

INSPECTION REPORT

Saint Anne's Fulshaw Church of England

Voluntary Controlled Primary School

Wilmslow

LEA area: Cheshire

Unique reference number: 111287

Acting Headteacher: Mrs Marcia Rowlands

Lead inspector: Stafford Evans

Dates of inspection: 15th - 18th March 2004

Inspection number: 257574

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	83
School address:	Nursery Lane Wilmslow Cheshire
Postcode:	SK9 5JQ
Telephone number:	01625 523536
Fax number:	01625 522837
Appropriate authority:	Governing body
Name of chair of governors:	Dr W A Yates
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Saint Anne's Fulshaw Church of England School is situated near Wilmslow town centre, south of Manchester. With 85 pupils on roll, the school is much smaller than the average primary school found nationally. The percentage of pupils eligible for free school meals is well below the national average. Attainment on entry to the reception class varies from year to year, but is usually above that expected of children this age. Just over 2 per cent of pupils are from ethnic minority backgrounds. No pupil speaks English as an additional language. There are 16 per cent of pupils identified as having special educational needs. This is in line with the national average. No pupil has a statement of special educational need. The percentage of pupils who start or leave the school other than at the normal dates is 16 per cent. This is above the national average. The school has an acting headteacher who has been in post since September 2002. The school has the Investor in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Special educational needs Mathematics English Information and communication technology Geography History Music Physical education
11450	Mr L Kuraishi	Lay inspector	
22740	Mrs M Leah	Team inspector	Foundation Stage Science Art and design Citizenship Design and technology Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Anne's Fulshaw is a good school with very good features that gives good value for money. Inspection evidence indicates that pupils attain standards that are well above the national average in English and mathematics, and above average in science. The teaching and learning are good, as is the leadership and management of the school. The school's provision for pupils' personal development is very good.

The school's main strengths and weaknesses are:

- pupils achieve well by the time they leave the school;
- the acting headteacher provides very good leadership of the school;
- the quality of teaching is good, with a significant amount of very good and excellent teaching;
- pupils' personal development, behaviour, attitudes to learning and attendance rate are very good;
- Not all higher attainers achieve as well as they can in science;
- the school provides a very good range of learning opportunities for pupils;
- the leadership and management roles of the subject co-ordinators are not as good as they could be because they have been in post for only a short time;
- the school provides a very high level of care for its pupils;
- very good links exist between school and parents.

The school has made good improvement in all its provision since the last inspection. The standards that pupils achieve are higher, particularly in English. The key issues for improvement have been dealt with very successfully. Pupils' speaking and listening skills are better. Pupils' behaviour is significantly better. The information the school provides for parents is now very good compared with unsatisfactory last time the school was inspected. The school's financial procedures are now all in place.

STANDARDS ACHIEVED

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

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

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

Standards of achievement are good. Care needs to be taken when comparing different year groups because groups often have small numbers in them. For example, the current Year 6 has six pupils on roll. Therefore, the effect of one or two additional pupils either doing better or worse than expected can affect the school's overall results. Also, last year's Year 6 test results were adversely affected by extenuating circumstances surrounding a number of pupils and disruption to the teaching of the class. Inspection evidence indicates that pupils achieve very well in English, and well in mathematics and science, except some higher attaining pupils attain satisfactorily in science. Pupils make good progress by the time they leave the school. They have very good literacy and numeracy skills, and use them very well in other subjects. Standards in information and communication technology (ICT) are in line with national expectations, and improving at a good pace. Pupils achieve well in ICT. Religious education standards are satisfactory. Pupils identified as having special educational needs achieve well in relation to their capabilities. Ethnic minority pupils achieve similarly to their classmates.

Pupils' personal development is very good because provision for their spiritual, moral, social and cultural development is very good. Their attitudes to learning, behaviour and attendance rate are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good, with a significant amount of very good and excellent teaching. Procedures for assessing pupils' work are good and teachers usually make good use of the information to plan pupils' work. Teachers generally mark pupils' work thoroughly. This means pupils have a good knowledge of their own learning and how they can improve. Teachers have high expectations of what they want pupils to learn so pupils strive to produce work of high quality. Teachers nearly always plan carefully for the needs of all pupils. Therefore, in most lessons the learning of pupils identified with special educational needs, and higher attaining pupils, including those identified as gifted and talented, is good. In some science lessons, higher attaining pupils are not given work that is hard enough to ensure that they learn as much as they should. Good use of skilled support staff and volunteer helpers ensures that pupils who need help in lessons receive it and, therefore, make good use of the time available for learning. The teaching of basic skills of literacy and numeracy is very good. Teachers plan the development of pupils' literacy skills in other subjects very well. The use they make of other subjects to develop pupils' numeracy skills is good. Teachers use computers efficiently to help pupils learn.

The learning opportunities provided for pupils are good and positively affect pupils' achievement. The school enhances pupils' learning through a good range of extra-curricular activities and first-hand learning experiences. The care, guidance and support pupils receive are very good and so make the school a good place to come to and learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The acting headteacher provides very good leadership. She has a very clear vision of what sort of school it should be and how to bring it about. Through great inspiration and motivation, she has created a very good team spirit among staff, pupils and parents. There is a very definite shared commitment to reaching high standards of achievement within a very caring and supportive atmosphere. Subject co-ordinators make a satisfactory contribution to the leadership and management of the school. They have been doing the job for a very short time and require longer in order to fulfil their good potential. There is currently no deputy headteacher, and the senior management roles are not clearly defined. The governance of the school is good. Governors are very well organised and led, and thorough in their approach. They have a good grasp of the strengths and weaknesses of the school, and play an important part in helping to shape the work of the school. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They expressed no concerns about any aspect of its work. The school has very good links with parents, who support it very well. Pupils think very highly of the school. They say they like school very much, that their views are valued, and they are treated fairly and with respect.

