

INSPECTION REPORT

ST JOHN'S CE PRIMARY SCHOOL

Heaton Mersey

Stockport

LEA area: Stockport

Unique reference number: 106105

Headteacher: Mrs E Thomas

Lead inspector: Mr P. Bamber

Dates of inspection: 14th - 17th June 2004

Inspection number: 257715

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: 5 - 11
Gender of pupils: Mixed
Number on roll: 188

School address: Poplar Street
Heaton Mersey
Stockport
Cheshire

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Telephone number: 0161 4427424
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Appropriate authority: The governing body
Name of chair of governors: Miss S Carroll

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized urban Church of England voluntary controlled school with 188 pupils on roll. Around 40 per cent of pupils come from outside the school's normal catchment area. Many pupils come from relatively advantaged backgrounds and they generally enter the school with standards that are above the average for the local education authority. A slightly lower than average percentage of pupils has a special educational need, with an average proportion having a statement of special educational need. The proportion of pupils for whom English is not their mother tongue is high and around 36 per cent of pupils do not come from a white British background. The school was awarded Investor in People status in 2002 and received a Department of Education and Skills (DfES) Award in 2003 for the high academic standards it achieved.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15064	Paul Bamber	Lead inspector	Mathematics Physical education Art and design Music
1329	Kevern Oliver	Lay inspector	
32372	Gareth Davies	Team inspector	English Information and communication technology Design and technology
10911	Cicely Deloughry	Team inspector	Foundation stage Special educational needs English as an additional language Science Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, providing very good value for money. Standards in the core subjects of English, mathematics and science are well above average and pupils achieve at least well as a result of good teaching. Pupils' behaviour and attitudes are very good overall. Pupils enjoy a good inclusive curriculum. Leadership and management are good and focus well upon maintaining high standards. Governance is satisfactory.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science.
- Pupils in Year 2 and Year 6 achieve very well as a result of very skilled teaching.
- Pupils relate very well to each other, behave very sensibly and have very positive attitudes to learning.
- The school's good leadership and management ensure that high standards are maintained.
- Children have a good start to their schooling in the reception class as a result of effective teaching, assessment and good settling-in procedures.
- There are some weaknesses in the provision for information and communication technology (ICT), which places limitations on pupils' achievements.
- Because only a limited number of lesson observations occur, some relative weaknesses in teaching are not fully analysed and opportunities are missed to disseminate much good classroom practice more widely throughout the school.

Improvement since the last inspection has been good. The key issues from the previous inspection have been largely well addressed. Standards in Year 6 have improved significantly and provision for pupils with special educational needs is now good. The overall quality of teaching has improved well. Pupils are making much better progress in Years 3 to 6.

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	A
mathematics	A	A	B	A
science	A	A*	A	A*

Key: A - high; 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.

Pupils' achievement is **very good** overall. Children generally enter the school with above average standards. Good teaching enables them to make good progress in all areas of their learning, so that many enter Year 1 exceeding the targets set for them, especially in their personal, language and mathematical development and in their knowledge and understanding of the world around them. Results in national tests in Year 2 and in Year 6 reflect consistently high standards. However, a higher than normal proportion of pupils with special educational needs and those who are at an early stage of acquiring English depressed average standards

in Year 6 last year. The table above shows how well Year 6 pupils achieved compared with those in similar schools in 2003.

Standards and achievement in the current Years 2 and 6 are well above expectations in reading, writing, mathematics and science. They are above average in art and design, history and religious education. Standards in ICT are in line with expectations, but pupils' achievements are restricted as a result of limitations in resources in the subject and a lack of time spent practising skills. In other subjects, standards and achievement are in line with expectations. The achievement of pupils with special educational needs, those whose mother tongue is not English and those who have special gifts or talents are similar to those of their peers.

Pupils' attitudes and values are very good. Their personal development, including their spiritual, moral, social and cultural development is **very good**. Attendance is satisfactory and pupils are very punctual.

QUALITY OF EDUCATION

The quality of education provided is **good**. The quality of teaching, learning and assessment is **good** overall, with some very good teaching in Years 2 and 6. The curriculum meets pupils' needs well and the school offers a good range of enriching experiences, to which pupils respond well. The quality of care is good. Pupils are very well supported in their academic and personal development. The school's partnership with parents is good. The links with other schools and the community are satisfactory.

LEADERSHIP AND MANAGEMENT

The quality of leadership and of management is **good**. The headteacher is very effectively supported by the deputy headteacher and takes effective action to maintain high standards and to improve the quality of education. Good management ensures that the school has very good procedures for ensuring pupils make good progress. Governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents mainly have positive views of the school. They rightly feel that their children make good progress, are taught well and expected to work hard. They approve of the wide range of activities on offer and the effective arrangements to help their children settle in. A significant minority of parents expressed dissatisfaction about aspects of the school's leadership and management, both at the meeting held for parents before the inspection and in the questionnaire sent to them. Evidence indicates that any issues have now been resolved and that there was no indication during the inspection to endorse the concerns some parents had about bullying. The quality of information provided for parents is good. Pupils are positive about the school, reporting in particularly positive terms about how much they enjoy lessons and after-school activities. Their views are actively sought, especially through the weekly meetings they have with the headteacher, and acted upon.

IMPROVEMENTS NEEDED

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

- Improve the provision for ICT, especially in the quality and range of hardware and software and in giving pupils more time to practise their skills.
- Increase the number of opportunities for senior and middle managers to observe and evaluate teaching and learning in lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, standards achieved by the pupils are **very good**. Standards in reading, writing, mathematics and science are well above average in both Years 2 and 6. In other year groups, pupils achieve well and well above average standards are maintained. Achievement in information and communication technology (ICT) is only satisfactory because many pupils have limited access to up-to-date computers and use a limited range of software.

Main strengths and weakness

- Pupils in Year 2 and in Year 6 do consistently well in national tests, achieving high standards.
- Standards in art and design, history and religious education are above expectations.
- Pupils who have special educational needs, those whose mother tongue is not English and those who are gifted and talented achieve equally as well as their peers.
- Pupils' achievements, although satisfactory, are limited in ICT.

