

INSPECTION REPORT

STOCKTON HEATH PRIMARY SCHOOL

Warrington

LEA area: Warrington

Unique reference number: 110996

Headteacher: Mrs L Carnes

Lead inspector: Mr D S Roberts

Dates of inspection: 19 – 21 January 2004

Inspection number: 258036

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	404
School address:	Egerton Street Stockton Heath Warrington Cheshire
Postcode:	WA4 6DT
Telephone number:	01925 264 470
Fax number:	01925 861 758
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Cliffe
Date of previous inspection:	5 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is bigger than the average sized primary school and provides full-time education for 404 pupils, ranging from four to 11 years of age. It includes a nine place unit for pupils with emotional and behavioural difficulties. The proportion of pupils entitled to receive free school meals is currently below the average found nationally. The school has continued to grow since the last inspection, when there were 362 pupils on roll. Most pupils live near to the school, but a significant proportion travel from further afield. The school makes provision for 19 pupils from Traveller families, some of whom continue to attend the school despite moving to communities which are nearer to other schools. At present, over four per cent of pupils are from families belonging to minority ethnic groups. Nearly 1.5 per cent speak English as an additional language, which is a little higher than in most schools. The proportion of pupils on the register for special educational needs (SEN) is broadly similar to the national picture. However, the proportion of those with statements of specific needs is high compared with the average found nationally. On entry to the school, the intake of children represents a wide range of ability, but overall attainment levels are similar to those found nationally and consistent with those found at the time of the previous inspection. A significant number of pupils join the school at times other than the normal point of entry. This is reflected in the fact that less than 80 per cent of the pupils taking the 2003 National Curriculum tests had attended Year 2 at Stockton Heath Primary School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1743	D S Roberts	Lead inspector	English Information and communication technology English as an additional language
19669	F Kennedy	Lay inspector	
14459	G Owen	Team inspector	Mathematics Art and design Design and technology Physical education
17767	S Power	Team inspector	Science Geography History Religious education
7222	A Watson	Team inspector	Music Special educational needs
22113	A King	Team inspector	Areas of learning in the Foundation Stage

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
SPECIAL EDUCATIONAL NEEDS UNIT FOR PUPILS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a generally effective school, which has some strong features and provides good value for money. Pupils are well cared for and good provision is made for their personal development. The quality of teaching is generally good, and very effective in classes for older pupils. This enables most pupils to achieve good standards, particularly in the key areas of learning, by the time they reach the end of their time in the school. However, there are inconsistencies in pupils' performance and in the arrangements for monitoring provision and the progress of pupils throughout the school, which require careful attention. The school works hard and effectively to ensure that all pupils are included and involved in all aspects of the curriculum. It provides a welcoming and supportive community, and is well regarded by its pupils, their parents and the local community.

The school's main strengths and weaknesses are:

- Pupils are given a good start to their education at the Foundation Stage, in Reception classes.
- It enables pupils to achieve standards which are well above average in English and mathematics, and above average in science and information and communication technology (ICT), by the time they reach the end of Year 6.
- The quality of teaching is good overall, and often of high quality in classes for older pupils.
- Good teaching and support is provided for pupils with emotional and behavioural difficulties.
- Good leadership is provided by the new headteacher and senior management team.
- By the end of Year 2, potentially higher attaining pupils do not always achieve as well as they should in English and mathematics.
- Procedures for assessing, tracking and monitoring pupils' progress lack clarity.
- The role of subject leaders is underdeveloped.
- The accommodation for children in Reception classes and for pupils in Year 6 restricts curricular opportunities.

Overall school effectiveness is similar to the last inspection. Continuing improvement in the performance of older pupils is offset by some slippage in that of pupils by the age of seven.

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	C	A	A
mathematics	B	B	A	B
science	B	A	A	B

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

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

Note: Less than 80 per cent of pupils taking the tests attended Year 2 at this school.

Pupils generally achieve good standards in relation to their capabilities and earlier attainment. Children at the Foundation Stage, in Reception classes, settle quickly and make good progress. Most achieve, and a significant proportion exceed, the early learning goals in all of the areas of the curriculum by the time they enter Year 1. By the age of seven, standards in reading and writing are appropriate for the pupils' age, and above average in mathematics. Lower and average attaining pupils achieve well in relation to their capabilities and pupils with special educational needs make good progress. However, more able pupils are generally capable of achieving higher standards, particularly in reading and writing and, to a lesser extent, in mathematics. By the age of 11, standards are well above average for age in English and mathematics, and above average in science. Most pupils, including those with special educational needs, achieve well in relation to their capability, throughout Key Stage 2 (Years 3-6), and particularly well towards the end of the key stage. By the end of Years 2 and 6, standards in ICT are above expectations for age. In all other subjects,

standards are at least appropriate for age, but pupils' achievement tends to fluctuate between classes, reflecting a lack of consistency in subject coverage throughout the school.

Pupils' attitudes to learning are generally good and very good in Year 6. They are enthusiastic, keen to work hard, and involve themselves in different learning opportunities within formal and extra-curricular activities. **The spiritual, moral, social and cultural dimensions of their learning are developed successfully, and standards of behaviour and attendance are good.**

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. It takes good care of its pupils and has developed a strong partnership with parents. It provides a satisfactory curriculum, with a good range of extra curricular activities. The teaching of French and German to older pupils increases significantly their awareness of other cultures and languages. The school makes good provision for pupils' personal, social and health education, and successfully ensures that all pupils have equality of access and opportunity. **The overall quality of teaching is good and a significant proportion is of high quality.** By the time pupils reach Year 6, the teaching has been particularly successful in promoting their knowledge, understanding and skills in speaking and listening, reading, writing, mathematics and ICT. Although teaching is generally good throughout the school, there are significant inconsistencies which require attention. In classes for pupils in Years 1 and 2, higher attaining pupils are not always challenged sufficiently, particularly in aspects of English and mathematics, and consequently underachieve. The effectiveness of assessment to inform planning and teaching varies between classes, and there is a need for greater clarity and consistency in the approach throughout the school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The new headteacher provides good leadership and demonstrates clear vision and a strong sense of purpose. She is strongly supported by a highly committed and increasingly effective senior management team and a hard working staff. The governing body successfully ensures that statutory requirements are met, but needs to be more actively involved in monitoring the school's performance and development. The role of subject leader is underdeveloped, and procedures for analysing and tracking pupils' performance, and for monitoring teaching and learning, are not sufficiently effective. All of these weaknesses have been identified by the headteacher and senior management team as priorities for attention, and steps are already being taken to address the issues.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have a high regard for the school. They feel that the teaching is good, and their children are expected to work hard and make good progress. Some would like more advance information about the curriculum to be covered during particular terms, and a significant proportion would like more information about their children's progress. Pupils like school and appreciate the help that their teachers give them to make progress. Some feel that lessons could be more interesting and that the behaviour of a small minority of children is not always as good as it should be.

IMPROVEMENTS NEEDED

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

- Improve the performance of potentially higher attaining pupils in English and mathematics at Key Stage 1.
- Strengthen procedures to assess, track and monitor pupils' progress.
- Strengthen the role of subject leaders, and increase their involvement in monitoring teaching and learning.
- In conjunction with the local education authority, seek to improve the accommodation for children in Reception and for pupils in Year 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils generally achieve good standards in relation to their capabilities and earlier attainment.

Main strengths and weaknesses

- Children at the Foundation Stage, in the two Reception classes, achieve good standards in relation to their capabilities.
- By the end of Year 6, standards in English and mathematics are well above the average for the pupils' age.
- In science, a high proportion of pupils achieve standards that are above average in National Curriculum tests at the end of Key Stage 2.
- Throughout the school, pupils achieve particularly well in ICT, and standards are above average by the end of Year 2 and Year 6.
- Pupils with special educational needs, in mainstream classes and in the unit for those with emotional and behavioural problems, achieve well in relation to their capabilities.
- In classes for pupils in Years 1 and 2, more able pupils are capable of higher achievement in English and mathematics.
- Although standards in all other subjects are at least appropriate for age, pupils' achievement varies significantly between year groups.