IMPROVEMENTS NEEDED

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

- to ensure all higher attaining pupils achieve as well as they can in science;
- to continue to develop the role of subject co-ordinator.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** throughout the school. The standards pupils attain are **well above average** in English by the end of Years 2 and 6. They are well **above average** in mathematics by the end of Year 6 and **above average** by the end of Year 2. Science standards are **above average** by the end of Years 2 and 6.

Main strengths and weaknesses

- Standards achieved in reading and writing are very good.
- The achievement of children in the Foundation Stage is good.
- Pupils identified as having special educational needs achieve well.
- Some higher attaining pupils do not achieve as well as they should in science.

Commentary

Foundation Stage

1. Children enter the reception class with early skills that are above those expected of children this age. They achieve well in the reception class. The good achievement is due to teaching, which is at least consistently good and sometimes very good, and to a well-planned curriculum. Almost all children are in line to either reach or exceed the expected standards in each area of learning by the time they start in Year 1. Progress in personal, social and emotional development is very good.

Years 1 and 2

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

Standards in:	School results	National results
Reading	16.4 (17.9)	15.7 (15.8)
Writing	15.0 (14.7)	14.6 (14.4)
Mathematics	16.4 (17.0)	16.3 (16.5)

There were 10 pupils in the year group. Figures in brackets are for the previous year

2. Pupils achieve well in relation to their capabilities by the end of Year 2 compared with the time they leave the Foundation Stage. They make good progress in their lessons. Standards are higher than they were at the time of the last inspection. The biggest improvement is in writing standards, from average to well above average. Inspection evidence indicates that standards in reading, writing, speaking and listening are well above the national average. Pupils attain above the national average in mathematics and science. Standards in geography and history are above national expectations, and pupils achieve well. Pupils achieve well in ICT and standards are in line with national expectations. Religious education standards are in line with the expectations of the locally agreed syllabus, and are similar to those reported at the time of the previous inspection. Pupils achieve satisfactorily in religious education.

Years 3 to 6

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

Standards in:	School results	National results
English	27.9 (29.7)	26.8 (27.0)
Mathematics	26.6 (30.8)	26.8 (26.7)
Science	30.4 (30.8)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that by the end of Year 6, standards are well above average in English and mathematics, and above average in science. By the end of Year 6, pupils achieve well in relation to their capabilities. They make good progress in lessons in Years 3 to 6. The improvement in standards since the last inspection in English has been very good, good in mathematics and satisfactory in science. The greatest progress has been made in writing. This is because of the strong emphasis teachers give to the development of pupils' writing skills across the whole curriculum and not just in English. The trend over time is below the national trend. However, taking out the 2003 results, overall standards have placed the school in the top 5 per cent of schools nationally. The 2003 results were a one-off caused by the lower than expected performance of four pupils due to extenuating circumstances related to accidents to pupils and personal trauma. Another factor was that the class had a number of different teachers during the year.
4. Pupils in Years 3 to 6 attain standards that are above national expectations in geography and history. They achieve well in relation to their capabilities. In ICT, pupils' achievement is good and they attain standards in line with national expectations. Standards are not higher because pupils' competence in the skills of control technology is not sufficiently developed. Standards attained in the control technology aspect of the subject are satisfactory, whereas they are good in all other aspects. Religious education standards are in line with the expectations of the locally agreed syllabus, and are similar to those reported at the time of the previous inspection. Pupils achieve satisfactorily in religious education.
5. There is some recorded variation in standards achieved by boys and girls from year to year. However, this is not significant as there is no discernable trend and is accounted for by the gender imbalance within each year group. Pupils from ethnic minority backgrounds achieve similar standards to their classmates. The achievement of pupils with special educational needs is not significantly different from that of their classmates. They make good progress in lessons because they are taught well and teachers are very aware of pupils' individual needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards their school are **very good** and they behave **very well**. Personal development, including spiritual, moral, social and cultural development is **very good**. Pupils' attendance rate is **very good**.

Main strengths and weaknesses

- Pupils are very enthusiastic learners.
- Pupils behave very well in and around school.
- Relationships are very good.
- The school's provision for pupils' spiritual, moral and social development is very good.

Commentary

6. Parents at the pre-inspection meeting were emphatic that their children are happy to come to school and these positive attitudes are reflected in class. Pupils of all ages are interested and keen to learn. They respond to the good teaching and sustain concentration very well in lessons. They are confident to ask and answer questions in class and in assemblies. In almost all classes, pupils respond to the teachers' high expectations and take pride in their work, including taking care to present their written work as neatly as they can.
7. All parents who returned the questionnaire are convinced that children behave well and 97 percent agree that there is no bullying or harassment. This is borne out by the very good behaviour observed in and around school during the inspection. Very little time has to be spent on behaviour control and teachers manage pupils effectively with praise and encouragement. As a result, pupils try their best to please. Behaviour has improved since the last inspection and the significant minority of unsatisfactory behaviour seen then is not at all in evidence now. The one exclusion during the last year was an exceptional circumstance and was dealt with sensitively and effectively by the school.
8. Pupils' relationships with each other and with staff are very good. In particular, older pupils show responsibility in caring for younger ones. For example, they volunteer to help at lunchtime, or act as 'Book Buddies'. In assembly, in lessons and particularly in personal, social and health education lessons and circle time¹, the school provides very good opportunities for pupils to reflect on their own position in the school community and in the wider world. Consequently, pupils become increasingly thoughtful and gain in self-knowledge as they move through the school. Pupils wonder at the world of nature, for instance, when watching very closely how snails move. Teachers encourage pupils to share their feelings and consider questions such as what makes a good friend. When drawing up class rules, pupils show good appreciation of right and wrong and almost all are considerate in realising the impact of their actions on others. The school provides very good opportunities for pupils to take responsibility through the class and school councils. Pupils take these responsibilities very seriously. They take pride in representing their peers and are thoughtful in raising relevant issues for school improvement.
9. Cultural development is promoted well across the curriculum but especially in literacy, geography, history, art and design and religious education. Pupils enjoy local culture, for instance, in country dancing. Visits and visitors enhance cultural development with interesting first-hand experiences, which the pupils enjoy. Displays around school reflect a range of world cultures. Pupils' awareness of living in a multicultural Britain is satisfactory.