Commentary

1. On average, children enter the school with standards above those normal for the local education authority. They achieve well, making good progress during their reception year. The vast majority is in line to meet the targets set for them by the time they enter Year 1. In their personal, social and emotional development, in communication, language and literacy, in their mathematical development and in their knowledge and understanding of the world around them, many are in line to exceed those targets.

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

Standards in:	School results	National results
reading	17.4 (16.8)	15.7 (15.8)
writing	15.3 (15.5)	14.6 (14.4)

mathematics	17.2 (17.9)	16.3 (16.5)
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There were 28 pupils in the year group. Figures in brackets are for the previous year.

- Over the last four years, standards in national tests have been either above or well above average in reading, writing and mathematics. In science, teacher assessments indicated above average standards last year. In the current Year 2, standards are well above average in reading, writing, mathematics and science. In those other subjects, in which it was possible to make a judgement about standards, they are above expectations in art and design, history and religious education. Standards are in line with expectations in the other subjects. Achievement in Year 2 is very good in the core subjects of English, mathematics and science as a result of very enthusiastic and knowledgeable teaching.

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

Standards in:	School results	National results
English	28.1 (30.4)	26.8 (27.0)
mathematics	28.1 (29.6)	26.8 (26.7)
science	31.1 (31.4)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

- The above table reflects the fact that pupils' standards in the English and mathematics tests, although above average, were not as high as those achieved over the previous three years when they had been well above average or in the top five per cent in the country. Last year, a higher than normal proportion of pupils with learning difficulties or who were at an early stage of learning English, were in the year group, which tended to depress average standards somewhat. However, data shows that in Year 6 last year, pupils made very good progress between Year 2 and Year 6, when compared with pupils in similar schools. In the current Year 6, as a result of very good teaching, standards are well above average in the core subjects of English, mathematics and science and above expectations in art and design, history and religious education. In those other subjects in which it was possible to make a judgement about standards, they are in line with expectations.
- Pupils in Year 6 achieve very well in the core subjects because they are consistently very well taught. In Years 3, 4 and 5, effective teaching ensures that pupils' achievement is at least good in most subjects.
- Pupils who have special educational needs, whether it be learning or behavioural difficulties, achieve as well as their peers. The good support they receive and the very good teaching in Years 2 and 6 mean that many of these pupils achieve at least expected standards in national tests, some exceeding them. The same is true for pupils whose mother tongue is not English. They receive good support both in and out of the classroom, enabling them to quickly master the English language and to play a full part in lessons. Pupils who are identified as having special talents or who are gifted also achieve as well as their peers, reaching high standards in academic subjects, in sport or in the arts. A few boys in Year 5 do not always achieve as well as they might, in subjects other than English and mathematics, because they do not always behave well enough in afternoon lessons.
- Overall, achievement in ICT is only satisfactory because pupils have limited access to the barely adequate range of equipment provided. In very few lessons observed did specific instruction on ICT skills take place and when pupils experienced difficulties they were sometimes left unsupported for some time. Those pupils for whom regular use of computers at home is commonplace achieve better than those who either have no computer at home or who have restricted access to one. The school has taken steps to improve access and pupils'

keyboard skills and has plans to update both hardware and software in order to raise standards and achievement in this area of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **satisfactory**. Punctuality is **very good**. Pupils' attitudes and behaviour are **very good**. Their personal development, including their spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils like coming to school and enjoy every aspect of school life.
- Nearly all pupils have positive attitudes to learning and behave very well. As a result, they achieve well and make very good progress.
- Pupils' spiritual, moral, social and cultural development is very good with the caring, community ethos underpinning every aspect of school life.

Commentary

7. St. John's pupils like their school and they feel that they are well looked after, helped to learn and get on well with each other and with all the adults who work with them. They confidently and politely make visitors very welcome.
8. Some pupils and parents, in their answers to their pre-inspection questionnaires, indicated that there were significant problems with bullying, bad behaviour and unkindness. The inspectors looked very carefully into this and found no evidence to support their concern. Behaviour in and around the school is very good. Lessons run smoothly with teachers and pupils concentrating on teaching and learning. Pupils respond very positively to challenges and their teachers' expectations of them. They enjoy learning and problem solving. However, this overall very positive picture is marred because some Year 5 pupils sometimes misbehave to the extent that others' learning is disrupted. Pupils know exactly what to do if anyone is unkind or upset. They confirmed that there is very little bullying and that when problems do arise they are quickly sorted out.
9. Everyone contributes to the school by helping teachers to prepare for lessons, keeping the library tidy and running errands. The *buddy* system works well and older pupils keep a kindly eye on younger ones. Playtimes are happy and lively as pupils enjoy a variety of both energetic and quieter games. There was an instance of rough play observed during the inspection, but this was quickly dealt with by the supervisory team. A good range of attractive playground equipment is available which enhances the quality of play and contributes well to the positive atmosphere in the playground.
10. Pupils' spiritual, moral, social and cultural development is very good. In assemblies and lessons, they respond very positively to opportunities for reflection. Pupils have a strong sense of right and wrong, respond sensitively to the needs of others, are keen to contribute to their community and thrive on responsibility. They are very aware of cultures other than their own because lessons, activities and displays are filled with opportunities to learn about them. There were no exclusions in the last reporting year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

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

11. There are good arrangements for ensuring that pupils come to school and arrive on time every day. The school's overall attendance figures are adversely affected by the impact of a small number of pupils who take extended holidays in order to visit their family's mother country.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching and learning and of assessment is good. The curriculum is good, offering considerable enrichment. Accommodation is satisfactory and resources support learning well. Pupils are safe and well cared for and they are very well supported, advised and guided. Pupils' views are actively sought and acted upon and generally links with parents are good. The school has satisfactory links with other schools and colleges and with the community.

Teaching and learning

Teaching and learning are **good**. Assessment is good.