Commentary

- 1 Children at the Foundation Stage settle quickly and make good progress. Most achieve, and a significant number exceed, the early learning goals in all of the areas of learning by the time they enter Year 1, and their communication, language and literacy, and mathematical skills are particularly well developed.
- 2 Standards in English and mathematics in Year 6 are well above the average for pupils' age. This is consistent with the most recent National Curriculum test results, which showed the pupils' performance in English to be well above that of pupils in all and similar schools. Their performance in mathematics was well above all and above the average for similar schools. Taken over four years, the national test results for pupils at the end of Year 6 indicates a trend in performance which is above that found nationally.
- 3 In science, standards at the end of Year 6 are above average. In the most recent National Curriculum tests for Year 6 pupils, 62 per cent of them achieved Level 5. By the end of Year 2, standards are similar to those found nationally. The pupils achieve particularly well in areas concerned with scientific knowledge and understanding. Throughout the school, however, pupils' scientific enquiry skills are not promoted so effectively and are consequently not as high as they could be.
- 4 Throughout the school, pupils achieve good and often very good standards in ICT, in relation to their capabilities and earlier attainment, and overall standards for age are above average by the end of Years 2 and 6. They make good progress in all aspects of the subject, developing good skills in communication and handling information, and extending significantly their knowledge and understanding of control technology.
- 5 Pupils with emotional and behavioural difficulties achieve good standards in relation to their capabilities and earlier attainment. Pupils with SEN in mainstream classes generally make good progress toward the targets identified in their individual education plans.

- 6 Although standards in English and mathematics towards the end of Year 2 are appropriate for the pupils' age, potentially higher attainers often underachieve in relation to their capabilities. This is because the work set for them during learning activities is not sufficiently challenging. This underachievement is an important factor in the downward trend in performance indicated by National Curriculum test results for Year 2 pupils. The trend in performance, taken over four years, is below that found nationally.
- 7 In other subjects, overall standards are at least appropriate for the pupils' age at the end of Year 2 and Year 6. However, there are significant variations in performance between classes, caused by inconsistency in coverage and provision, which reflect a need for much more effective subject management.
- 8 Throughout the school, teachers work hard to meet the needs of pupils, in terms of gender, race and levels of attainment. This enables most pupils, including those for whom English is an additional language and pupils who are particularly gifted, to make good progress. The notable exceptions are English and mathematics at Key Stage 1 (Years 1 and 2), where scope remains for helping more able pupils to achieve higher standards. The absence of consistently implemented policies for assessing, monitoring and tracking pupils' progress contribute significantly to underachievement by some groups of pupils.

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

Standards in:	School results	National results
reading	16.1 (16.7)	15.7 (15.8)
writing	14.7 (14.8)	14.6 (14.4)
mathematics	17.0 (17.4)	16.3 (16.5)

There were 62 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.3 (27.4)	26.8 (27.0)
mathematics	28.7 (27.7)	26.8 (26.7)
science	30.3 (30.1)	28.6 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good throughout the school and particularly good in Year 6. Pupils benefit considerably from the good provision made for their spiritual, moral, social and cultural development. Behaviour throughout the school is good. Pupils are punctual and their attendance record is good.

Main strengths and weaknesses

- Pupils in Year 6 have very good attitudes to learning.
- The pupils enjoy school, and participate enthusiastically in all school activities.
- The school works hard to achieve good standards of behaviour. Pupils respond positively and behaviour throughout the school is good.
- The pupils benefit from the close attention given to promoting their spiritual, moral, social and cultural development.
- Attendance and punctuality are good.

Commentary

- 9 The pupils behave well in lessons, in assembly, in the dining room and when moving around the school. During the inspection, when wet weather prevented them from playing out of doors, their behaviour inside school, at play times and lunch times, was good. There have been no exclusions during the past year.
- 10 The pupils' enthusiasm for school is reflected in their record of attendance, which is consistently good. Attendance for the last reporting year was in line with the national median for primary schools. The rate of unauthorised absence for the same period was also in line with the national average. Pupils arrive on time in the mornings and lessons start promptly. Reported incidents of bullying and any other forms of harassment are rare, but investigated thoroughly and recorded appropriately.
- 11 The friendly, caring atmosphere in the Reception classes helps the children to settle quickly and happily into school routines. In the personal, social and emotional areas of learning the children are well supported by all of the adults who work with them. Strong emphasis is placed on helping the children to understand what constitutes appropriate behaviour and what is right and wrong. As a result, the children are well behaved. . They co-operate willingly with staff and with each other, demonstrating an increasing ability to listen and concentrate during lessons. The children are on course to achieve the early learning goals in personal, social and emotional development by the end of the Foundation Stage.
- 12 In Years 1 to 6, the pupils behave well in lessons. By Year 6, pupils have developed very good attitudes to learning and behaviour is particularly good. They show considerable maturity in their approach to work and to their responsibilities as prefects. Throughout the school, the pupils work together co-operatively with a partner or as part of a small group. Their willingness to support and listen to one another is a good feature in their learning.
- 13 Relationships between pupils and staff and between the pupils themselves are good. The pupils are kind and friendly and the school operates as an orderly, caring community. A good range of extra curricular activities, such as after-school clubs, school productions and inter-school sports, and a well planned programme of educational visits strongly support the pupils' personal, social and cultural development. Carefully planned residential visits, for older pupils and for those in Year 2, provide valuable opportunities for the pupils to gain independence, self -confidence and a sense of adventure.
- 14 Pupils develop a good awareness of their own and other cultures. Through religious education lessons and assemblies, the pupils learn about other faiths and cultures that are a part of their own multi-cultural society. In art and design lessons, the pupils study the work of famous artists. History lessons provide the pupils with a good insight into ancient civilizations and their impact of these on present day life. The school choir participates in numerous community events, including an annual concert, given by local schools, in the Manchester Evening News Arena. In December, the whole school was given the opportunity to visit the Opera House in Manchester, to see the pantomime "Cinderella".
- 15 Provision for the pupils' moral development is good. The whole school behaviour policy provides an effective framework for encouraging positive attitudes and good behaviour. Pupils understand the difference between right and wrong and show a good appreciation of how unkind words and actions can affect other people. They show respect for others' views and beliefs and they value other pupils' contributions to lessons, for example in class discussion.
- 16 Fund raising for charity is an important part of school life and helps to develop the pupils' awareness of the needs of others and their understanding of citizenship. During the past year the pupils have raised considerable funds for a range of charities, including UNICEF, Comic Relief and Children in Need. The pupils shared their Harvest gifts with senior citizens in the local community.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
328	0	0
2	0	0
4	0	0
4	0	0
3	0	0
2	0	0
1	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good.

Teaching and learning

The overall quality of teaching and learning is good. This is a similar picture to that found at the time of the last inspection. Although the assessment of pupils' progress is highly effective in some parts of the school, this is not a consistent feature and there is a need for greater consistency throughout the school.

Main strengths and weaknesses

- Teaching and learning are consistently good in the two Reception classes, at the Foundation Stage.
- The quality of teaching and learning in the Unit for Enhanced Provision, for pupils with emotional and behavioural difficulties, is good.
- Teaching and learning are often of high quality in classes for older Key Stage 2 pupils.
- In English and mathematics, the teaching in Year 6 is highly effective in promoting literacy and numeracy skills.
- The teaching of French in Years 3-6 is of very good quality.
- The teaching of information and communication technology (ICT) is generally very effective.
- Good use is made of homework.
- At Key Stage 1 (Years 1 and 2), the teaching often fails to challenge more able pupils sufficiently in English and mathematics.

- The lack of a whole-school approach to assessing pupils' work contributes to inconsistency in pupils' performance at different stages of their education.

Commentary

- 17 Good teaching in Reception classes, at the Foundation Stage, helps children to settle well and adjust quickly to full-time education. Significant improvements in provision have been made recently and appropriate emphasis is now placed on supporting children's physical development through a well planned programme of outdoor activities.
- 18 The teaching in Years 3 to 6 (Key Stage 2) is generally good, and often of high quality towards the end of the key stage. Good and often very effective teaching in the Enhanced Provision Unit, helps pupils with emotional and behavioural difficulties to make significant progress in their all round development, as well as in acquiring the key skills of learning. Teaching in Year 6 is consistently of very good quality in English and mathematics, promoting high quality learning and achievement by pupils in literacy and numeracy. High expectations of the pupils, very good class management skills and challenging as well as supportive marking of work are strong features in the teaching.
- 19 Very good teaching of French and German in Years 3-6 contributes significantly towards the development of pupils' speaking and listening skills as well as increasing their knowledge and awareness of another language and culture. Throughout the school, very good teaching successfully promotes pupils' knowledge, learning and understanding in ICT. Very good use is made of the ICT suite, to enable teachers to introduce new concepts to the whole-class, before organising worthwhile and challenging hands-on learning activities for the pupils.
- 20 At Key Stage 1 (Years 1 and 2), the teaching often fails to challenge higher attaining pupils sufficiently in English and mathematics. The whole-class introductions to literacy and numeracy lessons are generally conducted very effectively, but there are aspects of the learning activities that need improvement. The over-use of work sheets and provision of too much time for more able pupils to complete tasks often results in a lack of rigour and sense of urgency.
- 21 The absence of a whole-school approach to the assessment of pupils' progress contributes significantly to inconsistencies in pupils' performance at the different stages of their education. Good procedures have recently been established for the Foundation Stage, which enable teachers to assess children's progress effectively. In classes for pupils in Year 3 to 6, the effective use of targets for improvements for individual pupils enables teachers to assess the pupils' progress accurately in relation to specific targets in English and mathematics, and guides them in the identification of areas for improvement when marking pupils' work. This gives pupils a good insight into their own learning. The absence of clearly defined procedures for assessing, monitoring and tracking pupils' progress has a particularly negative effect on the achievement of higher attaining pupils at Key Stage 1 (Years 1 and 2). Throughout the school, the effective use of homework to support pupils' learning is a good feature.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	12 (24)	26 (53)	9 (18)	2 (4)	0 (0)	0 (0)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school provides a satisfactory curriculum and a good range of extra curricular activities. The curriculum is broad and well balanced and meets statutory requirements. The accommodation for children in the Reception classes and pupils in Year 6 is unsatisfactory.

Main strengths and weaknesses

- The curriculum covers all requirements of the Foundation Stage and the National Curriculum from Years 1 to 6.
- Provision for Traveller children and those who speak English as an additional language is good.
- There is strong commitment to ensuring that all pupils have equal access to all aspects of the curriculum.
- Good provision is made for pupils with emotional and behavioural difficulties.
- The provision for personal, social and health education is good.
- There is good provision for the transfer of pupils to secondary schools.
- The continuity of learning between year groups is inconsistent in many subjects, and the quality of work varies significantly.
- Provision for higher attaining pupils needs to be improved at Key Stage 1, particularly in English and mathematics.
- Accommodation for children at the Foundation Stage, in Reception, and for pupils in Year 6, is unsatisfactory and restricts curricular opportunities.

Commentary

- 22 The curriculum for all pupils is broad and balanced, and an appropriate emphasis is placed on promoting literacy and numeracy skills. Planning across subjects is generally based effectively on national guidance, and often adapted sensibly to meet pupils' needs.
- 23 The Enhanced Provision Unit provides good support for pupils with emotional and behavioural difficulties. The pupils receive their full entitlement to the National Curriculum through programmes of work which fully meet their needs. Pupils with SEN in mainstream classes benefit particularly well when additional support is provided in their normal classrooms, so that they are not deprived of their entitlement to all aspects of the curriculum.
- 24 Provision for personal and social development is good. There are effective policies in place to develop pupils' awareness and understanding of the dangers of alcohol and drug misuse, as well as promoting their understanding of relationships. Honesty and respect for others are consistently reinforced and good behaviour is encouraged on a daily basis by all staff.
- 25 The rich diversity of other cultures is well represented through the curriculum, particularly in art, religious education, geography, history and music. For example, in religious education pupils study beliefs and practices of Muslims, Sikhs and Hindus and in music they have a good repertoire of African and French songs. In some classes, circle time provides valuable opportunities for pupils to value fairness and justice and understand the difference between right and wrong.
- 26 The school makes good provision for most of its pupils, including those from Traveller families and pupils for whom English is an additional language. Good provision is made for pupils with emotional and behavioural difficulties in the unit for enhanced provision. Satisfactory provision is made for SEN pupils in mainstream classes. However, the effectiveness of the staff's work to meet the needs of pupils is sometimes restricted by inconsistent application of assessment procedures. Provision for higher attaining pupils at the upper end of the school is good. The arrangements to set pupils according to ability and provide each child with personal targets for improvement in English and mathematics, ensure that more able older pupils are challenged consistently. However, this is not always

the case earlier in the school, where pupils are sometimes provided with tasks that are insufficiently challenging.

- 27 Although there are useful policies in place for most subject areas, they are not always fully implemented. An example of this is the ineffective implementation of assessment arrangements in subjects outside the core areas of learning. In most subjects, ineffective subject management contributes to significant variations in coverage and quality throughout the school.
- 28 Each subject is given an appropriate amount of time and teachers and support staff work consistently to ensure that pupils are fully included in all that the school has to offer. Greater attention now needs to be given to developing links with subjects across the curriculum and to providing more opportunities for pupils to apply their skills in a range of situations.
- 29 The school prepares pupils well for the next stage in their education, and staff work closely with the local high school to achieve a smooth transition of pupils to secondary education at the age of eleven. This is well illustrated by the arrangements made for a modern foreign language teacher from the local secondary school to visit the school regularly to work with the older pupils. This, together with the good range of extra-curricular activities, contributes significantly towards pupils' positive attitudes to learning and supports their all-round personal development.
- 30 The school is appropriately resourced in most areas of the curriculum, and is appropriately staffed to enable the curriculum to be implemented fully. The governing body is well aware of accommodation deficiencies and is anxious to make improvements as soon as possible. The accommodation for the pupils in Year 6 and for children at the Foundation Stage is unsatisfactory. The Year 6 building is in poor condition and there is insufficient space to teach key aspects of some subjects. For example, investigative and experimental work in science is severely restricted as are practical activities in subjects such as art and design and design and technology. In Reception classes, teachers work hard to overcome the difficulties imposed by the lack of floor space.

Care, guidance and support

The school takes good care of its pupils and provides them with good support, advice and guidance. It works hard and successfully to ensure that all pupils are involved in all aspects of school life.

Main strengths and weaknesses

- The school provides its pupils with a safe and healthy learning environment.
- Pupils are provided with effective support, advice and guidance.
- The school has effective arrangements for seeking and acting upon pupils' views.
- Current arrangements for monitoring pupils' academic progress are not sufficiently clear.

Commentary

- 31 The school provides a good level of care for its pupils. Child protection procedures are good, adhering to guidelines provided by the local education authority. The school buildings are clean, fire exits are marked clearly and accidents to pupils are recorded appropriately. The school has made an application to join the Healthy Schools Project at Bronze level. Effective procedures are in place for monitoring pupils' personal development but the current arrangements for monitoring academic progress are not sufficiently clear and are implemented inconsistently.
- 32 Good induction procedures help the youngest children to settle quickly and confidently into the Reception class routines. Throughout their time in the school, the pupils are provided with good support and guidance. The school makes effective use of a range of specialist

services to cater for the needs of individual pupils. It works hard and successfully to maintain good levels of attendance. In line with national guidance, the school is striving hard to discourage parents from taking family holidays during term time.

- 33 Relationships throughout the school are good. The pupils enjoy school. They are taught that they have a responsibility to be kind and considerate towards one another inside school and to reach out to the wider community through fund raising initiatives for a number of charities.
- 34 The whole school behaviour policy is effective in achieving a good standard of behaviour throughout the school. Emphasis is given, at all times, to encouraging and rewarding good attitudes and behaviour. Staff sensitively support pupils who have difficulty in following the accepted code of conduct, and work closely with parents whenever an individual's behaviour is giving cause for concern.
- 35 The school council is well established and has influenced a number of school improvements. All classes, from Year 3 to Year 6, are represented on the council. The school plans to introduce pupil questionnaires in the near future, in order to involve the pupils more fully in school improvement and to ensure that concerns are made known to staff. As an interim measure, the school has introduced 'worry' boxes, through which the pupils can voice their problems. The pre-inspection survey of pupils' views indicates that the great majority of the pupils would feel confident in approaching a member of staff if they had any worries or concerns.

Partnership with parents, other schools and the community

The school has established a good partnership with parents, other local schools and the community.

Main strengths and weaknesses

- Parents make a good contribution to their children's learning.
- Parents feel comfortable in approaching the school with any concerns or problems.
- The school has established good links with other local schools and the community.

Commentary

- 36 The quality of the information provided for parents is satisfactory. Through the prospectus, the governing body's annual report, newsletters and general correspondence, the parents are kept well informed in relation to the life and work of the school and its policies and procedures.
- 37 Two formal parents' evenings are held each year. These are very well attended and provide parents with suitable opportunities to discuss their children's standards and progress with class teachers. Pupils' annual written reports, for pupils in Year 1 to Year 6, meet basic requirements. The school is planning to review the quality of the reports, in line with national guidance. Annual reports for children in the Reception classes are much more helpful and informative. They provide parents with detailed information about their children's progress towards the nationally agreed early learning goals.
- 38 Throughout the school the parents make a good contribution to their children's learning, through their support for the home-school-child agreement, the home-school reading scheme and homework in general. The school is currently reviewing its policy on informing parents in advance about topics to be covered during the year, in order to achieve consistency between classes. At the pre-inspection meeting with inspectors, the parents were in agreement that, where this information is provided, it helps parents to support their children's learning. Some parents feel that greater consistency in the provision and use of homework diaries would enable parents to participate more fully in their children's education. The 'link' books that are used in the Enhanced Provision unit and the 'homework' books in the

Reception classes contribute to good home-school communications between the school and the parents concerned.

- 39 Before and during the inspection, the parents spoke very positively about the approachability of the headteacher and the staff. The vast majority would feel comfortable in sharing with the school any concerns about their children's progress or general welfare. The school is currently considering ways of improving the home-school partnership. These are to include the systematic canvassing of parents' views, to find out what pleases parents most and what they would like to see improved.
- 40 The Parent Teacher Association supports the work of the school by raising additional funds for the benefit of the pupils and by strengthening links with the local community. Money donated by the association greatly enhances learning opportunities for the pupils. For example it subsidises the cost of the many educational visits that enrich the curriculum and extend the pupils' personal, social and cultural development.
- 41 Links with other local schools and the community are good. The school liaises closely with the pre-school nursery, based on the school site, and with the secondary school to which the majority of the pupils transfer at the end of Year 6. The Enhanced Provision Unit provides education for pupils with emotional and behavioural difficulties from across the local education authority and, where appropriate, these pupils are re-integrated into their local schools. Participating in community events, joining together with other local schools for an annual Christmas concert in Manchester and competing against other schools in the field of sport helps to support the pupils' all-round development. Some of the pupils visited a group of senior citizens in the autumn term, to share their Harvest gifts.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The quality of leadership provided by the new headteacher and senior management team is good. Although the school is managed with increasing effectiveness, there are weaknesses which require careful attention. The headteacher and governors work effectively to ensure that statutory requirements are met, and are successful in providing an equitable and inclusive school where every child matters.

Main strengths and weaknesses

- The headteacher demonstrates clear vision and good strategic planning skills.
- The highly committed senior management team are currently working effectively to address priorities for improvement.
- Teaching and non-teaching staff work hard, and are keen to continue improving through professional development.
- The role of subject leader is underdeveloped.
- Procedures for analysing and monitoring pupils' performance need to be strengthened.
- Consistent arrangements for monitoring teaching and the curriculum have yet to be introduced.

Commentary

- 42 The headteacher took up her post a full term before the inspection. Her accurate identification of educational priorities and the perceptive steps taken to establish a meaningful process for school improvement, demonstrate clear vision and good strategic planning skills. All of the teaching and non-teaching staff are involved in the consultation process, and steps are in hand to extend the involvement of governors and to introduce more systematic procedures for consulting parents. The governing body successfully ensures that all statutory requirements are met and is committed to meeting the needs of all pupils. There is scope, however, for increasing the systematic involvement of governors in the process of improvement planning and in monitoring the school's performance.

- 43 The senior management team operates effectively and has a positive effect on school performance. It contributes significantly towards increasingly good communication within the school. Senior managers with responsibilities for various stages of education show a good awareness of the steps that are required to bring about improvements. They demonstrate a sense of urgency in addressing the weaknesses in procedures which currently exist. (see paragraphs 45 and 46)
- 44 Hardworking teachers and support staff respond positively to increasing opportunities for self-evaluation. They give of their time willingly to improve their expertise in various subjects and aspects of provision through staff training. This attitude and the welcoming atmosphere which they create for pupils and parents contribute significantly towards the positive ethos which exists in the school.
- 45 Although those responsible for leading and co-ordinating subjects and aspects of the curriculum are generally committed and keen to succeed, their role is underdeveloped. This means that their impact on subjects is restricted, and contributes towards the inconsistencies in provision that currently exist. The arrangements to have a subject leader for each key stage contribute to a lack of continuity. This also imposes unnecessary strain on staff at times. For example, the school has to release two co-ordinators to attend staff training in various subjects. The subject leaders' responsibilities for monitoring aspects of subjects, such as curriculum coverage, checking planning to ensure that it meets the needs of all pupils, and ensuring that assessment procedures in the subject are consistently implemented, should be defined more clearly.
- 46 Current procedures for analysing, and monitoring pupils' performance are not fully effective. This means that steps to track pupils' progress and ensure that they work to their potential are inconsistent, and at times contribute to underachievement by groups of pupils, particularly higher attainers. In addition, procedures to monitor teaching and learning are only partially in place and need to be more systematic in order to ensure greater consistency of provision for pupils across the curriculum and throughout the school. There is scope for increasing the involvement of the governing body in monitoring various aspects of the school's performance and in contributing towards, and overseeing, the on-going process of school improvement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	921,320
Total expenditure	936,277
Expenditure per pupil	2,250

Balances (£)	
Balance from previous year	42,193
Balance carried forward to the next	27,236

OTHER SPECIFIED FEATURE

Special Educational needs unit for pupils with emotional and behavioural difficulties (known in the school as the Enhanced Provision Unit)

The overall quality of provision is good.

Main strengths and weaknesses

- The curriculum is well planned, and is enjoyable and relevant to each pupil.
- Leadership and management of the unit are good.
- The enhanced provision makes a significant contribution to the pupils' personal and social development.
- Teaching and learning are good.

Commentary

- 47 The Enhanced Provision Unit provides good support for the needs of up to nine pupils with emotional and behavioural difficulties, drawn from across the local education authority. The attainment of the substantial majority of the pupils, whose ages range from seven to eleven years, is below average for their age. However, their overall achievement in relation to capabilities and earlier attainment is good. The pupils receive their full entitlement to the National Curriculum, with programmes of work which meet fully their particular needs, and make significant progress in relation to their age and capabilities. During the inspection, some pupils were observed dividing words correctly into syllables, and interpreting the context of sentences accurately to insert missing words. Pupils show a good understanding of verbs, adverbs, nouns and adjectives. They make good progress in improving their numeracy skills and most are able to make accurate calculations of the total value of coins. Achievement is also good in physical education. In one of the lessons observed, pupils made particularly good use of space to move in different directions and to twist and turn in different ways.
- 48 Teaching and learning are good. Clearly stated objectives for learning give most lessons a sharp focus. Activities are well prepared, and resources chosen carefully to support learning, and to ensure that each pupil's work matches their individual needs. A strong feature in the teaching is the way in which the class teacher and support staff value the pupils' contributions and encourage further effort. The pupils' work is assessed effectively as lessons proceed, enabling the teacher to adjust the planning to meet the needs of individuals. The two learning support assistants work effectively to support the integration of pupils from the unit into mainstream classes, and this contributes considerably towards their all-round development.
- 49 Consistently effective teaching promotes good attitudes to learning by the pupils. They behave well and relate positively to other pupils and to their teachers and support staff. All staff successfully ensure that all pupils are fully included and involved in all aspects of the curriculum. The unit is well resourced, and the accommodation is stimulating and welcoming. The discrete areas of quiet room, story corner, ICT stations and teaching area are used effectively to support the pupils' learning. Good use of the kitchen area to prepare simple meals makes an important contribution to their personal and social development and helps the pupils to develop independence and a sense of responsibility.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes good provision for children at the Foundation Stage, in the two Reception classes. Children enter Reception classes with levels of attainment which are similar to the average found nationally. Effective teaching helps them to make good progress and they achieve well. The great majority achieve the early learning goals in all of the areas of learning by the time they enter Year 1, and a significant proportion achieve above the levels expected for their age. The programme of work meets fully the requirements for this stage of learning, although the lack of space in classrooms areas continues to be a disadvantage.

- 50 A good curriculum is provided for the children. Plans cover the six areas of learning effectively and place strong emphasis on developing children's literacy and numeracy skills. Activities are carefully thought through, and staff in both Reception classes work well together to ensure that there is consistency in the curriculum between the two classes and that the children make good progress. The assessment procedures introduced by the recently appointed co-ordinator for the Foundation Stage of learning are good. There are clear systems to note the children's progress, keep staff informed about observations and to use the information to plan what the children are to learn next. Parents and carers are involved appropriately in the initial assessments of what their children can do. Provision for children with SEN is good and children achieve well. Most children, including those for whom English is an additional language and particularly gifted and talented pupils, make good progress in lessons and achieve well.
- 51 The quality of teaching is consistently good. The staff have a good grasp of the curriculum for young children, and plan work which ensures that the children make consistently good progress in acquiring new skills, especially in literacy and numeracy. Teachers and support staff use the resources available to them effectively and deal with the limitations of the accommodation well. Behaviour is good because of the secure relationships and the encouraging manner the staff have with the children. All children are included and involved in all aspects of the curriculum.
- 52 The willing support provided by parents and carers is used effectively by teachers and support staff to enhance children's learning. Good use is made of home-link books, which include useful activities for the children to do at home and helpful information for parents and carers about how to help their children learn. The quality of leadership and management at the Foundation Stage is good. The recently appointed co-ordinator has made good headway and has a clear vision for the future and of what needs to be done to improve provision further.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is good.

Main strengths and weaknesses

- Children are helped to settle quickly and learn to behave well.
- Children have positive attitudes to their learning and relationships are secure.
- Children are confident that their contributions are valued.
- Accommodation is unsatisfactory, and the limited space sometimes causes difficulties.

Commentary

- 53 The quality of teaching and learning is good and children make good progress. Most achieve the appropriate early learning goals and some exceed expectations by the time they enter Year 1. Staff are adept at making the children feel secure, settled and happy in their learning environment. A few children are still rather immature and find it difficult to share at times, but activities such as 'circle time' are designed to reinforce the need to take turns. The children's personal independence is carefully fostered. They are confident that their suggestions are considered and valued. The indoor space is very limited, and children often bump into each other accidentally, sometimes leading to disagreements. As there is no designated outdoor play area, children cannot access the outdoors when they feel the need for more space to run around and express their feelings. This is particularly important for children identified as having behavioural difficulties.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is good.

Main strengths and weaknesses

- Good opportunities are provided for children to learn through role-play activities.
- Children, especially higher attainers and those who are gifted and talented, have good opportunities to extend their reading skills.
- Children learning English as an additional language are well supported.

Commentary

- 54 Teachers and support staff teach this area of learning well, and children make good progress. Most achieve and some are on course to exceed the appropriate learning goals by the end of their time at the Foundation Stage. Children for whom English is an additional language are supported effectively and make significant progress. Good opportunities are created for those who are particularly gifted and talented, and this helps them to make good progress. Children express themselves with increasing confidence. They learn to listen and take turns in discussion and conversations. There is a wide range of ability in the year group. Some children are very skilled and others have specific difficulties in speaking and listening. The staff support all children well in literacy, by sharing books, for example, and promoting good practice in using a range of writing materials. The children make marks on paper to represent words and letters, and use their increasing knowledge of the sounds and letters which make words, to write their own names using the correct upper and lower case letters. Some are beginning to write their own stories. A good variety of role-play activities, often linked to children's creative work, are being used very effectively to develop the children's language and vocabulary.

MATHEMATICAL DEVELOPMENT

Provision is good.

Main strengths and weaknesses

- Very good use of work completed at home to reinforce children's mathematical development.
- Good opportunities are created for children to count correctly and use mathematical vocabulary accurately.
- There is scope for learning activities to support mathematical development to be matched more effectively to the ability levels of some children.

Commentary

- 55 The children's mathematical development is promoted effectively through good teaching. The children make good progress, and most are on course to achieve, and some to exceed the

appropriate learning goals before entering Year 1. Children learn to count accurately and develop confidence in using numbers. Well conducted introductions to lessons encourage them to think about the relationship between numbers. The staff set clear objectives for children's learning, requiring them, for example, to order numerals accurately, and add sets of objects together correctly. The children make increasingly effective use of mathematical language to explain the number operations they have used. At times, some of the learning activities are not sufficiently well matched to the wide range of abilities, and games are sometimes underused. Good activities are provided for children to do at home in order to reinforce their mathematical development. During the year, good opportunities are created for the children to learn about two and three-dimensional shapes, and this work is reinforced effectively through model making and creating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is good.

Main strengths and weaknesses

- Good opportunities are provided for the children to use computers to support their learning.
- Worthwhile activities are created for children to design and make their own models.

Commentary

56 The quality of teaching and learning is good, and children achieve good standards in relation to their capabilities. Their knowledge and understanding of the world around them is progressing well, due to the good curriculum in this area of learning. Most children are on course to achieve the early learning goals by Year 1. Plans for each half term cover a variety of topics to support the children's knowledge and understanding. They include looking at traditions and festivals in different cultures. The current topic, on materials, is being used effectively to help the children appreciate the different properties of materials, and whether they are suitable for different purposes. For example, during the inspection the children tried different materials to test if they were waterproof and therefore suitable to make a raincoat for Charlie the Bear. The class teacher introduced the lesson very well, and the very imaginative approach meant the children were immediately engrossed in the topic and paid good attention offering relevant suggestions. There are good opportunities for designing and engaging in three-dimensional work, and the children produce good work in making their own models. Well planned activities help children to develop good skills in using the computer to enhance their learning.

PHYSICAL DEVELOPMENT

Provision is satisfactory.

Main strengths and weaknesses

- Good support provided to develop skills in hand control.
- Good teaching to develop the children's awareness of space.

Commentary

57 The quality of teaching and learning in this area of the curriculum is good. Most children achieve well and are on course to meet the appropriate learning goals before entering Year 1. Children learn to move about the indoor areas with appropriate control and co-ordination, and they have good opportunities to develop their hand control. Although there is no direct access to a designated outdoor area from Reception classes, provision has recently been improved significantly. Valuable opportunities are now created for children to have access to the main school playground when other pupils are in class. Resources have been improved significantly. There are bikes for the children to use and a good variety of balls and bats for

games sessions. The staff plan carefully to ensure the children have an appropriate variety of experiences both indoors and outside to develop their physical skills. During lessons in the hall, children dance and move imaginatively to music. During work in other areas of learning, the children demonstrate good hand control and manipulative skills, and use a variety of tools, implements and malleable materials with increasing skills.

CREATIVE DEVELOPMENT

Provision is good.

Main strengths and weaknesses

- Good experiences provided to develop imaginative role-play.
- Good access to media and materials.
- Improved use of musical instruments since the previous inspection.