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	79	1	0
Black or Black British - African	1	0	0
Any other ethnic group	1	0	0
Parent preferred not to say	2	0	0

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

¹ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other pupils.

Attendance

10. Attendance is very good and pupils arrive at school punctually.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching, learning and curriculum provision is **good** overall. The school provides a **very good** level of care for its pupils. Links with parents, the community and other schools are **very good**.

Teaching and learning

Throughout the school, the quality of teaching and learning is **good**, with a significant amount of very good and excellent teaching. The assessment of pupils' work is **good**.

Main strengths and weaknesses

- Throughout the school, teachers encourage pupils to want to learn. In response, pupils are keen learners.
- Teachers develop pupils' literacy skills very well in all subjects.
- Teachers give pupils an equal chance to learn, except that a few higher attaining pupils are not given hard enough work in science.
- Teachers use a good range of teaching methods, and this leads to a good level of interest from pupils.
- Homework is used very effectively to reinforce and extend pupils' learning.

Commentary

11. Teaching for children in the Foundation Stage is good and this has a positive effect on their learning. Staff manage children's behaviour very well. The very good relationships that they have with them, clearly established routines and good organisation of resources underpin the staff's approach to managing the children's behaviour. Staff frequently praise children's efforts and achievements, and this fosters children's confidence and learning. They teach basic skills well. There are good assessment procedures for tracking children's progress, which the teacher uses successfully to plan the next steps in children's learning. Support staff and volunteer helpers are deployed very effectively in lessons and make a positive contribution.
12. Teachers' planning is good, and shows clearly what they want different groups of pupils to learn in each lesson. This ensures pupils know what is expected of them in lessons, and their learning is very focused. Teachers use a range of appropriate teaching methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. They use questioning skills to help pupils learn and encourage pupils, particularly those who are reticent, to respond in ways that boost their self-esteem. These teaching approaches motivate the pupils to want to learn.
13. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. Teachers manage pupils' behaviour very effectively. As a result, pupils waste little time in their lessons and have more time to work hard. A strength of the teaching is the

very good relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff very effectively to help pupils learn. Support staff contribute positively to pupils' progress. Homework provision is very good. It is very well supported by parents and complements the work done in class. Teachers set homework on a regular basis, follow it up and make good use of it to enhance pupils' learning.

14. Teachers use time and resources efficiently. Their use of computers to support pupils' learning is good. Teachers work conscientiously to provide interesting starting points to lessons, for example, visits, visitors and interesting artefacts to motivate and engage pupils in their learning. Pupils respond by being attentive and keen learners. Teachers are very effective in the way in which they promote pupils' literacy skills in subjects other than English. They use very effectively texts in other subjects, such as geography, history and science, to develop pupils' skills of critical analysis. Teachers provide opportunities for pupils to make good use of books for research and finding information. Pupils are given many opportunities to develop their writing skills in various subjects. They record their work frequently in their own words with due regard for the importance of basic literacy skills.
15. Teachers usually use the results of the assessment of pupils effectively to match work to pupils' varying needs. The exception to this is in some science lessons, when work for the higher attaining pupils is not hard enough so their rate of progress slows. There are examples of very good quality marking by teachers. In the best marking, teachers emphasise what pupils need to do to improve their work. Teachers use information from their marking to help set targets for the next piece of work. These pupils make good progress and are well motivated to learn. However, in some marking, pupils are given very little idea of how well they are doing or how they can improve their work. This is most apparent in some work in Years 5 and 6.
16. There is early identification of special educational need, which enables teachers to address any possible issues. There are good quality individual education plans. Targets are clear and measurable. Individual education plans are linked particularly well to the English aspect of the National Curriculum. Teachers are aware of the needs of all their pupils. In lessons, pupils with special educational needs get good support, both from teachers and support assistants.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	5	10	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The quality of the curriculum is **very good**. Provision for enrichment through extra-curricular activities is **good**. The accommodation meets the needs of pupils well. The curriculum is supported by resources of **good** range and quality.

Main strengths and weaknesses

- The school provides a good range of learning opportunities, with very particular strengths in English, mathematics, geography and history.
- The school regularly and thoroughly reviews its curriculum in the light of its performance, so that it continues to meet pupils' needs.
- The school's strong commitment to educational inclusion is evident in its work, and the provision for pupils with special educational needs is very good.
- Visits and visitors make a valuable contribution to extra-curricular provision.

- The imaginative design of the attractive outdoor area contributes significantly to pupils' positive relationships and good behaviour at playtimes.

Commentary

17. Statutory requirements are met in all subjects. The curriculum in English and mathematics is very well planned and helps pupils reach well above average standards by the time they leave in Year 6. Literacy skills are promoted most effectively through the National Literacy Strategy, but also by interesting and relevant cross-curricular links, which are very well developed. The National Numeracy Strategy is implemented thoroughly. The mathematics curriculum provides a good balance between practical, problem-solving activities and mental activities. The curriculum in geography and in history is richer than in most schools. It is especially enhanced by a varied selection of clearly focused visits and interesting visitors, as well as by cross-links with literacy.
18. Careful and regular review of the curriculum has identified school priorities. This has led to the greater emphasis in the teaching of writing, which in turn has improved standards. There has been good improvement in the curriculum in the Foundation Stage. Standards have been raised by the development of a consistent whole school approach to the teaching of personal, social, and health and citizenship education. The curriculum for children in the Foundation Stage provides a good balance between teacher-directed tasks and opportunities for children to learn independently. Practical first-hand experiences support progress well in each of the six areas of learning appropriate for this age group. The whole school approach to personal, social, health and citizenship education is a real strength. The coherent curriculum emphasises healthy lifestyles and personal responsibility so that pupils are well prepared to be reliable citizens of the future.
19. The provision for pupils with special educational needs is good. The school's participation in a local authority initiative has raised awareness of educational inclusion and led to the drawing up of an action plan to provide equal opportunities for all. As a result, there is more emphasis on helping lower attainers and pupils with special educational needs in class and not in withdrawal groups. This has a very positive effect on the standards they achieve. The school is sensitive to gender issues, especially where there is an imbalance of boys and girls in a year group, and successfully meets individual needs.
20. Learning outside lesson times is enhanced successfully by lunchtime or after-school clubs in a range of seasonal sports and musical activities, as well as the French Club. A good range of educational visits is well planned and enriches topic work successfully. Opportunities to join with other schools, as in the local music festival, are well organised. A residential visit for pupils in Years 5 and 6 enhances opportunities for adventurous pursuits and social development.
21. The accommodation is attractive and meets the school's needs well. The open plan design enhances the family atmosphere of the school. Unsuitable furniture has been replaced since the previous inspection. The playground has been thoughtfully designed to provide seating and quiet places as well as areas for more boisterous activities. Consequently pupils play together harmoniously.

Care, guidance and support

Procedures for children's welfare, health and safety are **very good**. Support and guidance for personal and academic development are also **very good**. The involvement of children in the school life through considering their views is **good**.

Main strengths and weaknesses

- This is a small and very caring school where teachers and support staff are dedicated to the well-being and best interests of the children.
- Procedures to ensure the health, safety, care and protection of children are very good.

- All teachers know their children well and provide very good guidance to assist them in their personal and academic development, whatever their ability.
- Children's views are considered in decision-making.

Commentary

22. The school places the welfare of all children at the very heart of its work. Welfare, health and safety procedures are very good. The governing body monitors school policy on health and safety, and risk assessments are undertaken on a regular basis. The school complies with local authority guidelines for child protection procedures. Staff know pupils' medical needs and parents are confident that their children are cared for by staff qualified in first aid if they suffer a minor injury.
23. The induction arrangements into the Foundation Stage are very good. Pupils who join further up the school settle quickly and are made to feel welcome. Older pupils care for younger children. Pupils feel that they are valued and a number of responsibilities are given to them. They are encouraged to take part in decision-making and their views are considered through the school council. Pupils are aware of the help and guidance for transition from primary to secondary schools. They are allowed time to visit the neighbouring schools of their choice.

Partnership with parents, other schools and the community

The school has **very good** links with parents and they are extremely supportive of the school. The local resources are used well to enhance pupils' learning. Partnerships with the community are **very good**.

Main strengths and weaknesses

- Parents have very high opinions of the school.
- The school is successful in engaging parents in its life and work.
- Communication with parents is very good.
- There are very good relationships with the local playgroup.

Commentary

24. The school has established successful partnerships with the business community, local playgroup and other agencies. Forming these links has been a priority for the new headteacher to increase the number on roll, which was previously declining. The school works closely within the community, with such organisations as the local church, post office, old people's home and neighbouring schools. This provides pupils with a sense of the wider community in which they live. Local branches of national banks and the building societies make financial contributions towards different initiatives, and they work with pupils on special projects.
25. Parents expressed extremely positive views about the school in the pre-inspection questionnaires and at the parents' meeting. They were particularly appreciative of the leadership of the acting headteacher. Parents are happy with the openness, professionalism and friendliness of the staff. They confirm that the headteacher and staff are approachable. The school management listens carefully to parents and takes appropriate action to implement suggestions. Parent's views are invited on a regular basis. Parents work very hard to organise various social functions to raise money for school funds. The school very much appreciates parental contribution towards their children's learning, both at home and in the school.

LEADERSHIP AND MANAGEMENT

There is **good** leadership and management of the school. The leadership of the acting headteacher is **very good**. The governance of the school is **good**.

Main strengths and weaknesses

- The acting headteacher provides inspiration and a very clear direction for the work of the school.
- The governing body is well informed and very supportive of the school.
- Financial planning is good.
- The role of the senior managers of the school is unclear.
- Most subject co-ordinators have not been in post for long enough to have an impact on provision and standards.

Commentary

26. The acting headteacher provides high calibre leadership. Staff, governors, parents and pupils have a great respect for an acting headteacher who has been instrumental in creating a positive atmosphere in the school. She provides very influential and supportive leadership. She makes it a priority to value everyone in the school and ensure that they develop their full potential. By teaching regularly, the acting headteacher leads from the front to promote very good teaching. There is a very good team spirit, and all staff provide the acting headteacher with very good support.
27. The acting headteacher checks and reviews the teaching of all staff and supports them very well in the development of their expertise. The teacher with responsibility for leading and managing the Foundation Stage and ICT carries out her role effectively. Other co-ordinators have been in post only since the start of this school year. They are receiving good quality training and have made a good start to their role, but need further development. The acting headteacher is responsible for co-ordinating special educational needs provision, which she leads and manages very well.
28. The management of the school is good. The school's good procedures enable it to run smoothly each day. The school secretary makes a very good and important contribution to the day-to-day management of the school. The acting headteacher evaluated the school's strengths and weaknesses very accurately and rightly identified the need to improve standards in writing and mental calculation skills. Within a short time, she created and secured a commitment from staff and pupils to strive for improvement. The school has very effective procedures for the recruitment of staff and for supporting newly qualified teachers and other staff new to the school. The school contributes well to initial teacher training. Arrangements for professional development and performance management are good. A weakness in the management of the school is the lack of clarity about the roles of teachers designated with senior management responsibilities. This is particularly relevant should the acting headteacher be absent from school.
29. The governance of the school is good. The acting headteacher and subject co-ordinators keep governors very well informed about the school's work. Governors are very supportive and make regular visits to the school. They fully understand their roles and responsibilities, and carry them out efficiently and effectively. They have a good grasp of the strengths and weaknesses of the school, the standards that pupils achieve, and of performance management.
30. Governors are closely involved in the strategic financial planning of the school. Their spending decisions relate directly to priorities for improvement and benefit for pupils. They use the unspent balances from one year to another to maintain the current staffing levels. With the school now oversubscribed, the governors are confident in their long-term spending plans that they can maintain staffing levels without the use of unspent balances. The governors and acting headteacher evaluate the school's provision to ensure it provides best possible value and to obtain good value in their purchases. The school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	236,534
Total expenditure	246,286
Expenditure per pupil	3,040