Main strengths and weaknesses

- The quality of teaching and learning in Years 2 and 6 is very good.
- Teachers' very good planning ensures well-balanced and relevant lessons.
- Pupils learn well together and apply themselves productively.
- Behaviour management is not always effective in Year 5.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	11	6	0	0	0

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

12. The very good quality of teaching and learning in Years 2 and 6 promotes high standards in the core subjects. Teaching is exemplified by very good subject knowledge, the creative use of teaching methods and resources, great enthusiasm and constant encouragement of pupils to be involved in their own learning. In a very good Year 6 literacy lesson, for example, the clarity of the teacher's instructions, the keen encouragement for pupils to think clearly, the opportunities provided for pupils to use their reading and writing skills, to work purposefully together, plus the quality of the discussion engendered by the teacher, resulted in pupils making very good progress in their understanding of those elements of

writing needed to produce an effective newspaper article. This lesson linked very well with an excellent history lesson observed earlier in the week.

13. Throughout the school, teachers' very detailed plans make a significant contribution to the quality of pupils' learning. Because teachers use assessments well, they plan work to match pupils' needs effectively, ensuring that on most occasions pupils of all abilities achieve well or very well. Lesson plans often identify how much time each element should take, resulting in pacy lessons and pupils having sufficient time to complete tasks and then to reflect on what they have learnt.
14. A notable feature of pupils' learning is their ability to work purposefully and co-operatively together, resulting in clearer understanding of ideas and facts and an appreciation of the way in which others learn. In many lessons, pupils worked with learning partners to reflect on teachers' questions and to consider how they might respond. In mathematics lessons, such pairs work often resulted in pupils identifying different strategies for tackling calculations and for solving problems. Pupils learn well from each other and their personal and social development is enhanced as a result of their close co-operation, ability to give and take constructive criticism and by sharing tasks.
15. Overall, teachers' management of pupils' behaviour is good and most pupils respond well to firm but positive discipline. In the Year 5 class, however, especially in the afternoons, the silly behaviour of a few pupils, mainly boys, is not dealt with effectively enough. As a result, lessons in the afternoon session are disrupted to some degree because the teacher is required to repeatedly remind some pupils that their behaviour is not acceptable. Hence, learning is not as effective as in the mornings in this class. Two factors contribute to this problem. One is the relative inexperience of the teacher and the other is the cramped conditions under which this quite large class is accommodated.

The curriculum

The quality of the curriculum is **good**. The quality of opportunities for enrichment is **good**. Accommodation is satisfactory overall and resources are **good**.

Main strengths and weaknesses

- The curriculum is planned very well so that all pupils are fully included and enjoy learning.
- The curriculum for pupils in the foundation stage and in Years 1 to 6 is good.
- There is good provision for pupils with special educational needs and those for whom English is not their mother tongue.
- The school organises a good range of out-of-class activities to which pupils respond well.
- More could be done to develop ICT in the curriculum.

Commentary

16. The school has made significant improvements to the curriculum since the last inspection. The curriculum meets the requirements of the National Curriculum, the locally agreed syllabus for religious education and pupils receive relevant sex and relationship education. Due attention is paid to alcohol and drug misuse. The curriculum for literacy and numeracy is very good throughout the school, promoting high standards. Teachers' detailed long-

and medium-term plans link well with individual lesson plans and closely reflect the school's recent focus upon making lessons more relevant for pupils through linking learning across the curriculum. This has resulted in pupils having a clearer understanding of how different subjects relate to each other and increased their ability to apply knowledge and skills developed in one subject to help their learning in others. Telling examples of this were observed in physical education and English lessons.

17. The provision for pupils with special educational needs and for those for whom English is not their mother tongue is good. This is an improvement since the time of the last inspection. Teachers match work well to the needs of pupils with learning difficulties and effectively address the targets set for them in detailed individual teaching programmes. These pupils and those whose mother tongue is not English are well supported by teaching assistants and by specialists from the local education authority. As a result, these pupils achieve as well as their peers.
18. The curriculum is fully inclusive of all pupils. In addition to the pupils referred to in the previous paragraph, those with exceptional ability are well catered for, whether their talents are academic, artistic or sporting and they make as good progress as other pupils. Many of the quite high proportion of those pupils, who are not from White British heritage, feature strongly in all aspects of school life, achieving very well. The close racial harmony evident in the school contributes considerably to those achievements.
19. Extra-curricular activities include sport, chess club, French club and the steel band, all of which are attended by pupils in good numbers. Pupils visit a good range of places of interest to see and experience things at first hand, including the local church and library. Pupils' skills in literacy are enriched one morning a week, before the school day begins, when parents are invited to come into school to share reading time with their children. The annual residential visit Year 6 pupils make to an outdoor pursuits centre considerably supports their physical, personal, social and cultural development.
20. Overall, the school has good resources that support teaching and learning well. Pupils are provided with good quality books and materials and these are used effectively and efficiently. There is an adequate number of computers, albeit somewhat out of date, in the school although pupils' access to them is limited. As a result, although when given the opportunity, pupils use computers well to support their learning in other areas of the curriculum, apart from in Years 5 and 6 these opportunities are too few.
21. Accommodation at the school is satisfactory overall. The spacious hall enables the whole school to assemble for collective worship and enables good provision for lessons such as physical education. There is good provision for pupils' physical development in the playground and field and, for foundation stage children, in the covered area outside the classroom. The classrooms are small and, for older pupils, especially in Year 5, sometimes leads to cramped conditions, which contribute to some of the less good behaviour noted in this class.

Care, guidance and support

The school has **good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **very good**. There are **very good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school cares well for pupils and ensures they live and learn in a safe and healthy community.
- Systems for tracking pupils' personal progress and academic achievements are very good and enable teachers to plan effective lessons.
- The headteacher ensures that every pupil has an opportunity to suggest how to make the school become a better place in which to learn and play.
- The school prepares the new pupils for school life and learning very well.

Commentary

22. St. John's provides pupils with a happy, secure and caring environment, which encourages them to learn and grow into mature, responsible members of the community. The previous report highlighted as a weakness the school's child protection procedures. These are now satisfactory, but rightly the school is about to embark upon a programme, which will ensure that all of the staff are up to date with the very latest requirements and procedures.
23. Health and safety arrangements are good. There are regular safety and security inspections of the whole site. The very good risk assessment procedures cover both in-school activities and trips. There is a person fully trained in first-aid on site. Pupils are well supervised throughout the school day.
24. Teachers and support staff are sensitive to their pupils' needs and provide good support and guidance. The arrangements for tracking pupils' progress and personal development are very good. They enable teachers to identify needs and plan what needs to be done next in order to help individuals and groups of pupils make the best possible use of their time in school.
25. The school values pupils' ideas and the contribution that they can make to school life. Day-to-day contact between staff and pupils is such that there is a constant exchange of ideas and information. Weekly meetings between the headteacher and pupils are organised in such a way that during the course of the year every pupil gets a chance to have his or her say.
26. The arrangements for bringing pupils into the reception class are very good. They include home visits, 'taster' sessions, briefings for parents and the innovative 'Early Bird' scheme which introduces pupils and parents to lessons, learning and playtime.