Commentary

58 The children's achievement is good. Most are well on course to achieve, and some to exceed, the relevant early learning goals before entering Year 1. The quality of teaching and learning is good, and the curriculum is well-balanced. Teaching and support staff successfully ensure that there is a good range of resources to support the children's development. A good variety of materials and media is made accessible to the children for them to make their own selection. The children learn about a good range of techniques in art and design, for example, making pictures using collage and creating three-dimensional models. They have good opportunities to develop imaginative role-play and this work is well supported through a range of interesting activities. For example, the children's visit to a local pizza parlour was used very well to stimulate the children's imagination. They had great fun making their own 'pizzas', serving each other and taking orders in the 'pizzeria'. Since the last inspection, better use is made of musical instruments to enhance and extend children's learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Overall provision for English is good. There is, however, significant variation between the provision at Key Stage 1, which is satisfactory, and Key Stage 2, which is very good. Since the last inspection, the performance of older pupils has continued to improve, but there has been a decline in the performance of pupils by the age of seven.

Main strengths and weaknesses

- By the end of Year 6, standards are well above average for the pupils' age.
- The teaching of older pupils is particularly good.
- The setting of individual targets for improvement and very effective marking of work in classes for older pupils, help them to achieve very well in relation to their capabilities.
- Very effective teaching of French, at Key Stage 2, contributes significantly towards the development of pupils' speaking and listening skills.
- Potentially high attaining pupils are capable of achieving higher standards by the end of Year 2.
- The teaching observed in Years 1 and 2 was good, but scrutiny of work completed previously indicates that the most capable pupils are not always challenged sufficiently.
- Procedures for assessing, monitoring and tracking pupils' are generally weak.

Commentary

59 Pupils generally achieve good standards in English, and older pupils achieve particularly well. By the time pupils reach the end of Year 6, overall standards in English are well above the

average for their age. This is consistent with the most recent National Curriculum test results, which showed the performance of pupils in Year 6 to be well above the national average and, more significantly, well above the performance of those in similar schools. Pupils read accurately and fluently with good expression, and derive great enjoyment from their reading. They talk confidently about their preferences, in terms of authors and types of books, and explain enthusiastically why they like particular characters in the various stories. Writing skills are very well developed. Most pupils have acquired a good handwriting style, their spelling is generally accurate, and punctuation is used appropriately and effectively. A substantial proportion of pupils work at levels which are clearly above those expected for their age. Their writing is particularly lively and imaginative, regularly making use of an adventurous vocabulary. Pupils demonstrate well-developed skills in adapting their writing for various purposes and audience. Standards of speaking and listening skills are also high, and most pupils show a capacity to vary expression and vocabulary to engage the listener, and to use their skills confidently to express views or ask questions.

- 60 The teaching of older pupils is particularly effective. The lessons observed in Year 6 were of high quality and the evidence of work produced previously indicated a strong sense of purpose and high expectations by teachers. The setting of individual targets for improvement for pupils in Years 3 to 6 (Key Stage 2) is a good feature in the teaching. The targets provide pupils with a good knowledge of their own learning and help teachers to assess and monitor progress. The marking of pupils' work, particularly in classes towards the end of Key Stage 2, is highly effective in identifying areas for further improvements as well as valuing what has been achieved.
- 61 Pupils in Years 3 to 6 benefit significantly from regular French lessons. During the inspection, high quality teaching was observed in Year 4. During the lesson, pupils, at all levels of attainment, made significant progress in extending their speaking and listening skills, in addition to increasing their knowledge of another language and culture.
- 62 Although standards achieved by seven year olds are appropriate for age, inspection evidence indicates that more able pupils are capable of achieving higher standards by the end of Year 2. Teachers at this stage are very effective in capturing the interest and attention of pupils and helping most of them to make good progress but more able pupils are not always challenged sufficiently during learning activities. This contributes towards a less effective overall performance by pupils aged seven and is reflected in the most recent National Curriculum test results, which showed pupils' performance to be below that of pupils in similar schools.
- 63 The assessment of pupils' work in Years 1 and 2 is generally less effective than in classes for older pupils, where individual targets for improvements help to inform the assessment of pupils' progress. The marking of younger pupils' work places too little emphasis on identifying areas for improvement. In addition, not enough attention is given to analysing performance information of children entering Year 1, in order to monitor and track the performance of those at different levels of ability, and enable them to achieve their potential by the end of Year 2.
- 64 Throughout the school, the teaching is successful in enabling pupils with special educational needs to make good progress towards the targets set in their individual education plans. Pupils for whom English is an additional language are supported well and achieve good standards in relation to their capabilities. Increasing emphasis has recently been placed on helping gifted pupils to make appropriate progress, although this has still to be reflected in their achievement at the end of Key Stage 1. Pupils from Traveller families are also supported effectively and achieve well in relation to their capabilities. The implementation of the National Strategy for Literacy is good overall and particularly good at Key Stage 2. The arrangements for joint co-ordination of English through separate subject leaders for the two key stages, are contributing towards a lack of consistency and coherence, which is a significant factor in the contrasting progress made by pupils at both key stages.

Language and literacy across the curriculum

- 65 Most teachers create good opportunities for pupils to develop literacy skills during work in other subjects. Particularly good examples are evident in ICT, where teachers extend pupils' vocabulary consistently by insisting on correct use of relevant terminology. In history and geography, pupils extend their writing skills when responding to their studies of various topics. There is further scope for increasing consistency in this area by ensuring that planning for all subjects clearly identifies opportunities for extending literacy skills.

MATHEMATICS

Overall provision in mathematics is good. The programme of work draws extensively on the guidance provided by the National Numeracy Strategy, and this helps pupils to achieve good standards during their time in the school.

Main strengths and weaknesses

- Pupils achieve particularly well towards the end of Key Stage 2, where standards have continued to improve since the last inspection.
- The teaching observed during the inspection was good overall and particularly good towards the end of the school.
- Most pupils achieve well.
- There is a strong focus on developing pupils' numeracy skills.
- Planning is clear, with tightly defined learning objectives derived directly from the national guidance.
- Some potentially high attainers in classes for younger pupils are capable of making greater progress.
- Insufficient opportunities are created for pupils to use their mathematical knowledge in everyday situations.
- There is scope for increasing the contribution of mathematics to learning in other areas of the curriculum.
- The role of the curriculum leader is underdeveloped.
- Assessment and monitoring procedures are inconsistent and require strengthening.

Commentary

- 66 By the end of Year 2, standards are above average for the pupils' age. By the age of eleven, standards for age are well above those found nationally and, more significantly, above the average for pupils in similar schools. This indicates continuing improvement since the last inspection. Older pupils, at all levels of ability, achieve particularly well. The arrangements for setting pupils according to their prior attainment are having a positive effect on their achievement in relation to capabilities. Pupils with special educational needs achieve as well as their classmates, and boys and girls are currently making similar progress. Pupils from minority backgrounds and Traveller children also achieve good standards in relation to capability and prior attainment.
- 67 Pupils develop a good understanding of place value and generally recall addition and subtraction accurately. Most pupils achieve well in relation to their capabilities, but some more able pupils are capable of making better progress. As pupils move up the school, the speed and range of mental calculations increases. Pupils in Year 4, for example, use tables and number patterns to identify multiples. They apply tables to answer questions such as 9×5 and 7×5 . By the end of Year 6, pupils have made very good progress. They work confidently with numbers to three decimal places and explain clearly the strategies they are using. At this stage pupils at all levels of ability achieve very well in relation to their capabilities.
- 68 Although the development of pupils' numeracy skills is emphasised strongly, other aspects of the curriculum are less well developed. The examination of pupils' previous work, for

example, indicated few examples of work to develop the understanding of shape, space and data handling, or of the use of mathematics to solve everyday problems.

