

INSPECTION REPORT

ST WINIFRED'S R C PRIMARY SCHOOL

Heaton Mersey, Stockport, Cheshire

LEA area: Stockport

Unique reference number: 106129

Headteacher: Mrs P M Smith

Lead inspector: Mr A Markham

Dates of inspection: 1 – 3 March 2004

Inspection number: 258000

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 Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	357
School address:	Didsbury Road Heaton Mersey Stockport Cheshire
Postcode:	SK4 3JH
Telephone number:	0161 432 5782
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Shaw
Date of previous inspection:	22/6/1998

CHARACTERISTICS OF THE SCHOOL

This larger than average size Roman Catholic Primary School serves the parish of St. Winifred's, Heaton Mersey in the suburbs of Stockport. The school has an extensive catchment area, the majority of which is private housing, with a small minority of rented and council housing. The school occupies a large site with three separate buildings, but has no playing fields. There are 360 pupils at the school, in 14 single age classes. There are 53 pupils on the special educational needs register at present, their main difficulties are specific learning difficulties, social/emotional/ behavioural problems, speech difficulties and physical impairment. Six pupils have a statement of special educational needs. Very few pupils are from other than white British backgrounds and very few pupils speak other than English at home. The number of pupils claiming their entitlement to free school meals is low. At the time of the inspection it was 2.4 percent of pupils. Children enter school when they are four into the reception class. Most children have some pre-school experience and their attainment on entry is broadly average. The rate of pupil mobility is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1390	Mr A. Markham	Lead inspector	Science Physical Education English as an additional language
13450	Ms J Madden	Lay inspector	
32159	Mrs B Remond	Team inspector	Geography Foundation Stage Special educational needs
22046	Mrs J Joliffe	Team inspector	English Art and design History
21910	Mr J. Stevens	Team inspector	Mathematics Information and communication technology Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Pupils' achievement is good and standards are generally well above average. The teaching is very good. The school is extremely well led and very effectively managed. The headteacher has successfully created a committed, hard working team who care for the pupils well. The school gives a very high emphasis to ensuring that the needs of all pupils are met. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- The headteacher presents a very good role model for staff and pupils and leads the school very well.
- Teaching is very good overall.
- Standards in English, mathematics and science are high and pupils achieve well.
- Pupils have very good attitudes to learning and behave very well.
- The curriculum is very good; teachers use cross-curricular links well to enhance learning opportunities and the curriculum is enriched by a wide range of extra-curricular activities.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- There is a very strong commitment to meeting the needs of all children.
- Standards in information and communication technology are not high enough.
- Opportunities for outdoor activities in the reception class are limited.
- Links with parents are very good.

The school has made good improvement since the last inspection. Most of the main recommendations have been successfully tackled. Well-organised assessment procedures have been developed and the progress of pupils is now carefully monitored and analysed. Statutory requirements are now met. There has been an improvement in planning in information and communication technology, but standards are still not high enough. The lack of a computer suite has limited opportunities for pupils to access computers but this issue is being addressed. Standards in English, mathematics and science have improved and are now well above average. Provision for pupils' spiritual, moral, social and cultural development has improved. Teaching has improved and leadership and management continue to be very good.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The achievement of pupils is good overall. Children in the reception class make good progress and achieve well. The great majority will have reached or exceeded the standards expected by the end of the reception year. Pupils in Years 1 and 2 attain very good standards in reading, writing and mathematics and achieve well. Performance in the end of Year 2 tests over the last four years has generally been well above national averages. Inspection evidence indicates that the current Year 2 pupils are achieving standards that are above average in mathematics and well above average in English and science. The performance of Year 6 pupils in national tests over the last four years has generally been above or well above national averages. In 2003, performance was high; results in English were well above average and in mathematics and science they were in the top five percent

of schools. Performance generally compares satisfactorily to that in similar schools. The present Year 6 pupils are achieving very well and attaining standards that are well above average in English, mathematics and science. They also attain well above average standards in history and art and design, but have below average basic skills in information and communication technology. Standards in geography are good and they are around average in other subjects. Pupils with special educational needs make good progress and achieve well.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good. Pupils have very good attitudes to learning, behave very well and are keen to come to school. The attendance of pupils is very good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is very good overall. It is very good in the reception classes and in years 3 to 6 and good overall in years 1 and 2. Teachers give very good attention to developing the basic skills of literacy and numeracy, but also use cross-curricular approaches effectively to develop pupils' interest and as a result learning is very good. Support staff make a significant contribution to the quality of teaching and learning, particularly for children with learning difficulties. The curriculum for pupils in years 1 to 6 is very good. It is broad and balanced with a good range of extra-curricular activities enriching opportunities for pupils. The curriculum for children in the reception classes is generally good, but provision for physical development is limited because there is no designated outdoor play area. The school cares for pupils well. Their progress in learning is carefully monitored in order to plan appropriate support and guidance.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher has a very clear vision for the school's advancement and has successfully created a committed approach to improvement within the staff, who work very well together as a team. School self-evaluation procedures are good and information is used well to inform strategic planning. The governing body supports the school very effectively. Governors have a good awareness of the strengths and weaknesses of the school, comply with all statutory requirements and fulfil their responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and the provision made for their children. The school is highly regarded in the community. The majority of pupils have very positive views about the school.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT.
- Improve provision for outdoor activities in the Reception Classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are **very good**. Achievement throughout the school is **good**. By the end of Year 2, standards are well above average in reading and writing and above average in mathematics. By the end of Year 6, standards are well above average in English and in 2003 were in the top 5 percent of schools in mathematics and science.

Main strengths and weaknesses

- Children make good progress in all areas of learning in the reception class and achieve well. Their attainment by the time they enter Year 1 is above average.
- Achievement throughout the school in English, mathematics and science is good; children enter the school with average levels of attainment, and greatly exceed national levels by the time they leave.
- In Year 2, performance in tests over the last four years has generally been well above average.
- In Year 6, performance in tests is very good. Standards in English and mathematics are well above those expected nationally.
- There was a marked improvement in performance in science in 2003, results being very high.
- Standards in art and design and history are well above those expected nationally and in geography they are above average.
- Standards in information and communication technology are below average.