Balances (£)	
Balance from previous year	30,544
Balance carried forward to the next	20,792

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

31. When children start school their overall attainment is above that expected for children their age. They achieve well in the reception class. Almost all are in line to reach at least the expected standards in each area of learning by the time they start in Year 1. Many will exceed the expected standard. Progress in personal, social and emotional development is very good. The good achievement is due to a well-planned curriculum, and to the teaching, which is consistently good and sometimes very good. Children with special educational needs receive a high level of well-organised support in class, and make good progress towards their personal targets. Staff use assessment systems well to monitor learning and to plan new work. Leadership and management are good. The co-ordinator's recent reorganisation of the curriculum to include more opportunities for independent learning has significantly improved the provision. Attainment and achievement are now higher than at the time of the previous inspection. There has been good improvement since then.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good.
- Supportive relationships help children settle quickly into school life and gain a sense of belonging.
- There is a good balance between work that teachers ask the children to do and opportunities for independent learning.
- Children develop positive attitudes to learning and work hard.

Commentary

32. All staff listen with respect to children's ideas. They use praise and encouragement successfully to reward effort. Consequently, children grow in confidence and self-esteem. They follow instructions carefully, and show initiative in choosing activities for themselves. They work purposefully to fulfil their own ideas and are proud of their work. Through the frequent well-organised opportunities to work in groups they learn to co-operate with others, and most are good at sharing. Children respond to the clearly set out rules of circle time, and show consideration for others as they take turns to express their ideas. Almost all are keen and confident to be chosen as '*Helper of the Day*', '*Child of the Week*' or simply as a demonstrator for the rest of the class. High quality first-hand experiences successfully extend children's appreciation of other people's values and beliefs. For example, this was done when a mum visited school to show children how her family celebrates Eid. The teacher and the nursery nurse provide good role models, and work successfully as a team to create a lively and stimulating environment where children become enthusiastic learners.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.
- Speaking and listening skills are promoted well.
- Pupils make good progress in early reading and spelling skills.
- Whole class sessions sometimes go on too long.

- Group tasks are clearly focused.

Commentary

33. The teacher uses attractive visual aids to promote interest in stories so that children sustain concentration, listen well and show by their response that they understand. Effective questioning techniques are successful in helping children to extend and express their own ideas verbally. Frequent positive feedback by teachers promotes the pupils' confidence. As a result, most children are enthusiastic to join in class discussion, such as at news time. The teacher uses time at the end of lessons to particularly good effect when children join in guessing games. They ask and answer questions purposefully and independently. The very thorough approach to teaching letters and their sounds enables children to make good progress in reading. Over three-quarters of the class identify the first letter in a word by shape and sound. For example, they draw and label their own books of objects beginning with 'C'. Higher attainers, about half of the class, use their knowledge to make reasonable attempts at spelling out animal names when composing lists. Most children accurately read simple captions in the first reading books, using sound and picture clues.
34. Occasionally, the pace of lessons slows when children spend too long listening to the teacher. Group work is well organised. Interesting tasks are planned successfully to meet the range of attainment in the class so that all make good progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Lively games and organised play activities are well planned to promote learning.
- Assessment information is used effectively to plan work, which meets children's varying needs.

Commentary

35. Mathematics lessons are fun. Children enjoy the tabletop games, which successfully promote learning and consolidate mathematical understanding. Understanding is further developed through structured play. For example, pupils sort letters by numbers in the '*post office*' and deliver to the correct '*doors*'. Staff carefully use ongoing assessments by observation of children at work in order to plan new tasks which build securely on what children already know. As a result, children learn new knowledge soundly. Almost all recognise numerals and count to 10. Most children add two numbers practically by counting the spots on the dice, and accurately work out one or two more than seven by counting along a number line. They recognise and name several two-dimensional shapes. Higher attainers count sides and corners when describing a shape. Most children accurately use mathematical language such as *longer*, *shorter*, *above* and *below*.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good.
- Visits and visitors broaden the children's experience significantly.
- Good use is made of the outdoor area to support learning.
- Staff use questions effectively to help children extend their ideas.

Commentary

36. Children extend their knowledge and understanding of the world through a wide variety of well-organised purposeful activities. On a walk in the locality, children used their well-developed

observational skills to compare different types of dwellings. A stimulating visit from a postman enabled children to appreciate what happens to a letter when they put it in the box. They begin to work independently and to solve problems. For instance, they choose appropriate green or brown colours to camouflage a cardboard chameleon in the school garden. In response to the teacher's probing questions, they explained not only where they will hide their chameleon but also the reason for their choice, before testing out their ideas. Due to the staff's high expectations and well-planned opportunities, most children are adept at using computers. They log on independently, control a mouse skilfully and print out their own work.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The outdoor play area is well organised.
- Good use is made of the school hall for physical education lessons, but children are not always clearly shown how to improve.