Partnership with parents, other schools and the community

The school's links with parents are **good**. The links with other schools, colleges and the local community are **satisfactory**.

Main strengths and weaknesses

- The good and innovative ways in which the school collects and acts upon parents' views and ideas.
- Parents are kept well informed about the school and the standards and progress their children achieve.
- A minority of parents who, in spite of the school's wide range of communication initiatives, feel that the school does not keep them well enough informed or seek out their views.
- The good and varied ways in which parents support their children's education and contribute to the life and work of the school.
- The good arrangements for ensuring that Year 6 pupils are well prepared for their move to their secondary schools.

Commentary

27. The overwhelming majority of the parents believes that the school looks after their children well and provides them with a very good education. The majority has confidence in the headteacher, but a significant minority of those who completed the pre-inspection questionnaire and those who attended the parents' meeting were critical of the school's communication and approachability. The inspection team looked very carefully into these concerns and found little evidence to support them. The headteacher, however, is well aware of these criticisms and is attempting to resolve them.
28. Parents are kept very well informed about the school through the prospectus, curriculum leaflets and regular newsletters. They hear about their children's progress and targets through consultation evenings and an end-of-year report, which has been redesigned, in consultation with parents, into a very reader-friendly format. Parents of those children who have special educational needs are kept well informed and are closely involved in planning the way in which the school tackles their children's difficulties. The school organises curriculum workshops and lessons for those parents for whom English is not their mother tongue.
29. The school is totally committed to working with parents. It formally seeks out their views and ideas about how to improve the school through regular surveys and the 'schools speak for themselves forum'. There is an open door policy as a result of which there are plenty of informal opportunities to deal with worries and issues as and when they arise. Informal contact between parents and teachers is a feature of the beginning and end of every school day.
30. Parents make a good contribution to school life and to their children's education. Virtually all encourage their children to work hard and do their homework. A small number of volunteers regularly come into school to help in lessons and clubs. On Thursday mornings, many parents accept the school's invitation to sit and read with their children in their classrooms, between 8.45 a.m. and 9.15 a.m. This event was observed by the inspection team and clearly contributed very well to the school's good partnership with parents and parental involvement in their children's learning. Many parents help to look after pupils on school trips. Major events such as sports day and the family assemblies are always well supported. There is a very active Parents' Association that organises social events and raises large sums of money for the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides strong leadership and is ably supported by other key staff in promoting high standards. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The good leadership of the headteacher and effective management of key staff contribute significantly to the high standards pupils attain in national tests.
- There are very good systems for identifying weaknesses in pupils' attainment or achievement and for taking effective action to address these.
- The restricted opportunities for key staff to observe lessons place limitations on professional development.

Commentary

31. The headteacher has a clear vision for the work of the school and takes effective action to maintain high standards. The staff are left in no doubt about the level of commitment and professional standards expected and pupils understand clearly that they need to work hard and behave acceptably. Both staff and pupils respond positively.
32. The recently appointed deputy headteacher makes a significant contribution to the very good leadership and management of mathematics, to the secure whole-school assessment systems and to the good provision for pupils identified as either gifted or talented. Leadership and management of the foundation stage, of English, science and of special educational needs are good.
33. The management of systems to analyse test data, to evaluate pupils' standards and for ensuring pupils' good progress is very effective. Pupils' national test papers are analysed in detail in order to identify aspects of their attainment, which require improvement. For instance, in mathematics, more emphasis has been successfully placed upon teaching problem-solving strategies and providing more opportunities for pupils to investigate mathematical relationships, because it was recognised that pupils did less well in these areas in tests. As a result, pupils' attainment in these areas has improved this year. The progress pupils make is carefully monitored and where individuals seem not to be progressing at the rate predicted, effective remedial action is taken to ensure that the pupils involved 'catch up'.
34. Apart from those statutorily required as part of the school's performance management procedures, few lesson observations occur. This places limitations on the professional development of subject co-ordinators and reduces opportunities for identifying strengths and weaknesses in the quality of teaching. As a result, the support given to any teacher requiring improvement is not as well targeted as it might be. Neither is the considerable good practice that is evident in several classrooms widely disseminated for the benefit of all teachers' development.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	391,242	Balance from previous year	45,415
Total expenditure	346,900	Balance carried forward to the next	44,342
Expenditure per pupil	1,761		

The 11.6 per cent contingency held over to this financial year has been earmarked for:

- Maintaining existing staffing levels for as long as possible within the context of a decline in pupil numbers forecast for the area.
- Funding further improvements to the school's grounds (a joint project with the Friends of St John's).
- Funding future higher level teaching assistants.
- Funding changes to teachers' workloads in line with the Department of Education and Skills (DfES) guidelines.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the foundation stage is **good**. This is an improvement on the judgement made at the time of the previous inspection. Most children have previously attended a nursery or playgroup and their skills on entry are mainly above expectation. However, there is a small minority who has special educational needs or for whom English is not their mother tongue. All children make good progress and achieve well. Most are in line to attain the goals expected of them by the time they enter Year 1 and many are likely to exceed them, especially in their personal, social and emotional development, communication and language, mathematical development and in their knowledge and understanding of the world.

Main strengths and weaknesses

- Standards are very good due to good and often very good teaching.
- Good curricular opportunities prepare children well for transition to Year 1 and the National Curriculum.
- Very good systems are in place to settle children into the class initially and to observe and track children's progress.