- 69 The quality of teaching is generally good, and often of high quality towards the end of the school. Strengths include:
- carefully planned lessons with clear learning objectives that have a positive impact on pupils' learning and achievement;
 - good emphasis placed on using correct mathematical language;
 - pupils encouraged to explain their strategies;
 - effective questioning used by teachers to check and extend pupils' learning;
 - very good subject knowledge, particularly by teachers of older pupils, contributing to the very good progress by the pupils.
- 70 In some lessons, particularly at Key Stage 1, more able pupils are not always challenged sufficiently and photocopied work-sheets, requiring a limited response from pupils, are used too frequently. In the very good lessons, the teachers shared the objectives with the pupils and they were used at the end of sessions to check pupils' learning.
- 71 The information generated by the school's assessment procedures is not used sufficiently well to track pupils' progress and to identify future targets for improvements. A new computer based system is currently being introduced but is not yet fully implemented. Consequently, target setting is inconsistent and procedures for sharing the data are ineffective. Day-to-day assessment is satisfactory, and the marking of pupils' work is consistent and supportive, but advice on what pupils need to do next in order to progress, although a strong feature towards the end of the school, is generally less consistent. Resources are good and have been extended since the last inspection.
- 72 The role of the curriculum leader is underdeveloped. Currently there is no whole school view of the subject and monitoring arrangements are weak. Shared arrangements for subject leadership are not fully effective, and result in inconsistent approaches and a lack of continuity between year groups and classes. The new senior management team has recognised these shortcomings and is working to address weaknesses as a matter of priority.
- Mathematics across the curriculum**
- 73 Although some teachers create valuable opportunities for pupils to extend their numeracy skills through work in other subjects, this is not a consistent feature throughout the school, and has been identified as a priority for attention.

SCIENCE

Overall provision in science is good. By the age of seven, standards are similar to the national picture and pupils' achievement is satisfactory in relation to their prior learning. By the age of eleven, standards are above the national average, and pupils achieve particularly well in increasing their knowledge and understanding of science. However, they achieve less well in extending their scientific enquiry skills, where standards are not as high as they could be.

Main strengths and weaknesses

- A high proportion of pupils achieve standards that are above average in the national tests at the end of Key Stage 2.
- At Key Stage 2 (Years 3-6), pupils' achievement in lessons is above average in scientific knowledge and understanding.
- Most of the teaching at Key Stage 2 is good.
- Throughout the school, the majority of pupils show positive attitudes to science.
- Standards in scientific enquiry are not as high as they could be.
- Assessment procedures are not sufficiently effective in identifying and providing for pupils' individual learning needs.
- There are weaknesses in subject management, particularly in monitoring subject standards and quality.

Commentary

- 74 Only one lesson was observed at Key Stage 1 (Years 1 and 2), but the evidence from this and from work in pupils' books indicates that the quality of teaching in this age group is satisfactory overall. At Key Stage 2, the quality of teaching is good overall. Teachers have good command of the subject and enable their pupils to achieve well in scientific knowledge and understanding. They use interesting teaching strategies to help pupils understand basic concepts such as pollination and thermal insulation. However, teaching of scientific enquiry skills is less effective throughout the school. Pupils do not have enough opportunities to explore scientific ideas through practical activities and do not learn effectively how to find the answer to a scientific question through systematic investigation. As a consequence, standards in scientific enquiry are not as high as they could be. Pupils do not achieve well enough in collecting and interpreting data, constructing graphs or expressing their findings in scientific terms. The restrictive classroom space in Year 6 is a significant factor in the unsatisfactory standards in this area of science.
- 75 Throughout the school, pupils show positive and enthusiastic attitudes to science. They behave well in lessons and enjoy their learning. In lessons where teaching takes sufficient account of prior learning, pupils of all abilities achieve well and make good progress. However, throughout the school, assessment information is not used sufficiently well to match tasks to previous learning. In a significant number of lessons, all pupils do the same work and this sometimes results in unsuitable work for pupils with special educational needs and insufficient challenge for pupils capable of higher attainment. Although the achievement of most pupils at Key Stage 1 is satisfactory in relation to their prior learning, many pupils are capable of higher achievement. Older pupils generally achieve well in lessons, particularly in acquisition of scientific knowledge and understanding but many are capable of higher achievement in acquisition of scientific enquiry skills.
- 76 Standards in the National Curriculum tests for pupils in Year 6 have improved steadily over time, but standards by the age of seven have declined. Overall subject quality is not as good as at the time of the last inspection, due mainly to a lack of rigour in subject management and leadership over recent years. Recent rapid developments have created a satisfactory structure for the present management and leadership of science. The enthusiastic subject leaders have worked hard to identify development priorities and are currently constructing an action plan to implement the changes necessary to move the subject forward. They have rightly identified the development of assessment and subject monitoring as in need of urgent action. However, this work is still at a very early stage and has not yet begun to have an impact on standards in the subject.
- 77 Science makes a satisfactory contribution to the development of the pupils' spiritual, moral, social and cultural development and to the development of literacy skills. There is room for better application of mathematical learning in measurement and data handling during practical investigative work. Although many teachers make increasing use of ICT to support work in science, this is not yet a consistent feature throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

The school makes good provision for the development of pupils' knowledge, understanding and skills in ICT.

Main strengths and weaknesses

- Pupils' achievement is good, and standards are above average for pupils' age.
- Teaching is generally of very good quality.
- Resources and general provision have improved significantly since the last inspection.
- The increasingly effective management of ICT has a positive effect on the quality of provision and the standards achieved by pupils.
- Although there are examples of good use of ICT to support work in other subjects, this is not a consistent feature throughout the school.

Commentary

- 78 By the age of seven and 11, standards are above average for the pupils' age. Those at all levels of attainment achieve well in relation to their capabilities. Pupils in Year 6 demonstrate very good knowledge, understanding and skills in all aspects of ICT. In one of the lessons observed, for example, they used a spreadsheet to list and calculate the cost of various numbers of items. Higher attainers showed a good understanding of formulae, and were able to change the variables in the computer model in order to make specific calculations.
- 79 Three quarters of the lessons observed in ICT were of high quality, enabling teachers to promote very effectively the progress of pupils at all levels of ability, including those with SEN. Teachers and support staff co-operate successfully to ensure that all aspects of ICT are accessible to all pupils. Care is taken to check that boys and girls enjoy the same opportunities, and that groups of pupils with particular needs are supported effectively.
- 80 The school has built effectively on the sound picture apparent at the time of the last inspection. Resources have improved significantly, and the provision of a central computer suite now allows teachers to provide whole-class teaching and create time for pupils to implement their new learning directly through hands-on learning activities.
- 81 ICT is managed with increasing effectiveness by the subject co-ordinator. This contributes significantly towards the good provision, quality and standards in the subject. The programme of work meets the requirements of the National Curriculum, although there is scope for greater consistency in the use of ICT to support learning in other subjects.

Information and communication technology across the curriculum

- 82 The school is committed to achieving more consistent and systematic use of ICT in work across the curriculum. There are some good examples of the use of ICT to enhance learning in English, for example, where its use is usually related closely to the main objectives of lessons. In general, however, planning for lessons in all subjects does not identify systematically opportunities for the effective and constructive use of ICT to support and enhance learning.

HUMANITIES

Geography

Provision in geography is satisfactory. By the age of seven and 11, standards for the pupils' age are appropriate, and most achieve satisfactorily in relation to their capability and earlier attainment.

Main strengths and weaknesses

- Teaching for older pupils is of good quality, enabling them to achieve well.
- Subject management is weak and assessment procedures are unsatisfactory.

Commentary

- 83 No lessons were observed in Years 1 and 2. The quality of teaching in the lessons observed in Key Stage 2 (Years 3 to 6) was at least satisfactory and sometimes of very good quality in lessons for older pupils. Pupils are appropriately challenged, and the teaching promotes good levels of independent learning. Pupils' learning in Year 5 was greatly enhanced through good opportunities to question visitors who had been to Peru. This injected a sense of excitement and relevance to their learning about a locality overseas that could not be promoted through book research alone and enabled all groups of pupils to achieve well in relation to their prior learning.
- 84 Weaknesses in subject management contribute significantly to inconsistencies in provision and in pupils' achievements throughout the school. The enthusiastic coordinator has made good use of recent opportunities to review the subject and is currently developing action plans for improvement, which include producing more effective arrangements for assessing and monitoring pupils' progress. The pupils' literacy skills are promoted well, but ICT could be used more effectively to develop pupils' learning in the subject.