Commentary

1. The majority of children enter the reception class with levels of attainment that are average compared to those expected. Because of the very effective teaching they receive, children make good progress in all areas of learning and, by the end of the reception year, most meet the standards expected in all areas of learning and a high proportion exceed them.
2. Pupils in Years 1 and 2 make good progress and achieve well. They generally attain above or well above average standards. Performance in tests in 2003 was well above average in reading and mathematics and above average in writing. Attainment in science, as shown by teacher assessments, was also above average. Attainment over the last four years has generally been very good. Standards attained in reading and writing have virtually always been well above average. Standards in mathematics have shown slightly more variation but have been either above average or well above average. Results generally compare well with those in similar schools. In 2003 test results in reading and mathematics were above average compared with similar schools and results in writing were around average. This good performance in tests is reflected in the average points score table below.

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

Standards in:	School results	National results
Reading	17.6 (18.3)	15.7 (15.8)
Writing	15.8 (15.7)	14.6 (14.4)
Mathematics	17.9 (17.3)	16.3 (16.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 tests for pupils in Year 6, performance was very good. Standards were well above the national average in English and in the top five percent of schools in mathematics and

science. The school successfully achieved the targets it had set for attainment at both Level 4 and the higher Level 5. Performance in tests in English and mathematics has been very good over the last three years. Performance in science has been more variable, it is generally at least average, but there was a marked improvement in 2003. This situation is shown in the average point score table below.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.0 (28.5)	26.8 (27.0)
Mathematics	30.3 (28.5)	26.8 (26.7)
Science	31.4 (29.1)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

4. Performance generally compares well with that in schools with a similar proportion of pupils entitled to free school meals. In 2003 results were above average in English and well above average in mathematics and science compared with similar schools. Results in English, mathematics and science have risen in the last three years and the overall trend is similar to that found nationally.
5. Pupils make good progress and achieve well because very good quality teaching develops a very positive learning ethos in the school. Pupils consequently have very good attitudes to learning. The standards being attained in English and science by the present group of Year 2 and Year 6 pupils continue to be well above average. Standards in mathematics are above average by the end of Year 2 and well above average by the end of Year 6. The attention given to the development of the basic skills in English language and literacy enables pupils to access the wider curriculum well and to make good progress. Pupils have good mathematical skills and use these well across the curriculum. Pupils have a good understanding of scientific methodology and their knowledge of a wide range of topics is very good. Although teachers make good use of computers in classrooms to enable information and communication technology to be used across the curriculum, pupils' basic skills are not well developed and standards overall are below average.
6. Throughout the school pupils achieve standards that are average in design and technology, music and physical education and in history in Years 1 and 2. Standards are above average in geography throughout the school and in art and design in Years 1 and 2. By the end of Year 6 standards in history and art and design are well above average. Pupils achieve particularly well in history and art and design, reflecting the attention given to development of the subjects in the recent past. In the inspection, no difference in achievement between boys and girls was noticed.
7. The school works hard to ensure that the differing needs of pupils are met. Good provision is being made for the small number of gifted and talented pupils who have been identified. As a result, these pupils are making particularly good progress and are achieving very well. Good support is given to pupils with special educational needs. They make good progress in relation to their prior attainment because of the quality of support they receive in lessons and the work that is planned to meet their needs. The very few pupils from minority ethnic backgrounds make similar progress to other pupils at the school.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes, values and personal qualities are **very well** developed. Attendance is very good with good punctuality. Pupil's attitudes and behaviour are very good with the school developing the spiritual, moral, social and cultural values of pupils very well.

Main strengths and weaknesses

- Pupils are very keen to come to school and put their hearts into all that the school has to offer.
- The very good behaviour of pupils stems from their constructive relationships with each other and the adults in the school.
- The hard work of pupils and the desire to succeed makes a significant contribution to their learning.
- The very good development of pupils' personal qualities through spiritual, moral, social and cultural awareness builds their self-confidence and individual values.

Commentary

8. Pupils enjoy coming to school and most arrive in good time for the start of the school day resulting in very good attendance. Parents often have difficulty in persuading them to stay at home when they are ill and only few take holidays in term time. Parents are aware of the need for their children to be in school for the whole school year and the only difficulty the school has is the uncertain punctuality of some pupils. Staff work hard to remind those parents of its importance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

9. The happiness of pupils is evident from the way they approach all aspects of school life, they are confident and enthusiastic taking pleasure in their friendships and relationships with the staff. All work very hard and enjoy doing so because of the challenge and resultant learning evident in the majority of lessons. The atmosphere in the school is consistently calm and comfortable, with pupils having self-control and empathy in their approach to others. No pupils have been excluded in the past twelve months as shown in the table below.

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	269	0	0
White – Irish	13	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Black or Black British – African	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	61	0	0

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

10. Pupils with special educational needs form effective relationships with their peers, who often give good support within school, and all adults. They feel very secure when contributing to the discussion elements of lessons and teachers positively encourage their contributions. The school's inclusive policy is actively followed in the school. Older pupils are consulted about the review of their individual education plans.
11. The whole ethos of the school is focused on pupils having an understanding of the world and their place in it. This is based on a set of Christian values and beliefs which pupils are proud to subscribe to and which informs their relationships and behaviour. They are developing an understanding of the beliefs of others and how this informs their life style and culture.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. The school very successfully provides for the needs of all its pupils in a very caring environment.

Teaching and Learning

The quality of teaching is **very good overall**. Pupils' learning is **very good**. Pupils are enthusiastic learners and make good progress throughout the school. Formal assessment procedures are good and the marking of pupils' work is used well to help pupils understand how they can improve.

Main strengths and weaknesses

- Teachers' subject knowledge is very good and lessons are well planned with tasks that interest and engage pupils very well.
- Teachers manage their classes well and have very high expectations of pupils' behaviour.
- Teachers explain new learning clearly and make effective use of questions to ensure that pupils understand.
- Teachers ensure equal opportunity for all pupils.
- Teachers give good attention to teaching the basic skills of literacy and numeracy.
- In a few lessons the pace of learning slows.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	22 (43%)	17 (33%)	11 (22%)	0	0	0

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

Commentary

12. Teaching has many strong features. Teachers' explanations are lively and stimulating and successfully develop an enthusiastic response from pupils. They plan their lessons well and in nearly all cases explain the objectives of the lesson to pupils in order that they develop a clear understanding of what they are to learn. In the particularly good lessons these objectives are returned to at the end to enable pupils to evaluate their progress. Learning is sequential with teachers making good use of questions to review the work of previous lessons in order to develop pupils' understanding and lead into the new learning effectively. These well-organised approaches result in pupils developing a good understanding of the topics being taught. Although in general the pace of lessons is very good, in a few lessons it slows and this results in less successful learning.
13. Teachers' subject knowledge is good and their explanations are accurate and clear. They give a high emphasis to the teaching of the basic skills in literacy and numeracy and, as a result,

pupils make good progress in these subjects. Links with other subjects are used effectively. For example, in a literacy lesson with Year 5 the teacher used a guitar to examine factual writing, linking work in science on sounds very imaginatively with the development of pupils' understanding of the vocabulary used in such texts by describing the parts of the guitar. Teachers make good use of resources to ensure that tasks are interesting and challenging.