Commentary

35. Children are taught in the reception class for one year and the good teaching, in all the areas of learning, reflect a clear understanding of their needs. The teacher has high expectations and provides a well-organised and appropriate curriculum, which carefully matches children's interests and abilities. This ensures good progress and very good standards. Lessons are well planned, organised and move at a good pace with plenty of opportunities for reinforcement and recall of earlier learning. A satisfactory balance is maintained between those activities set by staff and those that the children choose for themselves. Leadership is good. The teacher makes good use of the skills of the classroom assistant and they work together well as a team. Very good, useful records are maintained, including individual observations of children's academic and social progress. The teacher utilises these effectively when planning lessons and to ensure the children are set work that matches their needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships and high expectations promote very good attitudes.
- The calm and consistent approach means that children feel secure and know what is expected of them.

Commentary

36. Children's attainment in this area is very good, with most achieving the expected goals before they reach the age of five. Very good induction systems, including the *Early Bird* sessions, mean that children enter the reception class with confidence and enthusiasm. Consistent routines are established to further increase their confidence and feelings of security. Children display a keen interest in the wide range of experiences provided and approach them eagerly, enabling them to make good progress. The quality of teaching in this area of learning is good. Adults set a good example and relationships are very good. Children work and play happily

together, sharing equipment and patiently waiting their turn. A very substantial majority has attained a high level of independence and pursues activities without adult intervention.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Regular practice and good teaching promotes good progress and very good standards.
- Good use is made, throughout the day, of the opportunities that arise to promote children's speaking and listening skills.
- Some children do not hold their pencils correctly when writing.

Commentary

37. Standards are very good and most children reach the expected goals by the end of the year as a result of good teaching. A substantial number of children exceed the targets set for them nationally in reading, writing and speaking and listening. Children listen well to the teacher's interesting and quick-paced introductions to lessons and directions for activities. Good opportunities are planned for children to express their thoughts and ideas during circle and snack times, when they are positively encouraged to listen and respond to each other. Adults effectively encourage children to extend their thinking and speaking skills by asking pertinent questions and carefully reinforcing the correct vocabulary. Children are given plenty of opportunities to write either in guided writing times or as part of a play activity. A small minority has some basic writing skills when they enter the class, but most begin the year by making marks on paper, but soon begin to copy decipherable letters. They make very good progress, however, and most write short phrases and sentences before entering Year 1, with the more-able writing interestingly at some length, and attempting to punctuate their sentences. Regular and well-sequenced teaching of letter sounds helps children to attempt to write independently and confidently. Letters are mainly correctly formed but a substantial minority does not hold their pencils correctly and this affects the control and the quality of their presentation. Children develop a love of books and stories and have access to an attractive book collection. They all take their books home regularly to read to their parents and this has a positive impact on their progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Very good teaching with high expectations and emphasis on rigorous reinforcement produces very good standards.
- A good range of activities that are well matched to the children's different abilities.

Commentary

38. Children achieve very good standards in their mathematical development, with a substantial minority achieving well beyond the expected goal as they enter Year 1. They have plenty of practice counting and writing numbers, as well as a wide variety of practical experiences to help them gain an understanding of mathematics. They measure and record the height of various beanstalks and then compare and order the different heights. Children have a good understanding of block graphs, recording their favourite fruits and toys. The teacher uses a

variety of strategies to teach them how to count accurately, in ones and twos to twenty, in order to maintain the children's interest and attention as well as to broaden their understanding. Children make good use of number lines and most are conversant with number bonds to ten, adding, subtracting and recording these correctly. The quality, range and pace of the reinforcement of mathematical ideas and vocabulary are strengths in the very good teaching and impact positively on children's learning. Group activities are well matched to the varying abilities of the children so they are all sufficiently challenged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good variety of learning experiences widens children's understanding of the world and arouses their curiosity.

Commentary

39. The children are introduced to new experiences and ideas in interesting ways, which successfully stimulate their curiosity and enthusiasm, enabling them to achieve well and many attain standards which exceed those expected. Teaching is good because in the main, it is securely based on practical activities, which increase the children's knowledge and deepen their understanding. They plant and observe beans growing, they maintain their own pot garden, and mix and taste mint with yoghurt in order to experience a food from another culture. Discussing and celebrating various festivals, such as Easter, Shavuot and Eid, extends their knowledge of Christianity and other world faiths. They regularly use different software that requires using the mouse and most access a program of their choice, with the more-able children logging on and printing their work unaided. The teacher provides a good range of puzzles, building blocks and construction toys for the children to learn how objects fit together and their appropriateness for different purposes.

PHYSICAL DEVELOPMENT

It was not possible to observe any direct teaching to make an overall judgement about provision and standards, but analysis of teachers' plans and observation of classroom organisation indicate a good range of opportunities provided for the children. Lessons are taught regularly in the school hall and children have daily access to an attractive, small outside area, which is well equipped with beanbags and hoops.

CREATIVE DEVELOPMENT

It was not possible to observe any direct teaching in order to make an overall judgement, but classroom displays indicate that children are provided with a wide range of creative experiences and standards go beyond those expected. The children's role-play in the castle, built to enhance their topic theme on, *Jack and the Beanstalk*, is imaginative and good fun and many have written letters to the giant. The artwork on display shows that children combine different materials to create collages, use paint with good control and weave attractive patterns. The use of percussion instruments is restricted for much of the day because of the open-plan layout of the school, but the teacher very successfully introduces the children to pitch and rhythm and they thoroughly enjoy singing songs and rhymes whenever possible.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are well above the national expectation.
- Leadership and management are good.
- There is a wide range of good quality resources to support the English curriculum.
- Teaching is consistently good and, in Years 2 and 6, it is very good.
- Assessments are used well to ensure good progress.

