

# INSPECTION REPORT

## STYAL PRIMARY SCHOOL

Styal

LEA area: Cheshire

Unique reference number: 111009

Headteacher: Miss Sally Heap

Lead inspector: Mr Arthur Markham

Dates of inspection: 24 – 26 November 2003

Inspection number: 258059

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 –11
Gender of pupils:	Mixed
Number on roll:	86
School address:	Altrincham Road Styal Wilmslow Cheshire
Postcode:	SK9 4JE
Telephone number:	01625 526111
Fax number:	01625 539680
Appropriate authority:	Governing body
Name of chair of governors:	Mr Kevin Cooper
Date of previous inspection:	9 March 1998

## CHARACTERISTICS OF THE SCHOOL

This smaller than average size primary school is situated on a National Trust Estate at Styal in Cheshire. The 86 pupils on roll are taught in four classes organised in mixed ages, apart from the reception class. Although a few pupils are from other than white British backgrounds, none speak other than English at home. The number of pupils claiming their entitlement to free school meals is low. At the time of the inspection it was 1.1 percent of pupils.

The school faces a number of barriers to learning. In some year groups the number of pupils is very low. The rate of pupil mobility is very high. Demographic changes have resulted in an increase in the number of pupils with special educational needs. There are 25 pupils with special educational needs, which is above the national average. Their main difficulties are specific learning difficulties and dyslexia and social/emotional/behavioural problems. However, there are no pupils with a statement of special educational need. On entry to the reception class attainment varies, but is average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1390	Mr Arthur Markham	Lead inspector	Mathematics Art and design Physical education English as an additional language
19741	Mr Trevor Smith	Lay inspector	
17767	Mrs Sue Power	Team inspector	Science Geography History Religious education Foundation stage Special educational needs
21243	Mrs Lynne Moore	Team inspector	English Information and communication technology Design and technology Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school that provides good value for money.** By the end of Year 6 standards are generally above those expected nationally and well above those expected in art and design. Pupils' achievement is good because the teaching is good. The headteacher leads the school very well and staff are a committed, hard working team who care for the pupils well. They all work hard to overcome the barriers to learning caused by the high rate of pupil mobility. Provision for those pupils who have special educational needs is good.

#### The school's main strengths and weaknesses are:

- The headteacher has a very clear educational vision, and a determined approach to raising standards.
- Teaching is good overall.
- The curriculum very effectively meets the needs of all the pupils and is enhanced by a wide range of visits and extra curricular opportunities.
- Pupils are cared for well and there is very good attention to equality of opportunity.
- Provision in the arts is excellent.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Good attention is given to seeking the views of pupils and involving them in the life of the school.
- The marking of pupils' work is inconsistent throughout the school.
- Teaching in Years 1 and 2 does not make enough use of day-to-day assessment to ensure that work closely matches the needs of each pupil.

Since the last inspection the school has made good improvement. The key issues highlighted have been addressed. The organisation of classes in the Reception and Years 1 and 2 has been amended and provision for children under five is now good. The physical education curriculum now meets requirements. The school has successfully maintained above average standards during a time when it has faced demographic changes and a high rate of pupil mobility. Procedures for the school's self-evaluation are good and as a result the quality of teaching has improved. Provision for pupils' spiritual, social, moral and cultural development has improved.

### 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	B	B
mathematics	C	B	B	A
science	C	D	C	C

*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. These results should be interpreted with caution, as the number of pupils in year groups is very small.*

**The achievement of pupils is good overall.** Children in the reception class make good progress and achieve well. The great majority will have reached or exceeded the standards expected by the end of the reception year. Pupils in Years 1 and 2 achieve satisfactorily. Performance in the end of Year 2 tests over the last four years has generally been above or well above national averages. The 2003 test results were low, but the group of pupils was small in number and a high proportion had special educational needs. When these factors are taken into account pupils' achievement was satisfactory. Inspection evidence indicates that the current Year 2 pupils are achieving standards that are around the national average. By the end of Year 6, standards over the last four years have generally been above or well above national averages and have compared well to those in similar

schools. In the 2003 national tests, results were above the national average in English and mathematics and average in science. When account is taken of the movement of families in and out of the area, pupils generally make good progress and achieve well. Pupils have satisfactory basic skills in information and communication technology and employ these skills well across the curriculum.

**Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good.** This is an important factor in achieving the harmonious and caring environment that is evident in the school. Most of the pupils like school and have very good attitudes to learning. They show respect for others and their behaviour is very good. The attendance of pupils is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good overall. Teaching is good overall.** It is good in the reception class, satisfactory in Years 1 and 2 but very good in Years 3 to 6. Teachers give good attention to developing the basic skills of literacy and numeracy, but also use a cross-curricular approach effectively to develop pupils' interest and as a result learning is good. Less successful lessons are a consequence of the pace slowing and tasks not being well matched to the prior attainment of pupils. The curriculum is very good and provision in art and design is particularly strong. Effective use is made of visits and visitors and a good range of extra-curricular activities enhances the curriculum. Pupils are very well cared for. Their progress in learning is carefully monitored in order to plan appropriate support and guidance. However, the use of marking is less effectively used to ensure that pupils understand where they are going wrong and what they must do to improve.