14. Teachers work hard to ensure that they give all pupils equal opportunities to take part in the learning opportunities on offer. Formal assessment arrangements are good and in general teachers use the information obtained effectively to set targets for individual pupils and plan work that appropriately challenges their capabilities. They know their pupils well and use targeted questions to monitor pupils' understanding during lessons and, in the better lessons, adapt their approach accordingly if pupils are having difficulty.
15. Teachers use a range of strategies to foster learning and develop pupils' social skills. For example, pupils cooperate well when given opportunities to work in pairs and groups in lessons such as science. The atmosphere in lessons is very good with pupils working well together and having very positive and enthusiastic attitudes to their learning. Teachers have high expectations of pupils' behaviour, which the pupils strive to fulfil. Relationships in the school are very good and teachers have a very caring approach. They work hard to ensure that each pupil is supported well in order to enable them to fulfil their potential. This successfully creates a very positive learning atmosphere in the school, and pupils enjoy their lessons and work hard. Pupils, consequently, make good progress in their learning and achieve well.
16. Teaching provision for pupils with special educational needs is good. Staff understand the needs of their pupils well. In most lessons, individuals and groups are given good support in tasks that are well planned to meet their needs and enable them to make good progress towards the targets in their individual education plans.

The curriculum

The curriculum is **very good**. It is broad and balanced and enriched by a very good range of activities. The accommodation and resources are **satisfactory**.

Strengths and weaknesses

- Provision for literacy and numeracy are very good.
- The range of opportunities for enrichment is very good.
- Very good use is made of cross-curricular links to support pupils' learning and enjoyment.
- The outdoor play area for children in the reception classes is unsatisfactory, limiting opportunities for physical development.
- The lack of a dedicated computer suite limits opportunities to develop skills in ICT.

Commentary

17. The curriculum is broad and balanced and fulfils the statutory requirements of the National Curriculum. Provision in the Foundation Stage is good overall and takes account of the nationally agreed areas for learning although the lack of a secure outdoor play area limits opportunities for physical development. In Years 1 to 6, pupils experience a very good range of well-planned opportunities including drugs and sex education, which are well covered and dealt with by the school.
18. The national strategies for literacy and numeracy are implemented very well. The basic skills are developed very effectively both in specific literacy and numeracy lessons and in lessons in other subjects. Provision in English and mathematics is enhanced by the use of 'booster' lessons provided for pupils in Year 6, which are tailored to meet the different learning needs of

pupils. Very good use is made of cross-curricular links to support the development of the basic skills across the curriculum. They are used well to bring about coherence and enrichment to the overall provision. Provision in ICT suffers from the lack of a dedicated computer suite, which limits opportunities to develop pupils' basic skills. A new suite is under construction and there are detailed plans for improvement. All classes have a timetabled session for music, which is an improvement from the last inspection. Good use is made of visiting musicians to provide a range of instrumental tuition.

19. Close attention is given to ensuring that the curriculum caters for the needs of all pupils. Pupils with special educational needs have access to the full curriculum. Individual learning plans are carefully drawn up with targets that are attainable, realistic and well focused. The tasks presented to these pupils are well designed to meet their individual needs and, as a result, they make good progress, achieve well and develop their capabilities. The school has identified pupils who are gifted and talented and makes good provision to meet their learning needs. Good use is made of advice from external providers and other professionals to ensure that work planned is suitably challenging. Provision for the very few pupils at the early stages of English language acquisition is good.
20. A wide range of extra-curricular activities enriches the curriculum. After school clubs provided include art, drama, French, choir, netball, football and cross-country running. The use of visits and visitors effectively enlivens the curriculum available to pupils. Visits to Chester, a Hat Museum, Vernon Park, Styal Mill, Bramhall Hall and an ex-prisoner of war camp, all enhance the pupils' opportunities for learning. There is a good match of teachers to the curriculum with pupils also benefiting from specialist coaching and tuition in the performing arts.
21. The quality of accommodation and resources is satisfactory overall. Classrooms and the hall provide a pleasant environment for learning. There is a small library, which is used by pupils for personal research and also for small group work, but there are shortcomings in ICT and also outdoor play in the Foundation Stage.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is **good**. The guidance and support for pupils is very **good**. The school has **good** arrangements for involving pupils in the life of the school through seeking, valuing and acting on their views.

Main Strengths and weaknesses

- The school takes very seriously the care and welfare of all pupils and is sensitive to the needs of individual pupils.
- The specific need of each pupil for their personal and academic development are very well supported by assessment information and the personal knowledge of the staff.
- Pupils feel able to contribute to school life and change things for the better. This equally applies to their learning when they are involved in the assessment of their work.

Commentary

22. The school takes good care of its pupils. Staff understand child protection procedures and are given annual refresher training to work effectively within the local guidelines. Pupils are well supervised during the school day, particularly in the Reception and Infant classes. Risk assessments are consistently undertaken for daily life in the school and for visits to ensure the safety of the pupils. Care is taken to ensure that opportunities are presented to all pupils to be fully involved in everything the school offers. The curriculum and the use of visits and visitors is developing well the pupils' ability to look after themselves in the wider world.
23. Pupils have good relationships with staff, find them easy to approach and are confident to discuss any problems or concerns they may have with them. Staff consequently know their

pupils well. This, combined with the effective assessment procedures, ensures the consistent tracking of progress and appropriate target setting for individual pupils. As a result teachers are able to give pupils clear advice on improving their learning and guidance with their personal development.

24. Pupils' views are sought and taken into account as the school seeks to improve. In addition, they are able to voice their opinions and concerns on a regular basis through the worry boxes and suggestions for the school council. Pupils take an active part in monitoring their personal targets.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community. There are **very good** links with each.

Main strengths and weaknesses

- Parents are regularly involved and consulted on areas of the curriculum and policy changes.
- Information for parents on the daily life of the school, including the learning and progress of their children, is a regular feature of the school.
- Relationships with the wider community provide a rich source for curriculum extension and support pupils' development well.
- Relationships with partner schools contribute to the quality of pupils' support and learning.