Commentary

37. Staff manage children well in the dedicated outdoor play area. As a result, children use the space with consideration for others and show good co-ordination in controlling equipment such as large wheeled toys. Physical education lessons are well planned to provide a wide range of activities and apparatus, which promote physical development successfully. Pupils sometimes demonstrate good quality movements so that others can work to improve their skills. However, there is sometimes limited intervention in group work and opportunities missed to show children how to improve. Children confidently travel around, under and over the large climbing frame and benches. In class, they use tools like pencils and scissors with growing control to fulfil their own purpose.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The valuable contribution of a visiting music specialist enhances the curriculum effectively.
- Role-play is well organised to promote children's imagination.
- There are few opportunities to collaborate on large three-dimensional projects.

Commentary

38. Children respond enthusiastically to lively music teaching to sing a small repertoire with gusto. They pay attention to dynamics and keep the beat accurately when singing, and when playing percussion instruments. A visit from a postman successfully stimulated imaginative role-play in the *post office* as children used their first-hand experience in their play. Good, planned intervention in the attractive role-play area by adults helps children develop their ideas successfully. Work on display indicates that children explore a good variety of art and design ideas, but there are insufficient opportunities for children to work together and share creative ideas in large three-dimensional work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good.
- The subject is taught very well.
- The school has made very good improvement in provision since the last inspection.
- Teachers use and develop literacy skills very effectively in other subjects.

Commentary

39. The school has made very good improvements since the last inspection in the provision it makes for English. At the end of Year 6, standards of attainment in national tests in the last four years have been above average. In the years 2000 and 2001, the standards pupils attained placed the school in the top five per cent of schools nationally. Inspection evidence indicates that standards are currently well above average. This compares very favourably with the average standards attained at the time of the last inspection. All pupils achieve very well in relation to their capabilities. This is reflected in comparisons with similar schools nationally taking the last four years together. Inspection evidence indicates that standards attained by the end of Year 2 are well above average in reading and above average in writing. This is a significant improvement in writing compared with the 2002 and 2003 test results. This is because there has been a much greater emphasis on pupils writing their own work in English and other subjects rather than completing teacher-produced worksheets. Throughout the school, standards in speaking and listening are well above average. These standards are very significantly better than those reported on in the last inspection, when the development of pupils' oral skills was a key issue for development.
40. There is some recorded variation in standards achieved by boys and girls from year to year. However, this is not significant as there is no discernible trend, and is accounted for by the gender imbalance within each year group. Pupils identified as having special educational needs achieve very well.
41. One of the main reasons for pupils' very good achievement is the consistently high standard of teaching they receive throughout the school. Teachers make good use of information they gain from thorough checks and reviews they make of pupils' progress. This is evident as they give pupils work, which is challenging and well matched to their learning needs. Pupils with special educational needs make very good progress because of the suitability of the work they are given and the good additional support from teaching assistants.
42. Most teachers have high expectations of handwriting and how pupils set out their work. Therefore, most pupils' work is neat and the standard of handwriting is good. In all aspects of the subject, basic skills are very well taught, including initial letter sounds in reading and punctuation in writing. Another strength of teaching is the consistently good use teachers make of ICT to promote learning. Opportunities are well planned and in the lessons observed this had a significant impact upon the rate of pupils' learning. Most teachers implement the school's marking policy very effectively. However, there are a few examples of teachers not providing helpful comments about how pupils could improve their work. Homework provision is very good.
43. Teachers plan carefully for pupils to have enough times when they can practise their reading skills. Pupils read avidly for both pleasure and information. Teachers promote a love of literature through the care they take to select reading material that appeals to pupils of different ages and interests. Lower attaining pupils benefit from additional support and extra time to develop their

fluency and application of reading strategies. However, there is insufficient use made of the library as a learning resource.

44. Throughout the school, pupils' speaking and listening skills are very well developed. Pupils listen carefully to instructions and to the contributions of their classmates. Teachers encourage them to express their views and opinions in lessons, assemblies and as members of the school council. In such settings, pupils have good levels of confidence and use a wide range of vocabulary to express their ideas. The very good rapport they enjoy with adults in the school contributes significantly to the maturity and sensitivity they demonstrate when in conversation with visitors to the school. Their behaviour in lessons is very good.
45. Pupils achieve very well in writing. They write with flair and imagination in response to different texts. Pupils write extremely well for a range of purposes. One of the reasons is that teachers use first-hand learning experiences for the pupils. For example, the use of birthday cards from the late 1940's created great interest in how styles of writing have changed over the years.
46. The leadership and management of the subject are satisfactory. The co-ordinator is a very well informed and enthusiastic leader of the subject. However, she has been co-ordinator for just over one term and so has had little opportunity to influence practice in the school. She is receiving training for the role, and has the undoubted ability, commitment and vision to ensure that the subject continues to flourish.

Language and literacy across the curriculum

47. Teachers provide a very good range of opportunities for pupils to develop their language and literacy skills in other subjects. Pupils' high standards of writing are reflected in their use of literacy skills in other subjects. There are many very good examples in geography and history but this is widespread across the whole curriculum. This is because of the school's very good practice of ensuring pupils record work themselves rather than complete teacher-produced worksheets.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well by the time they leave the school.
- The quality of teaching and learning is good.
- There has been good improvement since the last inspection.
- Pupils use their very good numeracy skills effectively in other subjects.

Commentary

48. By the end of Year 6, standards of attainment in national tests have been very high in three out of the last four years, and placed the school in the top 5 per cent of schools nationally. Inspection evidence indicates that standards are currently well above average. This is a good improvement compared with the above average standards reported in the last inspection. All pupils achieve well in relation to their capabilities. Standards are higher than those attained in the 2003 national tests because there was a lack of continuity in the teaching, and extenuating circumstances that adversely affected the performance of some pupils. Inspection evidence indicates that standards attained by the end of Year 2 are above average. This is higher than last year's average standards, similar to the standards of the year before, but lower than the previous two years. The variation is due to changes in teaching staff because of long-term absence. Pupils achieve well in Years 1 and 2 in relation to their capabilities. Throughout the school, pupils identified as having special educational needs achieve well.
49. The quality of teaching and learning is good. Teachers plan their mathematics lessons effectively. They assess pupils' work thoroughly and use the assessment information well to

plan work for pupils' varying needs. This ensures that pupils do work that is at the right level of difficulty to build on their previous learning. Teachers usually mark work to a high standard. The marking helps pupils to improve their work as well as giving the teachers detailed information about what pupils know, can do and understand. This forms the basis of their planning for subsequent lessons, and further ensures that pupils' learning builds successfully on what they can already do. However, there are a few examples of teachers not providing helpful comments about how pupils could improve their work. Homework provision is very good.

50. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. Teachers have very secure subject knowledge and so pupils who are capable of attaining highly are given hard enough work. Teachers manage pupils' behaviour very effectively because they have very good relationships with the pupils, and very good use of agreed school procedures for dealing with pupils who show signs of misbehaviour. Mental calculation work is of good quality. Pupils use their well-developed mental skills to quickly and accurately work out problems.
51. The acting headteacher leads the subject well. She correctly identified the need to improve standards in pupils' mental calculations. The increased emphasis on the development of these skills at the start of mathematics lessons has seen an improvement in standards.

Mathematics across the curriculum

52. Pupils have sufficient mathematical skills to enable them to make good progress in other subjects. Teachers provide a good range of opportunities for pupils to practise and develop these skills in other subjects. Teachers make good use of ICT to help pupils learn in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6.
- The great majority of pupils achieve well but some potential higher attainers do not always do as well as they could.
- Investigational skills are taught effectively.
- The role of the curriculum co-ordinator in monitoring standards, teaching and learning is not fully developed.

Commentary

53. Current standards are similar to those found at the time of the previous inspection. Standards reached by Year 2 pupils in statutory teacher assessments in 2003 were well below average, with no pupils reaching the higher level. In Year 6, standards in national tests in 2003 were well above average at both the expected and higher levels. The trend in Year 6 test results shows a slight decline over the last three years. Comparisons with current standards are not relevant because of the very small number of pupils in each year group. Standards in Year 2 and Year 6 seen during the inspection are above average. The average and lower attainers, and pupils with special educational needs, achieve well. However, in Years 2 and 6, there is little evidence of pupils working towards the higher level. This is because tasks are not always planned specifically to provide enough challenge for potential higher attainers. For example, all pupils in the mixed age class worked at the same level to assess how animals have adapted to the different environments, even though the school's tracking system had identified several pupils as potential higher attainers. The school successfully meets the needs of girls and boys, despite the extreme gender imbalance in some year groups.
54. Teaching and learning are good in most lessons. Particularly purposeful investigative work is efficiently organised to promote skills of scientific research as well as to further knowledge of

living things, materials and forces. Teachers ask questions skilfully to make pupils think. Relationships are particularly supportive. As a result, pupils develop very positive attitudes to the subject and are enthusiastic and thoughtful in persevering with tasks. The very effective use of relevant homework to support learning in class makes a significant contribution to pupils' progress. Marking is variable between classes but is good overall. There are instances of very thorough marking of work in books, which clearly tells pupils how to improve. Teachers make good use of ICT to help pupils learn.

55. Leadership and management are satisfactory. The curriculum co-ordinator has only recently taken up the post and the role of monitoring teaching and learning and standards is not yet fully developed. Assessment procedures are sound. Whilst good tracking systems are in place to monitor individual progress, information gained is not always used effectively to plan new work, or to raise teachers' expectations of achievement. A particular feature of the curriculum is the meaningful links with other subjects, particularly with literacy and art, which enhance learning. In Year 3/4, for instance, pupils use their literacy skills to carry out their own research in books, and make 'snail fact booklets' in preparation for studying snails in class. They observe snails carefully through magnifiers and record what they see in fine detailed sketches.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils achieve well in the development of their ICT skills.
- The quality of teaching is good.
- The leadership and management of the subject are good.
- Teachers make good use of ICT across the curriculum.
- Pupils' control technology skills are underdeveloped.

Commentary

56. Pupils' achievement is good and they attain standards in line with national expectations. Standards attained in the control technology aspect of the subject are satisfactory, whereas they are good in all other aspects. There is no significant difference in the achievement of any group of pupils. Standards are higher than they were at the time of the last inspection in all but control technology. In the latter they are the same. One of the keys to the good improvement is the priority placed on improving provision. The quality of resources is much better. Through a good programme of training and support by the subject co-ordinator, teachers are more confident about teaching the subject. Planning in line with national guidelines ensures that pupils cover the full programmes of study at the right level. Another of the main reasons for the good improvement is the good leadership and management provided by the subject co-ordinator. She also has clear plans for the development of the subject, with ability and expertise to implement them.
57. An example of good achievement was observed in a lesson about using spreadsheets with Year 5/6 pupils. The teacher built on pupils' previous learning effectively. Secure subject knowledge underpinned the teaching. This meant that the teacher gave clear instructions and pupils knew exactly what they had to do to improve their work. The teacher intervened in pupils' learning to ensure that mistakes were quickly identified and rectified. This meant that pupils' learning was brisk and they completed a lot of work.

Information and communication technology across the curriculum

58. Teachers make use of ICT to help pupils learn in other subjects. Computers are used a lot in English. This has resulted in pupils reaching a good standard in word-processing skills. In mathematics, Year 3/4 pupils investigated rotational and reflective symmetry to a good standard by using a computer program. Pupils develop their literacy skills through frequent use of the e-mail. Their numeracy skills are often developed through using the computer. They

produce graphs, binary trees and practise their number calculation skills. The following are some other examples of how ICT is used to enhance pupils' learning in other subjects:

- Art - 'spray' tool to create pictures of snails as part of their science work, and in the production of Christmas cards;
- History - use of the Internet to research information about post-war Britain;
- Geography/mathematics - production of graphs to represent a traffic survey.
- Science - use of digital microscope.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Pupils achieve well.
- The very good use and development of literacy skills.
- The very good teaching and learning.
- The very good range of first-hand learning experiences.