Commentary

40. Pupils' performance in national tests over the last four years has shown standards to be predominantly well above average. When compared with similar schools, pupils in Year 6 last year made very good progress compared with their results in the Year 2 national tests. The school has made good improvements in the subject since the last inspection. Standards are well above average in the current Year 2 and Year 6.
41. Pupils achieve very well. Those with special educational needs are identified early and make very good progress so that many reach the expected level by the time they leave the school. Other groups of pupils, such as those whose mother tongue is not English, make very good progress, because teachers use a range of assessments to check their understanding. The more-able pupils are identified and effectively given more challenging work. Marking is used well to monitor pupils' progress and to help them improve.
42. Standards in speaking and listening are well above average at the end of Year 2 and Year 6. Pupils listen with concentration to the teacher and to each other. They demonstrate, by their questions and answers, a very good understanding of what is being said by the teacher and other pupils. Teachers encourage all pupils to speak clearly, to answer in sentences and to give reasons for their answers.
43. Standards in reading in Year 2 are well above average. Pupils use a range of skills to tackle unfamiliar words successfully and enjoy reading fiction and non-fiction. Parents hear their children read regularly during the weekly *Reading Morning* which helps their progress. Year 6 pupils demonstrate how they have built on these skills by reading increasingly difficult texts for information and understanding, reading a range of fiction and non-fiction, sometimes aloud and begin to read 'between the lines' so they read in more depth.

44. Standards in writing are well above average in Year 2. Pupils organise their ideas in sequence and their handwriting is well formed and usually neat. In Year 6, pupils use paragraphs, more complex sentences and a range of punctuation accurately. They know about different forms of writing and adjust their own style accordingly. In a very good Year 6 lesson, pupils showed confidence in using these skills. They explained the function of headlines and explored styles of writing to attract readership, showing a very good combination of imagination and journalistic language.
45. The quality of teaching and learning is good and in Years 2 and 6 it is very good, promoting well above expected standards and achievement. Teachers plan lessons very well and teaching assistants know exactly what to do and help individuals and groups skilfully. The quality of relationships between adults and pupils is very good. Resources are ready to hand and well matched to pupils' ability in both reading and writing.
46. The leadership and management of the subject are good. The co-ordinator works effectively with senior staff to monitor teachers' planning and standards of pupils' work. As a result, the co-ordinator has identified areas of relative weakness in pupils' attainment and has initiated successful strategies for improvement in their writing particularly. However, a relative weakness in leadership is the lack of opportunities to observe lessons, which means that much good practice is not widely disseminated.

Language and literacy across the curriculum

Opportunities for the use of language and literacy across many subjects are well planned and contribute well to pupils' achievements. Their descriptive and comparative writing skills are used very effectively in history and religious education. Pupils write concise notes in science and clear instructions in design and technology. They frequently use their very good speaking skills to clearly articulate their ideas and thoughts.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average throughout the school.
- The quality of teaching is very good in Years 2 and 6, enabling pupils in these classes to achieve particularly well.
- The subject is very well led and managed.

Commentary

47. The national test results in both Year 2 and in Year 6, over the last four years, indicate consistently above or well above average standards when compared with all schools and those of similar type. These standards are a considerable improvement on those reported at the time of the last inspection. Data indicates that pupils in Year 6, last year, made good progress compared with their Year 2 test performance. Because pupils are set a wide range of mathematical tasks, they have a very good knowledge and understanding of basic number facts, of space and shape, of how to measure and ways of organising and interpreting data. The more-able pupils are very adept at using a wide range of strategies for problem solving and calculating accurately and quickly. In the current Years 2 and 6, standards are well above average.

48. Pupils achieve very well in Year 2 and in Year 6 because of very good teaching. Teachers employ very interesting teaching methods, have a very good grasp of the subject and have very high expectations. Pupils respond enthusiastically to lively, stimulating teaching and enjoy working together amicably to investigate mathematical sequences and patterns. In a very good Year 6 lesson, groups of pupils learnt a lot about the use of scale through constructing a model of their classroom. In an equally very good Year 2 lesson, pupils were engrossed in a task in which they had to calculate the shortest route from a 'new' pupil's home to the school. Many accurately, mentally added four or five integers together. Throughout the school, pupils of all abilities achieve well as a result of good teaching overall. In the Year 1 lesson observed, pupils only made satisfactory progress because the tasks set insufficiently met the needs of those pupils with less ability. In Years 2 and 6, pupils with special educational needs or those who have a special talent in mathematics, achieve equally as well as their peers, because the work set matches their needs very well.
49. The subject is very well led and managed by the deputy headteacher who provides a very good example to staff in her own classroom teaching. Teachers' plans are carefully scrutinised to ensure that the curriculum fully reflects the National Numeracy Strategy and the particular foci identified by the school in order to improve standards. These foci are determined by the close analysis of test data, which highlights strengths and weaknesses in pupils' attainment. The co-ordinator and other staff evaluate pupils' work in order to determine its quality, whether teachers are adhering to the agreed procedures, how regularly work is marked and how useful that marking is in helping pupils overcome difficulties. A weakness in the leadership of the subject is the relatively little amount of lesson observations carried out. This means that opportunities are missed to identify any relative weaknesses in teaching or to disseminate the considerable amount of good practice more widely across the school.

Mathematics across the curriculum

Pupils use their mathematical knowledge and skills very well to support their learning in other subjects. In science, they effectively apply their measuring skills and knowledge of how to organise and interpret data. In design and technology, they use their knowledge of space, shape and measure very well and apply their knowledge of time, of co-ordinates, symbols and scale to facilitate their learning in geography and history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well, resulting in standards that are well above average.
- Good teaching, which places a strong emphasis on investigative skills.
- Pupils have very good attitudes and behave well in lessons.
- Pupils' progress is assessed and monitored rigorously.
- Leadership is good.

Commentary

50. National test results over the last four years show that standards have been either well above average or in the top five per cent in the country. The same is the case when comparisons are made with similar schools. Data also shows that pupils made excellent progress when their Year 6 results are compared with the standards they achieved in Year 2. Standards are well above average in the current Year 2 and Year 6, with all pupils,

including those with special educational needs or those whose mother tongue is not English, making good progress.

51. Scientific principles, vocabulary and methods of investigation are well taught and practised in Years 1 and 2. Pupils know how to plan a fair test and how to observe and record results in different ways. They know how materials may change when heated and whether the process can be reversed. A wide range of topics is covered, often with good links to other curricular areas, especially mathematics and literacy. In Year 2, a particularly good study was made of the differences in the properties of a range of materials, which makes them suitable to be used for specific purposes. Pupils recorded the information in individual, attractively presented and well-illustrated booklets.
52. The emphasis on scientific enquiry skills is further developed in Years 3 to 6. Pupils become very adept at designing investigations, predicting and estimating results and recording the outcomes as a commentary, or in graphs and tables. Pupils gain good knowledge and understanding of light, the earth in space and how shadows are formed. They are well informed about the function of different parts of a plant and the need for nutrients and light and have learned much about health and hygiene. Year 5 pupils demonstrate their ability to apply their previous skills when they construct electric circuits and provide reasons why some do not work.
53. In most lessons observed, the quality of teaching and learning was good. This was reflected in the pupils' very good attitudes and impacted very positively on the high standards achieved. Teachers have high expectations of behaviour and provide interesting and exciting practical activities, so pupils are enthusiastic, try hard and learn well. Many lessons are well planned to meet the needs of pupils with differing abilities, providing the more-able with extra challenges. Good lessons are well structured, build on the pupils' previous knowledge, move at a good pace and end with a short session to effectively reinforce the new learning.
54. The quality of leadership is good. The co-ordinator has a good overview of the subject, but could be given more opportunities to disseminate expertise more widely. The teaching programme meets the needs of the school and the co-ordinator has plans to improve this even further. There is careful analysis of test results and steps are taken to rectify and improve on any omissions highlighted. The co-ordinator has, for example, arranged for staff training on the teaching of forces, as it had been noted that this was a relatively weaker area of pupils' attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils use ICT effectively to support learning in other subjects.
- There is a limited range of hardware and software to support ICT development, restricting the amount of time pupils spend using computers and the scope of their work.

Commentary

55. During the inspection, no specific ICT lessons were observed. However, in many lessons pupils used computers to support their learning in a wide range of subjects. Evidence from these lessons, from discussions with teachers and pupils and from documentary evidence indicates that standards meet national expectations and achievement is satisfactory. Standards are similar to those reported at the time of the last inspection.
56. The quality of teaching is satisfactory overall. Most teachers have a satisfactory knowledge of the subject, which enables them to support pupils in their use of computers and of other technology, such as digital imagery. However, the fragmented nature of the support for pupils, who normally work in pairs within the classroom whilst the teacher attends to the rest of the class, means that those who encounter difficulties sometimes have to wait for some time before help arrives, slowing their progress.
57. The most effective learning occurs when pupils use available software, the Internet or CD-ROM to support their learning in a wide range of subjects. Many telling examples were observed within English, art and design, geography, history, mathematics and design and technology of pupils using ICT to extend their knowledge and research skills. Pupils in Years 5 and 6 achieve better standards because they have more access to computers in their 'Cyber Club' area than pupils in other year groups. Year 5 pupils eagerly researched, using the Internet, an area that they were to visit as part of their study in geography, indicating a secure knowledge of how to access relevant web-sites. In a Year 4 art and design lesson, pairs of pupils designed a chair using a graphics program and used the tool bar knowledgeably to change positions and colours. Year 2 pupils effectively used a programmable toy in a mathematics lesson about direction.
58. There is a limited number of up-to-date computers and a relatively narrow range of software available. As a result, the amount of time that many pupils spend using ICT to reinforce their knowledge and to improve their skills is restricted. The limited amount of time devoted to teaching specific ICT skills also means that those pupils who do not have access to and use computers at home tend to achieve less well than those who do.
59. Leadership and management are satisfactory. The relative weaknesses in provision, referred to earlier in this section of the report, have been acknowledged and the subject has a high priority for improvement in the school development plan. More up-to-date equipment is to be purchased and plans to equip some teaching areas with interactive whiteboards are at an advanced stage.

Information and communication technology across the curriculum

This is an area of relative strength. When pupils have the opportunity they use computers and other technology, for instance, digital cameras, well to support their learning in a wide range of subjects. These include English, mathematics, art and design, history and religious education. Pupils in Years 5 and 6 make the best use of ICT, because they have more regular access to computers than pupils in other year groups.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' achieve well and attain above expected standards.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, especially as a result of the focus placed on the study of different world faiths.

Commentary

60. Only one lesson was observed during the inspection, but further evidence was gathered from an analysis of pupils' books and displays, photographs and discussions with teachers and pupils. Standards in Year 2 and Year 6 are above the expectations of the locally agreed syllabus and pupils, including those with special educational needs or those whose mother tongue is not English, make good progress and achieve well. These judgements are similar to those made at the time of the last inspection.
61. Pupils in Years 1 and 2 visit the local church and have a good knowledge of the building and the Christian symbols. They discuss the various functions the church performs, such as weddings, baptisms and funerals. They are familiar with the main festivals and know what happened at Easter and Christmas. They recognise the Bible, the Torah and the Qur'an as special and precious books. An introduction to other world faiths is made through a detailed study of the artefacts used in Judaism and pupils have produced interesting glossaries to illustrate and identify these. The curriculum makes a valuable contribution to the pupils' spiritual, moral, social and cultural development. Pupils study the Hindu concept of Mother Earth and reflect upon their feelings for their own mothers and moral dilemmas.
62. The good knowledge and understanding of world faiths and pupils' spiritual development are built upon very well in Years 3 to 6. They learn about Buddhism and pupils who are practising Muslims make an excellent contribution to the study of Islam. Teachers make very good use of lessons to encourage pupils to think about their responsibilities to others. The subject of *Who is my neighbour?* evokes thoughtful and compassionate responses from pupils in Year 5 and in Year 6, *I have a dream*, produces similar, mature and sensitive conclusions. A very interesting and attractive display of personal shrines also helps pupils to consider special features and spirituality in their own lives.
63. Very good teaching was observed in a Year 6 lesson, when the teacher made very good use of cross-curricular skills to give the pupils a deeper insight into the Biblical portrayal of the Last Supper and communion as an integral part of Christian worship. Having visited the church, pupils looked at interpretations by famous artists and then depicted the event in a variety of ways through paintings, cartoon drawings, or by creating a slide on the computer or forming a human tableau. The very effective teaching and learning, combined with the pupils' very good positive attitudes, enabled all groups to produce good quality work.
64. The subject is well led and managed. The co-ordinator is knowledgeable and enthusiastic and the school's teaching programme is broad and effective.