Commentary

25. The school has a warm and caring partnership with parents based on their trust and confidence, which supports pupils' learning and personal development. Communications with parents are good. They are consulted and involved in the changing and developing provision made by the school. They are regularly kept up to date on how their children are taught and how they can help to contribute to their child's progress. There has been a recent change in the timing of the formal meetings between teachers and parents, at the request of parents. Reports are informative and contain targets, which parents can work at with their children.
26. The school has wide community links, both at home and abroad. Pupils are able to benefit from the funding contributed by local industry and learn about the local community through the Parish and local organisations. In addition, by visiting areas of interest and the school's international connections, they develop a wider understanding of the world.
27. The school has worked closely with other schools to develop parts of the curriculum and to ensure all pupils receive appropriate support for their learning. Pupils also take part in sporting events and competitions with groups of local schools.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **very good**. The governance of the school is **very good**. Governors give very good support to the school and meet their responsibilities very well. The school is **very well** led by the headteacher and senior staff. Management of the school is **very good**. There is a very positive learning ethos and, as a result, pupils' achievement is **good**.

Main strengths and weaknesses

- The headteacher gives strong educational direction, with an emphasis on the raising of standards.
- The governing body has a wide range of expertise, is fully involved in the life of the school and fulfils its statutory duties very well.

- There is a very strong commitment to equality of opportunity and high pupil achievement.
- The headteacher is well supported by all staff and there is a committed team approach.
- The school's self-evaluation procedures are good and information is effectively used.
- School improvement planning is very well organised and effectively supports the raising of standards.

Commentary

28. The headteacher leads the school very well. Her hard work and determined approach to improving the work of the school presents a very good role model for staff. She is well supported by the deputy headteacher and senior management team. The particular skills and abilities of staff are employed effectively and, as a result, there is a successful team approach with a commitment to improvement and a capacity to succeed.
29. The school aims to provide an environment where all children can experience success and achieve their full personal, social and academic potential. This it does well. The school is a very caring establishment with a positive, supportive ethos. Relationships are very good, with all staff giving careful attention to the needs of the pupils to ensure equality of opportunity. There is a determined approach to raising standards, but emphasis is also appropriately given to ensuring that pupils are developed as responsible and caring individuals. The headteacher and staff have successfully created an enthusiasm for learning in pupils and, as a result, they achieve well.
30. The governing body very effectively supports the headteacher and staff. The governing body has a particularly wide range of expertise, including professionals from the world of education and other sectors. They carry out their statutory duties very well and monitor the work of the school closely. The chair of governors keeps well abreast of pupils' progress at the school, and meets with the headteacher on a regular basis. All governors are linked to a subject and have meetings with subject coordinators to discuss progress in the subject. A small number of governors have also observed lessons. These procedures give the governors a very good awareness of the work being carried out in the school, the areas of strength and those areas in need of development.
31. A clear direction is given to school improvement. The school monitors and evaluates its work rigorously in order to draft its school development plan. Assessment procedures are good and pupils' learning is closely monitored. Performance in tests is carefully analysed and information is gathered on individuals and different groups of pupils in order to plan support and intervention. This ensures that pupils' progress is tracked throughout their time in the school. The procedures effectively support the setting of targets for pupils, particularly in English and mathematics, and are instrumental in supporting the raising of standards. Priorities for attention and action to be taken are clearly identified and progress in the development plan is closely monitored and evaluated.
32. The quality of teaching has improved as a result of the effective monitoring and evaluating of lessons. Teachers have benefited from constructive feedback and targeted training covering particular aspects of the curriculum. For example, the teachers are now much more confident and skilled in teaching literacy and numeracy. Staff benefit from the regular review of their performance and work hard to achieve the objectives that they are set. New members of staff are inducted well and given very good support both by the person delegated with that responsibility and the rest of the staff.
33. The support given to pupils with special educational needs and the few from minority ethnic groups is well organised. The effective manner in which support staff are used is an important factor in the good progress that these pupils make. The school has taken appropriate action to address the requirement to remodel the workload of the workforce.

34. Financial planning and control systems are good and spending is closely linked to priorities in the school development plan. The priorities accurately reflect the educational needs of the pupils. Governors monitor the budget carefully and are aware of the financial constraints on the school. They have a clear awareness of the effect that the gradual fall in pupil numbers is having on the budget and a long-term strategy to cope with the situation is in place.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	679,140
Total expenditure	671,961
Expenditure per pupil	1,866

Balances (£)	
Balance from previous year	5,389
Balance carried forward to the next	12,568

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision for children in the Foundation Stage is good. Children enter the reception class with attainment broadly average in all areas of learning. From the time the children enter the reception class they are exposed to a stimulating learning environment. Overall, the quality of teaching is very good. The phase leader provides good leadership and management and has created an effective team. Teachers and support staff have a good understanding of how young children learn, assessment is very thorough and activities are carefully planned to develop children's learning in an exciting and enjoyable way. Staff work closely together, ensuring good continuity for the children. As a result, children make good progress and achieve well in personal, social and emotional development, communication, language and literacy and creative development; achievement is satisfactory in mathematical development and knowledge and understanding of the world, but unsatisfactory in physical development because opportunities for outdoor play are limited by the accommodation. The accommodation both indoors and outdoors, places restrictions on the delivery of the curriculum. The staff work very hard to ensure this is kept to a minimum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good** and leads to standards that are above expected levels.

Main strengths and weaknesses

- Children achieve well and become self-confident because the adults provide a caring environment, opportunities for taking responsibility and have high expectations of good behaviour.
- There is a high expectation of trying hard, sharing and concentration. The children respond very well to these demands and make rapid progress because of the very good organisation of interesting activities.

Commentary

36. Teaching in this area is consistently very good. Many opportunities are provided throughout each day for children to share equipment, to work and play together and to cooperate on demanding tasks. They are able to participate actively in whole class sessions for 15 to 20 minutes, confidently responding when asked. This increasing confidence and ability to concentrate is due to the teacher's carefully planned activities, which stimulate and interest the children. Children are very happy and really enjoy school because they understand what is expected of them. For example, all children are paired with a 'special friend' from Year 6 who will help and support them through the year. Through appropriate praise of good work and behaviour, staff nurture very good attitudes with children. All adults promote very good relationships and have created very good working partnerships between themselves and parents. The majority of children are on target to exceed the requirements of the early learning goals in this area, by the end of the year.