Commentary

59. Pupils' attainment in geography is above national expectations. Pupils of all abilities make good progress and achieve well by the time they leave the school. Standards are higher than at the time of the last inspection, when they were in line with national expectations. This represents good improvement. This is due to a number of reasons. There is a considerable emphasis on first-hand learning experiences. For example, teachers organise field trips and visitors to lessons to talk about the areas that pupils study. This means that the subject comes alive and pupils are highly motivated to learn. The appearance of the headteacher in a Year 2 lesson disguised as a visitor from the imaginary island of Struay provided a learning experience that pupils will remember for a long time. They were fascinated by the answers to their well thought out questions and the descriptions of life on the island. This meant that they were very well able to make a very good comparison of life on the island with that in Wilmslow.
60. A particular strength of the teaching and learning is the use of the subject to develop pupils' literacy skills. At every opportunity, teachers ensure that pupils record their knowledge in their own words. For example, Year 1/2 pupils wrote a very good quality piece of writing about their holiday plans. Another strength is the good use teachers make of ICT in their teaching and pupils' learning. In a Year 3/4 lesson, the teacher made excellent use of a digital projector to teach the pupils about using aerial photographs as resource for studying localities. By the end of the very good lesson, pupils had a very good understanding of how to use aerial photographs to gain information about places.
61. The acting headteacher leads the subject very well. She has been instrumental in developing the use of first-hand learning experiences to enhance pupils' learning. She has also emphasised the importance of developing pupils' writing skills in all subjects, not just in English. This has had a very significant impact on raising standards of writing in the school.

History

62. In **history**, no lessons were observed, but pupils' work in books and on display indicates that standards are above national expectations. Pupils cover the work in depth and teachers make very good use of literacy and good use of ICT to support pupils' learning. Teachers provide attractive displays in classrooms to enhance pupils' learning. The curriculum is good. Teachers make very good use of resources and visits to museums to make the work very interesting and relevant. The school has made good improvement in the subject since the time of the last inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Time is not used well in some lessons.
- Pupils make good use of their literacy skills in the subject.
- Links with the local church provide good insights into Christian beliefs.

Commentary

63. Standards in Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus, and are similar to those reported at the time of the previous inspection. Pupils achieve satisfactorily. Pupils with special educational needs are fully included and supported effectively so that they make sound progress alongside their peers. Through studying Christianity in particular, together with Judaism, Hinduism, and Islam, pupils grow increasingly aware of the diversity and nature of religious belief. Well-focused discussions and perceptive questioning by teachers help pupils relate their knowledge to events in their own lives. They show respect for the beliefs of others. In Year 2 and Year 6, pupils show good knowledge of the events leading up to Easter. At an appropriate level for their age, they appreciate the importance of the Resurrection to Christians.
64. Teaching and learning are satisfactory. Teachers plan interesting activities such as *role-play* and *hot-seating* to explore ideas and heighten understanding. However, in both lessons observed, the pupils spent so much time listening as a class to the teacher that well planned opportunities to take part in group drama, or to complete written work, were lost. Literacy skills are fostered effectively in religious education. In Year 6, for example, pupils wrote in specific genre to produce a radio report of the final events in Jesus' life or to write out a formal charge sheet of Jesus' supposed offences.
65. Leadership and management are satisfactory. The curriculum is regularly reviewed so that it continues to meet the school's needs. Assessment procedures are satisfactory. Weekly visits to St Anne's Church and the celebration of festivals like Christmas and Easter in church greatly enhance the pupils' understanding of what it means to be a Christian.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. **Art and design, design and technology, physical education** and **music** were not the foci of the inspection. Work on display and in sketchbooks was reviewed in **art and design** and **design and technology** but no lessons were observed. There is insufficient evidence to make a secure judgement on overall provision in these subjects. However, teachers' plans, based on national guidance, indicate that statutory requirements are met for teaching the subject. The evidence from work on display indicates that standards in art and design are in line with national expectations in Year 2 and Year 6. Skills of observational drawing are developed effectively in all age groups and pupils achieve well in this element of the subject. The small amount of work seen in design and technology was in line with national expectations. In Years 3 and 4, there are some good examples of pupils evaluating their work perceptively.
67. No lessons were observed in **music**. Pupils were heard singing in assembly and during a practice for a forthcoming music festival. It is, therefore, not possible to make a judgement about provision in music as a whole. The quality of singing is good, and pupils were observed singing confidently and tunefully. They showed particular enthusiasm when they enhanced their performance with actions and gestures. They used untuned instruments skilfully to accompany their singing. The skilled teaching they receive from a visiting specialist and the headteacher significantly enhances pupils' learning. Teachers make very good use of the subject to develop

pupils' literacy skills. For example, Year 3/4 pupils vividly described their reasons for choosing particular instruments when composing musical accompaniment to the story of Beowulf.

68. Inspectors observed only one lesson in **physical education**. Therefore, no overall judgement can be made regarding provision in the subject. In the lesson observed, the teaching and learning were good and standards were in line with national expectations in the pupils' development of rugby skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A whole school scheme of work provides a relevant, comprehensive curriculum in all age groups.
- Community spirit is fostered very well through the class and school councils.
- The school is justly proud of its Healthy Schools Award.

Commentary

69. Weekly personal, social and health education lessons or circle time sessions are taught effectively in all age groups. They provide very good opportunities for pupils to explore social and ethical issues through carefully focused discussion. Sex education and relationships are included in personal, social, health education and science lessons. A social worker effectively supports the school's drugs awareness programme. The class and school councils play important parts in enabling pupils to understand the privileges and responsibilities of living in a community. Healthy life styles are promoted successfully through the Healthy Schools Award scheme and through the *fruit for snack* initiative in the reception class and in Years 1 and 2.

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	2
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
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	2
How well the school seeks and acts on pupils' views	3
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).