## **LEADERSHIP AND MANAGEMENT**

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

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

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

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of marking of pupils' work.
- Ensure that tasks set for pupils in Years 1 and 2 more closely match their prior attainment.

and, to meet statutory requirements:

- Ensure that the governors' annual report to parents gives specific details about security, disabled access and the progress made in addressing issues raised at the previous inspection.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards of attainment are **good**. Achievement in Years 1 and 2 is **satisfactory** and in Years 3 to 6 it is **good**. By the end of Year 6, standards are above average in English, mathematics and science.

#### Main strengths and weaknesses

- Children make good progress in all areas of learning in the reception class and achieve well. Their attainment by the time they enter Year 1 is average.
- The school works hard to enable all pupils to fulfil their potential and achieve well.
- In Year 2, performance in tests is generally above average, although it dipped in 2003.
- In Years 3 to 6, pupils make good progress in all the core subjects and standards are above average.
- Standards in the non-core subjects range from average to above average, but the work in art and design is well above average.
- Test results fluctuate because of the small number of pupils in year groups and variations in the proportion having specific learning difficulties.
- Test results do not compare well with those in similar schools.
- The Year 6 pupils in 2003 made good gains in learning from their attainment at the end of Year 2.

#### Commentary

1. The majority of children enter the reception class with levels of attainment that are average compared to those generally expected. Because of the effective teaching they receive, children make good progress in all areas of learning and, by the end of the reception year, most meet the standards expected in all areas of learning.
2. Pupils in Years 1 and 2 make steady progress. In 2003, performance in tests was low. In the previous three years, results generally compared satisfactorily with those in similar schools, but in 2003 they dipped. The number of pupils entering the school having special educational needs has increased in recent years. In 2003 over 50 percent of the Year 2 pupils had special educational needs and this resulted in the lower performance in tests, as indicated in the average points scores table below.

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

Standards in:	School results	National results
reading	14.8 (17.1)	15.7 (15.8)
writing	11.4 (15.1)	14.6 (14.4)
mathematics	12.7 (16.6)	16.3 (16.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

3. The standards being attained by the present group of Year 2 pupils are better and their achievement is satisfactory. They are attaining average standards in reading, writing, mathematics, science and the non-core subjects, apart from art and design, where standards are well above those expected.
4. In the 2003 tests for pupils in Year 6, standards were above average in English and mathematics and average in science compared to national averages. The school successfully achieved the targets it had set for attainment at both Level 4 and the higher Level 5.



Performance in tests again fluctuates because of the small size of pupil groups and variations in the numbers of pupils with special educational needs. However, the teaching in Years 3 to 6 is of a high standard. It successfully caters for the needs of the pupils and enables them to achieve well. As a result, standards are generally rising in line with the national situation. This is indicated in the table below, which shows the improvement in average points scores from 2002 to 2003.

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

Standards in:	School results	National results
English	27.5 (27.0)	26.8 (27.0)
mathematics	28.0 (27.8)	26.8 (26.7)
science	28.5 (27.8)	28.6 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

5. Performance does not compare as well with that in schools with a similar proportion of pupils entitled to free school meals, but demographic changes in recent years have resulted in an increase in the number of pupils with special educational needs and a very high rate of pupil mobility. This adversely affects the school's overall results. The value added to pupils' learning, when these factors are taken into account, is at least satisfactory, and is often good. The attention given to the development of the basic skills in English language and literacy enables pupils to access the wider curriculum well and to make good progress. Pupils use their mathematical skills satisfactorily across the curriculum and are given a good range of opportunities to apply their competent grasp of basic skills in information and communication technology (ICT) to other subjects. Pupils achieve standards that are average in ICT, geography and PE, and in history, music and RE standards are above average. They achieve particularly well in art and design, which is a strength of the school. Standards in this subject are well above those expected, as acknowledged by the school achieving the ArtsMark Gold award.
6. Pupils with special educational needs make good progress in relation to their prior attainment because of the quality of support they receive in lessons and the work that is planned to meet their needs. They make good progress towards the targets on their individual education plans, and particularly good progress in literacy.

**Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to school and behaviour are **very good**. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**.

**Main strengths and weaknesses**

- The school successfully develops pupils' aspirations and, as a result, they are enthusiastic and keen to learn.
- Pupils' relationships with others are very good and they are polite and courteous.
- Pupils are keen to take responsibility.
- Effective use is made of rewards to support the teachers' high expectations of behaviour.
- Pupils are given very good opportunities to explore their own values, feelings, beliefs and emotions.

**Commentary**

7. The school places strong emphasis on raising pupils' aspirations and self-esteem, and does this very successfully. Pupils enjoy school, are well-motivated and ready to work. In general

they are confident, articulate learners well capable of independent study, although this is more noticeable at the older end of the school. In class, they are attentive and contribute sensibly in discussions.

8. Measures to promote high standards of behaviour are implemented well by all staff and fully supported by pupils. As a result, behaviour remains very good both in and out of class. It is characterised by high levels of self-discipline, and caring and considerate relationships. Bullying is generally not a problem, but whenever it occurs it is usually handled well. Exclusions are very low, none being of a permanent nature, as shown in the table below.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	61	2	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Chinese	1	0	0
No ethnic group recorded	21	0	0

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

9. Pupils' spiritual development is very good, and is promoted strongly throughout the curriculum as well as in assembly. Pupils' moral development is very good. Teachers are good role models and foster caring attitudes. Pupils know the differences between right and wrong, show due respect for each other's feelings and for their school environment, and accept full responsibility for their own actions. Pupils' social development is very good. They work well together in class, and relationships, generally, throughout the school are very good. Consequently, the school has a relaxed and harmonious atmosphere, with a good climate for learning. Regular support for charities raises pupils awareness of the needs of others. The school council, comprised of Year 6 pupils, makes a strong contribution to the school community and provides many opportunities for older pupils to work with and care for the younger ones. Pupils' cultural development is also very good and is well promoted through subjects such as art and design, the humanities, music and religious education.
10. Reported attendance is below the national norm, but is affected, to some degree, by the very poor attendance of some travellers' children. Over the current term, however, attendance has been broadly average. Unauthorised absence is extremely low. Punctuality is not a problem. Almost all pupils arrive on time and lessons start promptly. Registers are maintained properly. They are monitored thoroughly and immediate contact is now made with the parents of any pupil not in school without good cause. This is good practice and helping to improve attendance generally.

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.0
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is **good overall** and there are instances of very good and excellent teaching. The curriculum is **very good**. It is well planned and enriched by a **good** range of extra-curricular activities. The school successfully provides for the needs of all its pupils in a very caring environment.

### Teaching and Learning

The quality of teaching is **good overall**. In Years 3 to 6 it is very good. Pupils' learning is **good**. Pupils are enthusiastic learners and make good progress throughout the school. Although formal assessment procedures are good, the marking of pupils' work is not consistent throughout the school and does not help pupils understand how they can improve.

### Main strengths and weaknesses

- Teachers' subject knowledge is good and lessons are well planned with tasks that interest and engage pupils very well.
- Teachers manage their classes well and have very high expectations of pupils' behaviour.
- Teachers ensure equal opportunity for all pupils.
- Teachers give good attention to teaching the basic skills of literacy and numeracy.
- Teaching in Years 4 to 6 is very lively and stimulating.
- In a few lessons the pace of learning slows and tasks are not matched well to the attainment of pupils.
- The marking of pupils' work is not consistent nor is it used effectively to monitor pupils' progress and develop their understanding.

### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	9	7	0	0	0

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

11. Teaching has many strong features. Teachers present lessons in a lively and imaginative manner that develops an enthusiastic response from pupils. Lessons are planned well and, in the majority of cases, the objectives of the lesson are explained to pupils. Teachers in the most effective lessons develop pupils' learning in sequence. They do this by reviewing with pupils, at the start of lessons, their previous work, and then checking at the end of the lessons whether the pupils have learned what was planned. These well-organised approaches result in pupils developing a good understanding of the topics being taught.
12. Teachers demonstrate a good knowledge of subjects and their explanations are accurate and clear. They give a high emphasis to the teaching of the basic skills in literacy and numeracy and, as a result, pupils make good progress in these subjects. They make good use of resources to ensure that tasks are interesting and challenging, and generally demonstrate a confident approach to the teaching of ICT, using it well to support learning across the curriculum. Teaching is particularly effective in Years 4, 5 and 6, where the teacher makes good use of cross-curricular approaches, effectively linking work in subjects such as English and art and design.

### Example of outstanding practice

In an excellent English lesson with links to art and ICT, the teacher of this Year 4, 5 and 6 class made very effective use of a range of resources in an effective cross-curricular approach.

The teacher's use of the interactive whiteboard to develop pupils' use of words to create a particular mood gained rapt attention from the whole class. She used questions expertly to get them to explain how to draw up a table on the computer, pupils' answers showing a high level of understanding and skill. The effective use of music developed pupils' 'visualisation' of a scene. The mood was peaceful as she switched off the lights and played soothing music. Each pupil closed their eyes and visualised themselves as the only person on a beach facing a calm sea. This resulted in some excellent use of language as pupils shared their ideas in a class discussion. The mood was then changed as the teacher played loud, lively music to create the effect of being on a beach facing a stormy sea. This imaginative use of music effectively set the scene in each case and pupils became immersed in the creative atmosphere. Pupils' language skills were of a high order and the use of metaphor and simile enlivened their descriptions. Effective links with art were created as pupils explored their feelings and emotions by examining a range of paintings. Learning was excellent.

13. