvement since the last inspection when standards were very similar. Pupils' achievement by Year 2 is good because pupils enter school with average standards and improvements to the teaching of reading have been particularly effective. Standards in reading by Year 2 are well above average. Writing standards in Year 2 are above rather than well above average because teaching in this area is not yet focused sharply enough on the needs of each learner. Achievement by Year 6 is also good because above average standards have been maintained despite the effect of staffing changes on the consistency of pupils' learning experiences over time. The school has worked particularly hard to ensure the effective teaching of writing for pupils in Years 3 to 6.
44. Overall, teaching is more challenging now and a clear focus has been given to improving the subject. In previous years some of the older higher attaining pupils had not done as well as expected, but now these pupils are carefully targeted and set tasks that engage their interest and challenge them at the right level. Lower attaining pupils and pupils with special educational needs are carefully supported and attend booster classes which help to improve their standards. In the 2003 tests, boys did better than girls in both Year 2 and 6. However, there were more boys in each of these classes last year and a higher proportion of girls with specific learning needs.
45. Speaking and listening skills are above average at the end of Years 2 and 6. Younger pupils speak confidently in a range of situations, both formally and informally. They are able to listen with concentration and participate in discussions readily with understanding. Many older pupils too can express themselves with assurance and respond to each other's ideas. The school provides regular opportunities for pupils to talk to an audience. In a recent assembly, pupils in Year 4 spoke with clarity and understanding about the process of building working models of cars and other pupils listened intently at length. The school also recognizes the need to plan for more systematic drama and group based discussion opportunities across the curriculum.

46. Most pupils are effective readers. They speak enthusiastically about books and enjoy reading. School initiatives to raise the profile of reading have proved effective. Teachers lead daily reading sessions with groups of pupils and ensure pupils have full access to well stocked library resources. Recently, they have focused in class on developing younger pupils' word decoding skills and higher order skills, such as inference and deduction, in the older pupils. As a result of these initiatives and good support from home, most exceed the expected levels and read accurately, fluently, and with good understanding. Higher attaining pupils in Year 6 are achieving very well. They can explain and justify their preferences for particular authors and identify key themes in texts.
47. By Year 2, standards in writing are above average. There are opportunities for pupils to write in a range of styles. Punctuation and neat handwriting are used with increasing accuracy and some pupils write with particular clarity. However, there is some inconsistency in the teaching of writing for younger pupils in Years 1 and 2. For some pupils, progress is slower because the teacher is not modelling the writing process clearly enough with the whole class and with smaller groups. The teaching of writing for pupils in Years 3 to 6 is good and sometimes very good. The school's interactive ICT whiteboards are used effectively to rehearse the features of a range of writing styles with pupils, who know and use their own learning targets. As a consequence, by Year 6, a significant proportion of pupils can write at length both imaginatively and informatively with an awareness of the reader.
48. Teaching and learning vary from satisfactory to very good. They are good overall. Where teaching is successful, reading and writing activities are well matched to the needs of pupils and teachers provide pupils with clear advice on how to improve their work. It is made very clear to pupils what it is they are going to learn, challenging tasks are set, often timed to ensure a good pace to lessons and imaginative methods are devised to ensure pupils engage more fully with the texts at hand. For instance, in Year 3, ICT is used to show humorous illustrations from a story in order to hone pupils' skills at predicting text. Whilst the whiteboards enable staff to involve individual pupils with the learning at hand very readily, ongoing opportunities during lessons for pupils to respond to ideas with partners and to self reflect upon their learning are sometimes missed. Consequently, pupils are developing their independence as learners at a slower rate.
49. Building works, during the inspection, meant that the library area was being used as a base for staff, with limited use by pupils. Evidence from discussions indicates that the library is used well. Pupils are able to access books readily, through the use of ICT, and the school monitors the reading habits and progress of pupils through analysis of the electronic reading records. In this way all pupils are encouraged to develop their reading and to be presented with books at an appropriate level of challenge.
50. The subject is well led and managed. Pupils' learning is carefully tracked and the information gleaned about their progress has been used well to identify aspects of teaching and learning that need improvement. The coordinator has also ensured that current initiatives address the issues identified systematically. For instance, the organization and delivery of learning support programmes for lower attaining pupils and the planning of regular times for all pupils to write at length have had a positive effect on standards. The sharing and discussing of their targets with pupils is at a developmental stage with younger pupils. Marking is effective in Years 5 and 6, where it consistently informs each pupil of their successes but also shows how to improve their writing and what is expected of them.

Language and literacy across the curriculum

51. Provision for language and literacy across the curriculum is good. Many examples were seen of literacy being developed through other subjects, both in lessons and through the analysis of work. The links between literacy and ICT are particularly strong. For instance, Year 6 organised, improved and presented biographies using multimedia software for presentations. Pupils in Year 4 used speaking and listening skills well when considering evidence from x-rays. The

teacher asked challenging questions and pupils responded very thoughtfully, using appropriate scientific vocabulary.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 6.
- Teaching in Years 3 to 6 is good and pupils achieve well, though teaching and achievement are only satisfactory in Years 1 and 2.
- Expectations of presentation are inconsistent.
- Interactive whiteboards are used well to support teaching and learning.
- Pupils can be involved more in the process of setting targets for improvement.
- Leadership and management of the subject are good.

Commentary

52. Pupils currently in Year 2 entered the school with average attainment in mathematical understanding. As the result of satisfactory teaching, pupils' achievement is satisfactory and standards at the end of Year 2 are average. In Years 3 to 6 pupils achieve well and standards at the end of Year 6 are above average. At the time of the previous inspection standards were above average at Year 2 and Year 6. The level of attainment in mathematics, on entry to the school has declined and, therefore, improvement since that time has been satisfactory, with above average standards maintained at Year 6. Pupils with special educational needs are well supported by teaching assistants in Years 1 and 2 and by well-matched tasks in Years 3 to 6. They achieve well throughout the school. Through its analysis of test results the school is aware that boys have performed better than girls and the imbalance is currently a focus of the school's development plan.
53. Overall the quality of teaching and learning is good. Teachers plan well to meet the needs of the pupils, including those with special educational needs, and all lessons observed were securely based on the recommendations of the national numeracy strategy. Teachers use the interactive whiteboards very well to support learning, engaging the pupils through presenting work confidently, at a good pace and involving the pupils at every opportunity. Teaching in Years 1 and 2 is satisfactory overall because there is an over-reliance on using worksheets. Pupils spend too much time working on their own with too few opportunities to work together and apply their knowledge and understanding when solving problems.
54. Teaching in Years 3 to 6 is good. In the larger classes in Years 3 to 6 lessons proceed at a good pace. In an excellent lesson observed in Year 4 class the teacher used a wide range of strategies to maintain the pupils' interest and enthusiasm throughout. All pupils were very well supported and periods of intense activity contrasted well with quieter sessions when pupils could practise and apply the skills taught to a background of gentle music! Scrutiny of pupils' books indicates that teachers' expectations with regard to presentation vary and some pupils find it difficult to record numbers in columns, to carry out calculations effectively. Figures are often poorly formed, and work sometimes set out incorrectly leading to unnecessary mistakes, especially in number work.
55. The further raising of standards in mathematics is a priority for the school. The coordinator, who leads the subject well, has begun to review teaching and learning in the subject and many activities are placed in a 'real life' context. The need to provide more opportunities for pupils to work together when solving problems, and to improve their ability to calculate accurately, has been identified. However, the quality of teaching in mathematics, in Years 1 and 2, needs to be improved. Recently, individual learning targets have been set for pupils and the ongoing tracking

of progress has been successfully reviewed. This enables the school to identify accurately those pupils who need additional support and advice and those who need to be challenged further. Discussions with pupils indicates that they do not always know what it is they need to do to further improve their work, for example, to aim to reach the next National Curriculum level.

Mathematics across the curriculum

56. Pupils are given satisfactory opportunities for using their mathematical skills. For example, they measure and weigh in connection with science experiments and apply their knowledge of the 'strength' of triangles in planning the construction of a Ferris wheel in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve well because the quality of teaching is good.
- There has been a clear focus upon offering opportunities for pupils to investigate for themselves and this contributes positively to the standards attained.
- The subject is well led.
- Assessment procedures can be developed further, to enable pupils to understand what it is they need to do to improve.

Commentary

57. Standards are above average by the end of Year 2 and Year 6 and this represents a better picture than that indicated by the results of national tests in 2003. The results indicated average performance and, in comparison with schools that achieved similar average points scores at the end of Year 2, progress was well below average. However the 2003 group of Year 6 pupils included a higher than average number of pupils with special educational needs and a higher than average number of pupils had joined or left the year group as it progressed through the school. When taking into account broadly average attainment on entry to the school, pupils achieve well. This also represents satisfactory improvement since the previous inspection, when standards were also above average.
58. The quality of teaching is good overall. Teachers have been supported well by the co-ordinator and have a good knowledge of the elements of the National Curriculum. Lessons are often presented in an imaginative way, for example in a Year 6 lesson where the teacher explained the actions of forces on parachute canopies, illustrating the work with slides of a parachute jump he had undertaken. Pupils went on to construct parachute canopies and to investigate how the size of the canopy affects how long it takes to fall. Many teachers also effectively use the interactive features of whiteboards, in the classrooms, to introduce and explain scientific topics. A feature of teaching is the very good relationship between teachers and pupils, leading to very good attitudes to their science work and contributing positively to the standards achieved.
59. The emphasis on learning through investigational experiences was also evident in other lessons seen during the inspection. In a good lesson for pupils in Year 3, pupils worked together effectively to examine how many teeth of different types they had, relating them well to the models and diagrams available for them to study. Brisk pace and the very good relationships encouraged pupils to make predictions and resulted in good gains in learning from observations and comparisons.
60. The co-ordinator has led the subject for some time and is very enthusiastic about science. Through regular evaluation and review he has ensured that good provision in the subject has

been maintained. He has a thorough understanding of the areas for development because he has had regular opportunities to monitor standards and teaching through the school. He has established the need to develop assessment procedures so that more accurate data is produced for all pupils at the school. The action plan for the subject suggests that this will enable more appropriate judgements to be made about pupils' progress and allow that progress to be 'tracked' through the school in a more effective way, to ensure they reach the standards they are capable of.

61. Teachers make sure that pupils understand what it is they are going to learn in lessons by explaining and displaying the learning objectives. Sessions at the end of lessons regularly review what has been learned and offer pupils the opportunity to share their learning with others. The further development of assessment procedures will enable pupils to understand what it is they need to be able to do to improve their own work and how they can contribute to targets for their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is very well led and managed and provision is improving at a very good rate.
- The teaching of ICT skills is effective and is ensuring that pupils' achievement is good.
- The interactive whiteboards and the computer suite are used very effectively to enhance teaching and learning.
- The curriculum is well planned and promotes a good balance between the teaching of ICT skills and their application in subject lessons across the curriculum.
- Assessment procedures need to be refined to enable more targeted pupil support in the ICT suite.

Commentary

62. Standards are above the national average by both Year 2 and Year 6 and achievement is good. Whilst standards at the time of the last inspection were judged to be well above average in Year 6, improvement since then is satisfactory. National expectations have increased and the school has taken very good strides forward in the last eighteen months, providing very good facilities in its ICT suite, engaging good quality technical support and ensuring that pupils are often taught in smaller groups. Due to very good subject leadership and management, the school is now able to offer pupils more systematic direct ICT skills teaching and teachers use ICT well for teaching and learning across the curriculum. The key to progress has been the school's investment in a purpose built suite and interactive whiteboards for each class as well as effective training and support which has given teachers increased confidence. ICT skills are now taught weekly, ICT is regularly used in other subjects and the school is well placed to improve standards still further in the near future.
63. Over time, all groups of pupils undertake tasks that cover all strands of the curriculum. For example, they use word processors, spreadsheets and databases in their learning. Pupils in Year 1 are able to enter words and phrases on screen and most Year 2 pupils can enter, save and retrieve work when word processing and can use a CD ROM effectively to undertake searches for information. They also learn how to program instructions for a floor turtle.
64. Year 3 pupils know how to effectively combine text and graphics. Pupils in Year 4 are able to input repeated commands onto a screen turtle in the ICT suite and use more advanced word processing functions to write for different audiences. Year 5 pupils are able to create, combine and move visual images within a graphics program, as seen when they produced designs for the reorganization of classroom furniture. Year 6 pupils know how to use many features of presentational software and can merge images and text very effectively when creating

multimedia slides. Pupils can navigate the internet skilfully. Computer software is used well to provide support for lower attaining pupils and those with special educational needs, and to challenge the higher attaining pupils.

65. The teaching of ICT skills and the use of ICT in teaching across the curriculum are good overall. With interactive whiteboards in each classroom, teachers are able to enhance the visual aspects of learning for pupils in all subjects. Teachers are becoming more confident at using increasingly sophisticated approaches to engaging pupils more directly in whole class learning inputs. ICT skills teaching led by the subject co-ordinators is very good. The ICT suite and its facilities have raised the profile of the subject considerably and enable pupils to work on their own computer on a range of software. The lessons seen were well planned and organized.
66. Where teaching was very effective, key ideas were modelled by the teacher very clearly, challenging investigations were set and pupils' learning moved forward at pace. The coordinator reiterated ideas through periodic whole class inputs. Higher attaining pupils were very stimulated by the open ended challenge and made very good progress. The coordinators are ensuring that their colleagues are given close support in developing their own ICT skills. Assessments of each pupil's current level of understanding need to inform lesson planning more closely, so that decisions as to teaching strategies and pupil groupings better support the less able in the ICT suite.
67. Since the last inspection, the subject coordinators, with close support from the headteacher and governors, have put in place a very effective infrastructure of ICT hardware, software, training and support. The subject scheme of work has been developed very carefully and all planning is being computerized. This has enhanced ICT provision for pupils considerably and the school is well placed to develop standards still further. The school has a very effective medium and long-term strategy for the development of ICT. It has launched its own web site, recently enhanced its ICT resources for pupils with special educational needs and has ensured teachers are confident in using peripheral ICT equipment, such as digital cameras. Staff confidence in delivering a broad and balanced ICT curriculum needs further development. Procedures for pupil assessment, email links with other schools and the ongoing use of ICT by pupils in class for group work investigations remain underdeveloped.

Information and communication technology across the curriculum

68. Interactive whiteboards are used in every class to enhance teaching and learning in other subjects. Pupils are becoming skilled at using this equipment themselves to help them extend their own learning. The school also uses 'Curriculum Complete' to assist teachers in making effective links between types of ICT software, the skills pupils need to apply and the aspects of teaching and learning in other subjects which ICT would best enhance. This process is still at an early stage in the school but is already ensuring that pupils can utilise their ICT skills meaningfully in a range of realistic learning situations.

HUMANITIES

Work was sampled in geography, history and religious education. Because of a focus upon English, mathematics, science and ICT it was only possible to see one lesson in each of geography and religious education and it was not possible to observe teaching in history. It is not, therefore, possible to form an overall judgement about provision in these subjects.

69. In **history** and **geography** there is every indication from pupils' work that standards are broadly average. In the one geography lesson seen, in Year 4, mapping skills were taught satisfactorily and good relationships were established with the pupils. They were encouraged to contribute, effectively, in understanding where continents are in the world. Subject planning is closely based on the national guidance for units of work, although more use of photographs and other resources pertaining to the features of the locality in focus are needed to ensure the full

engagement of pupils of all abilities. ICT was used effectively, in the lesson seen, to enable pupils to use their skills to locate countries on a map. Observations of completed pupils' work, links with other subjects and scrutiny of planning documents indicate that geography is led and managed well.

70. In **religious education** discussions with pupils and a scrutiny of work in books and on display indicate that the requirements of the locally agreed syllabus are met. In the one lesson that could be observed during the inspection teaching was good, the teacher displayed good knowledge of the subject matter and effectively involved pupils by asking challenging questions. There is good leadership and management of the subject. Pupils in Years 1 and 2 visited the local church and are beginning to understand its role in the local community. They study the events celebrated at Easter and Christmas and empathise, for example by describing the gift they would give to Jesus and why. They discuss God's rules and right and wrong. In Year 6 pupils study Hinduism and the importance and relevance of Divali. They consider the prophecies of Isaiah and compare these with the events that occurred in the life of Christ. They are given opportunities to reflect on good and evil and the meaning of prayer. Throughout the school pupils are given time to reflect and discuss and this consolidates their understanding well. Set tasks in recorded work are similar irrespective of the pupils' ability.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on any of these subjects individually, because not enough teaching was seen or there was not enough evidence to judge achievement. However, work was sampled in art and design, design and technology, music and physical education.

71. Two lessons were observed in **art and design** and pupils have access to a range of good quality materials. Leadership of the subject is good and the co-ordinator maintains a file of examples of pupils work to illustrate to colleagues appropriate levels. The portfolio indicates that standards are above average at the end of Years 2 and 6. Discussion with pupils revealed that they gain a great amount of enjoyment from the variety of experiences offered. There is evidence of a range of projects on display around the school, for example, observational drawings in Year 1, effectively using pencil and charcoal to draw objects from the local environment. Pupils in Years 1 and 2 have modelled face-masks, designing them on paper, thinking of the shapes of eyes, noses and mouths, and using oil paints and batik to construct their masks. The displays illustrate appropriate links with other subjects, for example, literacy, geography and history. Two lessons were seen with satisfactory teaching in one and good in another. Where the teaching was good, pupils in Years 1 and 2 were given good opportunities to record their direct observations of artefacts they were using in history, effectively using a 'viewfinder' to see close up detail. Displays of pupils' work reflect an appropriate range of cultures and styles and make a positive contribution to pupils' social and cultural development. There are few examples of pupils independently choosing their own materials and subject matter.
72. In **design and technology** one lesson, in Year 6, was observed and teaching was satisfactory. Scrutiny of pupils' work, an assembly featuring the outcomes of a design and technology project, displays and discussions with pupils indicate that standards are above average at the end of Year 2 and Year 6. A national scheme guides teachers' planning. In the assembly observed, pupils from Year 4 presented work of a very high standard. Using ICT very well to support their commentary they described how they had designed, tested and improved vehicles for 'The Great Race of 2004'. A display of written work, photographs and artwork complemented the presentation very well. In the lesson observed pupils were at the initial stage of designing models of a Ferris wheel. Although working in groups there was little evidence of collaborative group work. They were aware of the need to design but lacked confidence when discussing the sequence of designing for a purpose, making, reviewing and improving. They were enthusiastic, throughout, and keen to complete their task. Resources were well prepared and the teacher was very proactive in supporting and guiding the pupils.

73. In **music** the school has adopted a commercial scheme that supports teachers' curriculum planning well. It was not possible to observe any lessons in the subject and it is not, therefore, possible to make judgements about standards. It is evident that pupils in Year 6 compose and record 'blues' music. Links are made with other subjects, for example religious education, when pupils in Years 1 and 2 clapped and sang 'One Song,' encouraging them to reflect on joining in and working together. Children in the reception class benefit from a local initiative to improve singing. A choir was formed to sing at the annual Christmas Fayre. Peripatetic teachers visit the school regularly, pupils are taught the recorder, flute, saxophone, trumpet and clarinet and are given the opportunity to perform before an audience in assemblies. Visitors have demonstrated various stringed instruments and reinforced key vocabulary during their presentation.
74. Since only two lessons in **physical education** were seen during the inspection it is not possible to make a judgement about standards. In both lessons, for pupils in Years 1 and 2 and Year 6, the teaching was good. The lessons involved an effective warm-up and good questioning of pupils about the effects of exercise. Pupils in Year 6 selected gymnastic movements with control, combining them with choices of balance, using different parts of the body. They were encouraged to consider how they might improve their work and to offer constructive comments about the work of others. Year 1 and 2 pupils were effectively able to develop their skills in controlling a ball with a bat and to use the skills in a game. The resources for physical education are good. There is a good range of equipment for both outdoor and indoor activities and gymnastic apparatus is of good quality. The co-ordinator leads and manages the subject well and, through the Stockport Schools Co-ordinator programme, has attracted additional funding and equipment for sports in the school. All pupils in Years 3 to 6 are taught to swim and most achieve the nationally expected standard of swimming 25 metres, by Year 6. Discussion with the co-ordinator suggests that all strands of the curriculum are covered and that older pupils take part in an annual residential visit that includes adventurous outdoor activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

75. There was not enough evidence to report on this area in full, but a lesson was observed in Year 3 and another in Year 6. Teaching in both was good, with pupils encouraged to explore their own ideas, with effective guidelines for the contributions pupils can make. In Year 3 the work was linked, very effectively, with work being undertaken in science, considering the impact of advertising on choices made about which food to eat. The school's ethos encourages the development of individual responsibility and pupils respond very well. This area of the curriculum is led and managed well. Pupils are active and responsible members of the school community, with representatives from each class elected to serve on the school's council. The minutes of their meetings indicate a broad range of projects, from raising money for a range of charities, considering the success of the school's use of 'golden time'- rewarding good behaviour, to the formation of the 'D' team to help younger pupils. There are 'friendship stops' located around the school, where pupils can stop to talk about problems and to be supported and encouraged by other pupils. The use of 'circle time' in classes enables pupils to discuss sensitive issues in a supportive environment, and other pupils to respond in a sensitive way. Assemblies offer opportunities to recognise the achievements and efforts of pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
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).