Geography

Insufficient lessons were observed to make a secure judgement about provision. It is possible, however, to judge from displays, from analysis of pupils' work and teachers' plans that standards, as at the time of the previous inspection, are in line with national expectation. Geographical skills and subject vocabulary are taught in the context of real places. In Years 1 and 2, comparisons are made between Heaton Mersey and the Isle of Struay and in Years 3 to 6, comparisons between the pupils' home locality and Castleton. Much of the work is effectively taught within cross-curricular topics and contributes well to pupils' literacy skills.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching is good and goes beyond just understanding, focusing very well on the skills required for historical studies.
- Pupils' attitudes are very good and this impacts positively on their learning.
- The subject makes a good contribution to literacy and to pupils' spiritual, moral, social and cultural development.

Commentary

65. Standards are above the national expectation throughout the school, and pupils achieve well. This represents an improvement since the previous inspection. A particularly strong feature is the emphasis upon teaching historical skills within the topics studied. Time lines are displayed in all classrooms to help pupils gain an understanding of the sequence of events in their own lives and in the topics they study. A good emphasis is placed upon changes that have occurred from the past to the present. In Years 1 and 2, the life and work of Florence Nightingale is taught well, using contrasts in hospital conditions, then and now, as an example. Year 6 pupils research the changes in local housing and have produced some very perceptive writing and displays. In Year 6, an excellent lesson was observed where the content made a very good contribution to pupils' social and cultural development. A group of pupils produced a thoughtful and insightful list of the problems faced by immigrants to Britain and the influence they have had on changes to the culture of this country. Pupils' research and enquiry skills are well developed. They use the library, the Internet, interviews and visits to extend their knowledge and they learn how to make notes in preparation for their extended writing. Pupils use their literacy skills very well to write letters in Years 1 and 2 to the Prime Minister to tell him about hospitals. There are good examples of sensitive writing in Years 3 to 6, for instance, to describe the life of an apprentice at Styal Mill during the Victorian era.

66. Good teaching is characterised by the detailed planning of interesting activities. Pupils are encouraged to use a range of ways to describe the past, including specialist language, pictures and models. Visits and visitors enhance the curriculum and provide further stimulation and interest for pupils. As a result, they respond very well, are enthusiastic and work hard in lessons. They co-operate and discuss sensibly in small groups and present their work with care. The quality of marking is good and provides plenty of encouragement and makes helpful suggestions for further improvement. The quality of leadership is good and curricular planning ensures all topics are appropriately taught.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Pupils use a wide range of media well and achieve above expected standards overall.
- Teachers provide good instruction in drawing and painting techniques.
- Three-dimensional work is under-represented in the curriculum.

Commentary

67. Because pupils use many different media to draw and paint and they are taught the techniques for using them well, they reach above average standards and achieve well. Pupils' work observed in lessons, in their sketch books and in the school's portfolio reveals well-crafted portraits, abstracts, still life and landscapes, using pencils, pen and ink or painted using acrylics and watercolours.
68. In the lesson observed, teachers and a teaching assistant, who has a particular brief for promoting creativity throughout the school, provided good instruction in the technique of using different media to draw or paint. This was particularly evident in a good Year 4 lesson in which pupils succeeded well in creating a war-torn landscape, reflecting the style of Picasso. Both the teacher's and the teaching assistant's good subject knowledge enabled pupils to create the effect they desired using pastels and shading techniques.
69. Although the curriculum is well integrated with other subjects, particularly design and technology, the amount and quality of three-dimensional work does not reflect the output or standards of the rest of the work.

Design and technology

No lessons in design and technology were observed during the inspection. There was insufficient evidence to make a secure judgement about standards at the end of Year 2 and Year 6. However, cross-curricular links were evident in a Year 4 art and design lesson where pupils used a computer to aid their designing and making of a chair. They were required to identify the materials they would need, to organise their work, and to identify the skills they would need to complete their task. Analysis of pupils' work, discussion with teachers and pupils and school documentation, indicate compliance with the National Curriculum requirements.

Music

No lessons were observed. It was not possible to make an overall judgement about provision. The planned music curriculum fully meets the requirements of the National Curriculum and as at the time of the last inspection, the school's steelband is a good feature of the music provision in the school. Pupils from Years 2, 4, 5 and 6 form separate or combined groups to play for their own pleasure in lessons. They meet after school and entertain parents and the wider community during performances in and out of school. There is a recorder club, which meets weekly and contributes well to the playing ability of those who attend regularly.

Physical education

Only one dance lesson was observed during the inspection. As a result, it is not possible to make a secure judgement about provision. Evidence gathered from discussions and documentation indicates that pupils experience the full National Curriculum and considerable enrichment as a result of the range of after-school clubs. At various times of the school year, pupils attend, in good numbers, football, *kwik* cricket, athletics, netball and lacrosse clubs and receive instruction in rugby skills from a member of a local rugby club. The annual Year 6 residential visit provides pupils with opportunities to experience several outdoor pursuits, such as climbing, archery, rifle shooting, canoeing and orienteering. School records indicate that most pupils leave the school meeting the requirement to swim 25 metres unaided. The dance lesson observed provided evidence of very good cultural development, the lesson being closely linked to the pupils' current history project and with a focus on the way in which individual pupils reflected their own heritage in the style in which they danced. There is good accommodation for outside activity, which contributes well to pupils' games skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION

There was not enough evidence to report specifically on this area of the curriculum. However, very good relationships between pupils and adults ensure that pupils have every opportunity to grow in confidence and develop as contributing members of their school and as citizens in the wider community. As a result, pupils have a very positive attitude to school. In a very good Year 6 circle time session (an opportunity to reflect upon personal feelings and current issues), the sensitive way in which the teachers helped pupils articulate their concerns about moving on to secondary school contributed very well to pupils' personal development.

Good opportunities for pupils' personal, social and health education arose during lessons in other subjects. At appropriate times, teachers introduced and explored ideas and issues as they arose. For example, in a Year 4 lesson, pupils became upset after others challenged them over the use of a whiteboard, the teacher intervened to remind all about the importance of teamwork and care for others. As a result, pupils made good progress in developing their sense of social justice and understanding and that their actions can affect others. The responsibilities that pupils have around the school and their participation in assemblies all contribute well to their development in these areas.

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	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
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).