COMMUNICATION, LANGUAGE AND LEARNING

The provision in communication, language and learning is **very good**.

Main strengths and weaknesses

- Children's speaking skills are well developed because the teachers' expert knowledge and understanding of their needs ensures interesting and exciting activities to stimulate talking.
- Children make good gains in their literacy skills because the carefully planned tasks are appropriately challenging for their abilities.

Commentary

37. Very good quality teaching provides many opportunities for the children to communicate and explain their ideas. Some children on entry to school are reticent talkers but the stimulating activities provide on-going opportunities for them to talk with and respond to adults, as well as each other. Adults leading a group carefully structure the discussion, skilfully helping the children to talk about the specific activity. For example, in one very good session, working in small groups, the children created stories about the lands that the giant beanstalk passes through as it grows. Some children decided it would pass through a rainforest; when asked what is happening in the next land a child responded, 'The giant was peeping down'.
38. Through observations and careful planning, adults challenge children at an appropriate level and develop their skills in writing. Most children are linking sounds to letters. They use this knowledge to attempt to write, some writing the initial letters instead of whole words, others using more complex words and simple sentences. By the time they leave the Reception Year most children are likely to have achieved the early learning goals and some will have exceeded them.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Most children achieve well with all adults contributing to their learning.
- Teachers use a range of interesting, practical activities that stimulate the children and develop their mathematical skills across the curriculum.
- The more able children are not always sufficiently challenged.

Commentary

39. Teachers plan mathematical sessions very well so that there is a good balance of short, whole class activities, adult directed group work, and an opportunity for children to choose from a carefully planned, but limited range of self-chosen tasks. Most children make good progress and achieve well, but on occasions there is insufficient challenge for more able children who are asked to complete tasks that do not move their learning forward. Many children in the reception class can already recite and have an understanding of numbers to 15. This is evident during a whole class session when some children are able to add seven to eight and explain the strategy of counting on. Teachers use support staff well to develop children's learning. The majority are on course to attain the early learning goals and some could exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The opportunities provided for the children to learn about other people's way of life enable them to develop very positive attitudes to people.
- Teachers plan a range of activities, making good links with other areas of learning.
- There is no designated outdoor area for children to extend their experiences and learning beyond the classroom.

Commentary

40. Teaching and learning are good overall. A wide range of well-structured activities develops children's understanding of their world well. The lack of a designated outdoor play area restricts opportunities for some activities, but teachers work hard to overcome this and develop the children's curiosity and knowledge about the world around them. The teachers' wealth of knowledge and understanding of other cultural backgrounds enable them effectively to raise the children's awareness of different cultural traditions. Children have a good knowledge and understanding of the rainforest and the plants and animals that inhabit these unique areas. Children use the class-based computers with increasing confidence, word processing phrases to annotate their paintings.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Very good teacher planning enables children to experience as much of the curriculum as possible.
- There is insufficient large outdoor play equipment to challenge children and develop their physical skills.

Commentary

41. Teaching and learning are satisfactory overall in this area of learning, but the restricted range of large equipment limits opportunities for vigorous or explorative outdoor activity. The school is seeking ways to solve this problem and takes every opportunity to use the wider environment of the school, and beyond, as a learning resource. Using the available range of equipment, planned activities develop children's learning well. Children using small climbing equipment are able to run, jump, balance, climb and crawl. They are also able to use the very limited number of wheeled toys outside, demonstrating a good awareness of the space around them and capably steering clear of other children. The children are aware of the effect of exercise on the body and most are able to change independently for physical education. Activities such as threading develop good hand-eye coordination, whilst the range of tools for writing and painting give children experiences in manipulating small objects. The majority of children are on course to meet most of the early learning goals but would benefit greatly from the opportunity to use large play equipment out of doors.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children learn well because the teaching is very good.
- Standards are good. Most children achieve well and will exceed the early learning goals.
- Good cross-curricular links are made.

Commentary

42. Teaching in this area of learning is very good and as a result the children learn well and make good progress. Children are encouraged to explore colour, pattern and shape using a variety of materials. Quality work is seen in painting, clay modelling, collage and needlework, resulting from very good use of stimulating resources. For example, children's observational paintings of irises are of a very high standard, of which they are justifiably proud. Children are given very good opportunities to communicate through music, exploring the sounds of different instruments. They are able to select instruments that they consider appropriate to accompany the main elements in the story of 'Jack and the Beanstalk', and join with others to produce a good recording of their composition. The rest of the class listen appreciatively as it is played.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Strengths and weaknesses

- Pupils' extended writing is of a very good quality and handwriting is exceptionally good.
- Pupils have very good attitudes to learning and listen attentively.
- Teachers are very knowledgeable, have high expectations and challenge pupils to do their best.
- Activities across the curriculum provide pupils with rich and varied opportunities to develop language and literacy skills.
- The use of drama is creating enthusiasm for language and learning.

Commentary

43. Standards are well above average throughout the school. Pupils are very attentive and listen carefully. Their speaking skills are good by the end of Year 2 and very good by the end of Year 6. Writing is of high quality and reading is also very good. Handwriting is often of an exceptionally good quality. Pupils of all levels of attainment are achieving well across the school. Pupils with special educational needs are making very good progress towards their individual targets.
44. Higher attaining pupils in Year 1 are able to produce an independent piece of writing in very clear, well-formed handwriting. Their work is of a standard not usually found for pupils of this age. Punctuation is very good and, in longer pieces of writing, connectives such as *suddenly*, *when*, and *next*, are used accurately, to add interest and organisation to the text.
45. By Year 2, pupils can write a set of instructions, a short description and their own poems. Both higher and middle attaining pupils produce a high volume of writing for a wide range of purposes. Pupils write in sentences to practise grammar as well as writing imaginatively about a picture. Lower attaining pupils are beginning to write more accurately in sentences and are making very good attempts at writing creatively. Reading books give just the right challenge. Pupils use strategies to read new words and their comprehension is very good. Overall their achievement is good. Parents give very good support for their children's reading and make positive comments in the reading record. Target setting is used well and is helping pupils to know how they should improve.
46. Standards in Year 6 are well above average, supported by a very rich curriculum, which gives very good opportunities to develop literacy and thinking skills. The large group of higher attaining pupils produce work of a very good quality. For instance, they recognise the passive

and active voice and can use two sets of key events to produce a single, logical, coherent written report. Pupils use good descriptive techniques to enhance their stories. One pupil wrote, "As I walked towards the icy pond, which was like a glass floor, I caught a glimpse of a tall person wrapped in winter clothes. Who could it be? Middle attaining pupils write attention grabbing news headlines such as "Fiasco on M1!" They also write very interesting letters to Charles Darwin using a formal style and tone. Lower attaining pupils organise information to write a persuasive argument for and against whether children should do homework. The standard of most pupils reading is above or well above average. Their reading books are often complex and challenging but pupils understand and enjoy them. This level of attainment is not reflected in tests and the school is planning to do some focused work on inference and deduction.