History

- 85 It is not possible to make an overall judgement about provision in history, as no lessons were observed, but the work in pupils' books indicates standards that are similar to those expected by the ages of seven and eleven, and some pupils in Years 5 and 6 exceed the expected levels. Achievement in history is satisfactory over time and good in Years 4, 5 and 6, where there is a closer match of work to pupils' abilities. Examination of pupils' previous work indicates satisfactory teaching and learning in the required units of study. The work reflects the obvious interest of the pupils in topics such as Life in the 1940s and Tudor England and is often challenging in its requirements for independent study, particularly in Years 5 and 6. Throughout the school, pupils make satisfactory progress in developing their history study skills, although progress is better at Key Stage 2, where lessons have a clearer emphasis on promoting this aspect of the history curriculum. Procedures for assessing and monitoring pupils' work are not sufficiently clear and are implemented inconsistently. This contributes to variations in pupils' performance and achievement throughout the school. Visits to relevant destinations, such as Macclesfield Schoolroom and Lyme Park, make a very good contribution to pupils' achievement in history. by setting learning in an exciting and relevant context.

Religious Education

Provision in religious education is **satisfactory overall.**

Although standards by the age of seven and 11 are appropriate for the pupils' age, a significant number of pupils are capable of achieving higher standards.

Main strengths and weaknesses

- Teaching in the Enhanced Provision Unit for pupils with emotional and behavioural difficulties is very good.
- Good teaching in Year 6 links effectively with work in other subjects.
- Standards and quality vary significantly between classes, and some pupils underachieve.
- Management and leadership in religious education are unsatisfactory.

Commentary

86 Overall teaching is satisfactory, promoting satisfactory achievement by most pupils in relation to their capabilities and prior attainment. However, the quality of teaching and learning varies from unsatisfactory to high quality, and standards in religious education are inconsistent throughout the school. A lesson observed in the unit for enhanced provision was of high quality and enabled pupils to achieve very well in relation to their abilities. A good lesson in Year 6 was effective in promoting a strong spiritual response to religious art and made a good contribution to the pupils' cultural development. However, the work done over time is of variable quality throughout the school and often does not allow pupils to reach the standards of which they are capable. Religious Education does not have a designated manager and, as a result, the subject lacks coherence and quality. Although the school follows the national scheme of work for religious education, this has not been sufficiently adapted to match fully the requirements of the Locally Agreed Syllabus. The school has identified this as an area for attention.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Provision is satisfactory. Standards achieved by pupils in Years 2 and 6 are appropriate for their age, and similar to those seen during the previous inspection.

Main strengths and weaknesses

- The teaching observed was good.
- Valuable opportunities are provided for pupils to work with a wide range of media.
- Pupils benefit from working in groups to complete some projects.
- Subject planning is good.
- There is no system for assessing pupils' progress.
- The role of co-ordinator is underdeveloped.

Commentary

87 The teaching observed was good, enabling most pupils to achieve well in relation to their capabilities. Examination of pupils' work produced before the inspection and of relevant documents indicate that work in art is planned effectively and that pupils benefit from opportunities to use a wide range of media. All pupils have sketchbooks, enabling them to explore ideas and to experiment with pastel and pencil. They demonstrate a sound appreciation of the work of great artists. For example, pupils in one lesson understood that Cezanne and Monet did not copy exact images when producing their great works. In some classes, pupils benefit considerably from opportunities to work as a team to complete set projects. This helps them to develop confidence in sharing ideas and supporting each other.

88 The co-ordinator works hard and enthusiastically but, to-date, has had limited opportunities to influence the development of the subject throughout the school. There are no formal structures in place to monitor the quality of teaching and systems for assessment are not implemented consistently.

Design & Technology

89 **It was not possible to see design technology being taught and it is therefore not possible to make an accurate judgement on provision in the subject.** However, scrutiny of work produced previously, examination of documents and discussion with teachers and pupils indicates that National Curriculum requirements are met and that pupils achieve appropriate standards for age by the end of Year 2 and 6. Pupils are provided with appropriate opportunities to generate their own ideas. By the age of eleven they produce effective designs and make sensible evaluations of their work as it develops. They show a good understanding of what is required to ensure that finished products suit the purpose for which they are designed. This is well illustrated by the work done by Year 6 pupils to produce different types of slippers and hats. Good work was also seen in Year 5, where pupils produced high quality examples of moving toys. This quality is not, however, evident throughout the school, and in some instances evidence of design and technology work was limited. Arrangements for assessing pupils' progress are not sufficiently well established, and this contributes to inconsistencies in subject coverage and standards of work throughout the school.

Music

Overall provision in music is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- Many pupils benefit significantly from extra-curricular opportunities.
- Although generally good, the quality of provision varies significantly between year groups.

Commentary

90 Music is generally taught effectively, and this enables most pupils to achieve well in relation to their capabilities and earlier attainment during their time in the school. By Year 2 and Year 6, standards are appropriate for the pupils' age. Extra-curricular opportunities enhance pupils' learning significantly. They benefit greatly from opportunities to take part in school productions. In recent years, the school has presented "Stable Manners", "Oliver" and "Annie", and involved large numbers of pupils in various roles.

91 The imaginative use of music to enhance work in other subjects is a good feature. This was evident, for example, during a French lesson, when pupils sang French songs, such as "Bonjour Monsieur, Bonjour Madame" and "Avec mon Panier". This contributed significantly towards the pupils' sense of enjoyment and inspired them to greater effort. Pupils enjoy singing during assemblies. In one assembly, they engaged in part-singing to produce tuneful renditions of hymns such as "Father we adore You". This helped to set the tone for the assembly and contributed toward a sense of spirituality.

92 Subject management is generally satisfactory, but there is scope for achieving greater consistency in standards and quality, by sharing the good practice which already exists with teachers throughout the school.

Physical Education

Provision for physical education is **satisfactory**. Standards are appropriate for the pupils' age and similar to the previous inspection.

Main strengths and weaknesses

- The quality of teaching is generally good.
- The curriculum provides a broad and well balanced range of opportunities.
- Good extra-curricular opportunities are provided for pupils to take part in sporting activities.
- In some instances, weaknesses in teachers' subject knowledge restrict the pupils' progress.
- There is no whole school system for assessing and monitoring pupils' progress.

Commentary

- 93 The quality of teaching is generally good, although there are some shortcomings. Pupils generally achieve well in relation to their capabilities and prior attainment. By the age of seven and 11, standards are appropriate for the pupils' age. All pupils regardless of gender, race or ability, are encouraged and supported effectively, and good use is made of external expertise in football, rugby and swimming to extend learning opportunities. In the lessons observed, pupils wore appropriate kit, and were aware of safety requirements when working in dance and educational gymnastics lessons. In dance lessons, pupils perform sequences of movements with growing confidence, developing good control. The best lessons contained vigorous activity with appropriate demonstration and guidance given by the teacher. Pupils were encouraged to reflect on their own performance and that of others in order to improve. In some lessons, weakness in teachers' subject knowledge meant that insufficient attention was given to coaching and improving skills. In these lessons pupils made little progress.
- 94 The co-ordinator is enthusiastic and a suitable range of activities is planned for pupils. However, assessment arrangements are implemented inconsistently and need to be improved so that pupils' performance can be monitored and supported more effectively. On-site facilities are limited but the school makes good use of the outdoor astroturf pitch and school halls.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for these aspects is good.

- 95 The school's policy for personal, social and health education is currently under review, with the intention of achieving greater consistency of provision between classes and ensuring continuity for the pupils as they move through the school.
- 96 The programme of study includes discrete lessons in the subject, covering a wide range of topics, including relationships, keeping healthy, living in the community and protecting the environment. Cross curricular links exist but are stronger in some classes than in others. 'Circle time' takes place in some classes, providing valuable opportunities for the pupils taking part to talk openly and honestly about their thoughts and feelings on a given topic.
- 97 The pupils' personal, social and health education is promoted effectively through assemblies, extra-curricular activities, competitive sport, school productions and participation in community events. Fund raising for numerous charities makes an important contribution towards the pupils' development as world citizens. The work of the school council provides pupils with a good insight into how a democratic process can be of benefit to them and to the school as a whole.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5*
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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

* Accommodation/resources graded 5 due to unsatisfactory accommodation for Year 6 and Reception classes. Learning resources are at least satisfactory for all aspects of provision.