47. Teaching is very good and teachers' expectations are high. Planning is clear and marking is helpful and constructive. Teachers' effective use of targeted questioning ensures that pupils understand what is expected of them. Lessons have a very good pace and are well organised with clear structure. There is usually a well-managed, effective session at the end of lessons to recap and check on learning. National strategies to improve literacy skills are adapted and put to very good effect. Teaching assistants are effective in supporting the special educational needs of individual learners. The curriculum is very rich with a very good range of opportunities, including drama and performance, to develop language and literacy skills.
48. Pupils have very positive attitudes to learning, which are reflected in the high standard of presentation of work including handwriting, in which pupils take great pride. Homework is used effectively to develop learning. Drama is well used in teaching. The drama club is very popular and is creating interest and enthusiasm for language and literacy.
49. The subject is managed effectively by the new coordinator. She is a subject expert and has audited standards and provision in order to establish clear priorities.

Literacy across the curriculum.

50. The school is paying particular attention to the development of links across the curriculum and teachers expertly maximise opportunities for literacy in the different subjects. Questioning by teachers is effectively developing very good speaking and listening skills as well as providing challenge. A focus on subject vocabulary such as in science and art and design is improving the pupils' range of language and having a positive impact on the development of their literacy skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in the infants and well above average in the juniors and have been sustained at a high level since the last inspection.
- Pupils achieve well. Higher attaining pupils make good progress.
- Pupils have very good attitudes to learning.
- Teaching and learning is good, and at times very good, throughout the school. Teachers have good subject knowledge.
- Pupils behave well in lessons.
- Good questioning by teachers helps to generate a good pace in lessons.
- Expectations are high and pupils are challenged effectively.

Commentary

51. Good teaching helps pupils to reach standards which are above average by the end of Year 2 and well above average by the end of Year 6. Standards have been maintained at a level higher than the national average since the last inspection. Pupils make good progress and achieve well. Higher attaining pupils do particularly well. In 2003, 60 percent of pupils obtained Level 5 in the national tests, a performance that was in the top five percent of schools in the country. Provision for pupils with special educational needs is good. They are well supported by teachers and teaching assistants and consequently make good progress. In lessons, pupils benefit equally from what is on offer. There is no difference in the performance of boys and girls.
52. The quality of teaching and learning is good and at times very good. Teachers are confident in the three-part structure of the daily mathematics lesson. They share the learning objectives with pupils and review them in a session at the end of each lesson to ensure that pupils understand what has been taught. A key feature of the good and very good lessons is the brisk pace. Good questioning by teachers helps to keep the pace in the lessons moving. Teachers develop pupils' learning well by setting tasks involving problem solving and investigative work. As a result of this good teaching, pupils enjoy the subject, display very good attitudes and behave well in lessons.
53. Assessment arrangements are good. Teachers mark pupils' work carefully and make good use of positive comments to develop learning. Assessments are carried out every half term and optional national tests for Years 3 to 6 take place in May each year. Pupils' work is analysed and their progress is recorded on tracking sheets. Targets for pupils are set each term and shared with them. Those in Years 4, 5 and 6 who need extra help are given it in a special springboard programme with teaching assistants. Homework is regularly set.
54. The subject is managed effectively. The two coordinators are knowledgeable and committed. They have attended courses and informed the staff of the contents. Regular staff meetings take place and information is shared. One of the leaders has been able to monitor teachers in lessons and scrutinise the pupils' work. The school has made good progress since the last inspection.

Mathematics across the curriculum

55. There is a clear focus on the use of mathematical skills in subjects across the curriculum. For example in a science lesson with year 1 pupils, the teacher placed three hoops on the floor in the form of a Venn diagram and pupils had to place an instrument in the correct hoop according to sound. There is evidence of measuring and cutting tasks in design and technology. Bar graphs and tally charts are used well in science.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve well above average standards throughout the school.
- Teaching and learning are good.
- Good attention is given to developing pupils' skills in investigation.
- Teachers make effective links with other subjects to enhance learning.
- Leadership and management are good.

Commentary

56. Pupils develop a very good understanding of science as they progress through the school. By the end of Year 2 and Year 6, standards are well above the national average and the

achievement of pupils is good in relation to their prior attainment. Pupils have a very good understanding of a wide range of topics and a good grasp of what makes a test 'fair'. Pupils with special educational needs are given good support and achieve well. There has been good improvement since the last inspection.

57. The quality of teaching is good overall and much is very good. Teachers have a very secure knowledge of the subject and ensure that pupils are clear about what they are expected to do and what this will help them to learn through the very effective sharing of the learning objectives for the lessons. They make the subject interesting by providing a stimulating range of activities and giving pupils good opportunities for practical work. As a result, pupils have very good attitudes to the subject. They listen carefully to instructions, concentrate well and work hard at the tasks they are set.
58. Teachers give close attention to developing pupils' observational skills and their ability to carry out a 'fair test.' In a very good lesson with Year 4, the use of a range of materials enabled pupils to examine closely the features and characteristics. The pupils showed a high level of involvement and excitement when pouring sugar, rice, coffee and lentils from one container to another to explore the similarities and differences between these solids and liquids. Good use was made of the computer to enable pupils to view the materials through the digital microscope.
59. Links with other subjects are developed well. Good use is made of the pupils' literacy and numeracy skills. The pupils' work shows their ability to use scientific language accurately to describe their activities. Good use is made of graphs, charts and tables to show the results of their investigations. They record their methods, predict the outcomes of their investigations and draw conclusions showing a good understanding of scientific methodology. Some use has been made of information and communication technology; for example, pupils measure the temperature of their hands using sensors, but in general this aspect is less well developed.
60. The two subject coordinators have a good knowledge and understanding of the subject and have supported teachers effectively with planning. Assessment is well organised and a portfolio of pupils' assessed work has been collated showing the National Curriculum levels. A review of the subject is carried out each year in order to inform the drafting of an action plan. The coordinators consequently have a clear view of the areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards achieved are below those expected by year 2 and year 6.
- There is good use of ICT to support teaching and learning across the curriculum.
- Pupils are enthusiastic.
- Teachers are now more confident and competent in ICT.

Commentary

61. At the last inspection, standards were below those expected nationally overall by Year 6. Although there have been improvements in standards, they are still below national expectations by Years 2 and 6. The school lacks facilities for pupils to develop their ICT skills properly. With a maximum of three computers per classroom, pupils do not have enough time to practise all their skills. The governors have recognised this and at the time of the inspection, a new suite was in the process of being built. The suite will be opened later in the year and will enable all pupils to have regular access to computers in addition to those in the classroom.

62. In the limited amount of lessons observed, teaching and learning were satisfactory and sometimes good. Teachers' knowledge has benefited from in-service training and is now satisfactory. They use the digital camera, Internet and scanner with confidence and are enthusiastic, confident and competent. Pupils are also enthusiastic and enjoy working on computers, but have limited opportunities to do so at the moment. For example, in a lesson with Year 3, they were able, in writing, to enter information to record cards and files, but it was only possible for four pupils to do this using the one computer that was available. This limited access to computers was reflected in the below average keyboard skills of the pupils and is the major reason for standards being below average. Teachers' planning shows that the range of work covered is satisfactory overall. The research skills of pupils are developed through use of the Internet to search for information on the human body. Pupils in Year 2 have used word processing to type sentences, used a paint package to draw Christmas cards and learned to input instructions into a device in order to make it move around the floor. Pupils in Year 6 have completed PowerPoint presentations. They have also used spreadsheets.
63. The subject is managed satisfactorily overall, but much has been done since the last inspection to improve the subject knowledge and skills of teachers. The coordinators are aware of those areas needing developing and has drawn up an action plan, which is being implemented well.

Information and communication technology across the curriculum

64. Good use is made of ICT across the curriculum. In English, ICT is used well to support the development of pupils' writing skills. For example, pupils use the cut and paste facility to improve the sequence of their sentences in order to create a coherent paragraph. In mathematics, pupils use spreadsheets for budgeting to ascertain whether it is possible to reach another planet. In science, pupils have used ICT to produce bar graphs and line graphs to show the results of their investigations. The use of a sensor has enabled Year 5 pupils to find out the temperature of their hands. They also use ICT in history to prepare a PowerPoint presentation on the Victorians.

HUMANITIES

Five lessons were seen in geography, but only two lessons were seen in history and it is therefore not possible to judge the quality of provision in history. Inspectors looked at teachers' planning for this subject, held discussions with pupils and scrutinised samples of pupils' current work.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Standards are above average throughout the school.
- Teachers give good attention to developing pupils' correct use of geographical vocabulary.
- Cross-curricular links with other subjects are used well.
- The subject is effectively monitored by the subject coordinator.
- The marking of pupils' work is not used effectively to monitor pupils' progress and develop their understanding.

Commentary

65. Standards are above average throughout the school and pupils' achievement is good. There has been satisfactory improvement since the last inspection. Pupils have a good knowledge and understanding of their own locality. In Year 1 they describe man-made features such as houses, roads, shops, parks and factories, including the McVities Biscuit factory. By Year 4, they show good investigative skills when exploring the impact on the local environment of building the new computer suite within the school grounds. Effective links with literacy are developed as they dramatise the issues for and against the new building. The human impact on the environment is fully explored by pupils in Year 6, particularly planned changes to the local area, as they question a visiting local councillor about the planning application process.
66. Pupils' mapping skills are good. In Year 1, pupils know what a map is and are able to draw a map of their journey to school. Pupils in Year 2 can locate Australia on a map of the world and by Year 4 pupils understand simple map symbols, locating their school on an Ordnance Survey map.
67. The study of place is planned well, introducing pupils in Year 1 to their own locality. By Year 2 pupils know that they live in Stockport, are aware of the countries that make up the United Kingdom and of life in Australia. Appropriate geographical terms are used as they compare and contrast life in these different countries. Pupils in Year 5 have a good understanding of river systems and are able to apply their knowledge to other rivers such as the River Nile in Egypt, which they studied as part of a history topic.
68. Pupils throughout the school are effectively taught and use appropriate geographical language very well. Teachers develop links with other subjects very well, for example making effective use of pupils' mathematical skills to draw graphs and charts and developing their language skills in class discussions. The marking of pupils' work is sometimes limited and does not always move pupils' learning forward. All pupils are given equality of opportunity and are achieving at an appropriate rate because of the effective assessment of skills.
69. The leadership and management of geography are good. The coordinator monitors teachers' planning, pupils' books and the results of skill assessments. The subject is audited annually and an action plan produced and implemented.

History

70. Pupils are reaching satisfactory standards by Year 2. In Year 3, improvement is very noticeable and continues so that by the time pupils are in Year 6, standards are very good and achievement is very good overall. Pupils in Year 2 are developing a sense of chronology through the use of a timeline and talk and write about famous people in the past such as Florence Nightingale. Pupils in Year 1 understand the difference between now, old and very old and effectively compare their own toys with toys used by their parents and grandparents.
71. Pupils in Year 6 are developing very good historical research skills when carrying out personal research about Victorian inventions as homework. Pupils in Year 5 have a good understanding of life in Tudor times. Teachers' lesson planning is very good and good use is made of cross-curricular links to develop pupils' understanding. For example, in a PE lesson, Year 5 pupils enjoyed practising a Tudor dance, were able to clearly describe the features of Tudor dances and showed a good understanding of why the pace was different. The lesson was taught in a very imaginative and inspiring manner, which captured the pupils' interest.
72. The curriculum is well planned and very good use is made of local museums. Visits to places of interest such as Vernon Park, Styal Mill and to an ex-prisoner of war camp bring the subject to life and motivate pupils. Teachers present very good opportunities to develop literacy skills. For example, pupils' writing skills are developed when they label diagrams and describe events and their oral skills are developed in whole class and group discussions.

73. The subject is led well by the coordinator who has a good level of subject expertise and has a clear vision of areas for further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Only one lesson was seen in each of art and design and music and no lessons were seen in design and technology. Inspectors looked at teachers' planning, samples of pupils' work and talked with pupils, but it is therefore not possible to judge the quality of provision in these subjects.
75. The work seen in **art and design** is of a high quality. Standards in Years 1 and 2 are above those expected and by the end of Year 6 standards are well above expectation. Overall achievement is very good. The curriculum is providing rich opportunities for developing skills and is enhanced by the very well attended and successful arts club. The range of opportunities experienced by pupils includes jewellery design, interior design, weaving and collage. The standard of this work is of a very high quality.
76. In Year 2, pupils use their observational skills to good effect when using a wide range of media to produce attractive pictures. Links with work in other subjects are used well. The teachers develop pupils' early understanding of imagery in English using illustration. Year 6 pupils' oral skills are developed skilfully in discussions on the tactile and visual qualities of a range of hats in an art and design lesson. Pupils enjoyed the lesson, which was very well taught, and worked very effectively and cooperatively in small groups. Tasks were well chosen to promote knowledge and understanding and required personal research. For instance, one task involved pupils accessing the website of the local Hat Museum. The curriculum is enhanced well by visits and visitors and an annual arts week when art is high profile and opportunities are very rich and varied.
77. In **design and technology** standards are in line with those expected nationally both at the end of Year 2 and Year 6. This is an improvement on the last report. Planning is good and teachers follow national guidelines in order to ensure that the requirements of the National Curriculum are met. Pupils plan their designs carefully and enjoy making things. They are encouraged to evaluate their finished articles carefully in order to determine how they could be improved. For example, pupils in Year 2 discussed with interest how far their vehicles would travel down a ramp and how they could be improved. Year 3 pupils analysed sandwiches for their smell, flavour and texture and Year 4 pupils investigated the mechanisms for pop-up stories. Pupils in Year 6 enthusiastically demonstrated how they had used motors in order to make their fairground models move. The progress made by pupils is monitored closely. An assessment of the development of skills is made for each pupil and those who have not reached the expected skills are noted. There is some cross-curricular work, for example pupils in Year 1 have made houses connected with their work in history.
78. In **music**, from the evidence available, standards are average compared to those expected nationally. This is an improvement on the last report. Singing in the school is good. This was noted in a lesson and in an assembly when the whole school sang the hymn 'Follow me' melodiously and without shouting. The school has a large choir of 90 pupils and a mini choir, which sang well and in tune the hymn 'Rise and shine' in an assembly. Pupils' talents are developed well through public performances, which are highly rated by the parents. The choir is active in the community. It sang at the Royal Northern College of Music and in the Town Hall last year. The choir also sings to senior citizens in the community and at the local United Reform Church. Performances of musicals such as 'Scrooge' and 'Christmas around the World' are a valued part of school life and enhance the opportunities presented to pupils.
79. The criticism in the previous report that some classes did not have music on their timetables has been rectified and all classes now have music timetabled once a week. Guidance for teachers is provided through a new scheme of work, which has raised their confidence and

helped to improve standards. Good use is made of peripatetic teachers, who come into school to teach violin, keyboard and guitar. The subject is managed well. The coordinator has introduced an assessment scheme and audits the provision prior to preparing an action plan each year.

Physical Education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils have very good attitudes to the subject and put a good degree of effort into their activities.
- Teachers have good subject knowledge and deliver their lessons with confidence.
- The pupils receive a broad curriculum, which is enriched by effective use of outside expertise for a range of games.
- Pupils' achievement and standards in swimming are good.

Commentary

80. In the limited number of lessons observed the standards being attained by pupils were average. This maintains the position at the previous inspection. Pupils in Year 1 develop controlled movements when marching and running round the hall. Their arm and high knee actions are well coordinated and they show a good awareness of space as they move forwards and backwards. Pupils' skills in a range of games are developed well. Year 3 pupils exhibit good netball skills when throwing and catching a large ball. They use a variety of passing techniques well and put a great deal of effort into their activities. Year 5, pupils show a satisfactory understanding of the basic skills of lacrosse and handle the stick well when catching and moving with the ball. Year 6 pupils generally have satisfactory hockey skills and a few pupils show very good skills in dribbling and passing the ball.
81. The teaching is good overall. Lessons are well planned and teachers have a good understanding of the different elements, which make up an effective lesson. For example, teachers ensure that pupils start the lesson with a warm up activity and finish with a cool down. They make effective use of individual pupils to demonstrate good practice to others and continually circulate and comment on pupils' work in order to develop their learning. The pace of lessons is good and pupils are made to work hard. As a result pupils strive to improve and their achievement is good. Pupils participate in swimming lessons and by the time they leave the school virtually all achieve the standard expected and can swim 25 metres. Good use is made of external agencies to enhance the curriculum. For example, older pupils have had coaching in football by Stockport County Football Club and coaching in lacrosse, quick cricket and short tennis has been given to pupils by outside providers. Although the school has no field, pupils participate in a range of inter-school competitions and are generally very successful.
82. Leadership and management of the subject are effective. The coordinator has observed lessons and monitors teachers' planning to ensure that the curriculum covers requirements. She consequently has a good awareness of the strengths and weaknesses in the subject and a clear view of areas for development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has a caring ethos, which develops pupils' personal, social and health education well.
- Class discussions are used well to develop pupils' understanding of issues.
- Healthy eating is encouraged.
- Pupils' personal, social and health education is developed well through other subjects in the curriculum.
- Links with the community are used well.

Commentary

83. The school has a warm and friendly ethos with careful attention being given to ensuring that each pupil is cared for well. Teachers develop very good relationships with pupils and lessons are orderly, with pupils showing very good attitudes to their learning. They develop a sense of responsibility in pupils, who carry out a wide range of duties very conscientiously. Throughout the school pupils relate well to their peers and to teachers and develop a mature and sensible attitude to school life.
84. Pupils benefit from regular lessons dedicated to their personal, social and health education, during which they are given the opportunity to discuss their feelings and examine specific issues to develop their understanding of right and wrong. Careful attention is given to developing pupils' awareness of the importance of keeping healthy and the value of a good diet. A programme of lessons covering sex relationships and drugs education are taught in the summer term and workshops have been held for parents to ensure that they are fully informed. Lessons in science and design and technology are used well to support pupils' understanding of the effects a good diet has on the body.
85. Pupils learn about their role in a community through the school council and develop a sense of responsibility by carrying out a wide range of duties. A particularly effective procedure is the way that Year 6 pupils act as a 'Special Friend' to reception children to help them settle into the school. A good range of outside visits is used to develop pupils' awareness of the dangers that may be encountered in the community. For example, Year 6 pupils participate in the Crucial Crew workshops and Year 1 and 2 pupils in the Road Safety programme.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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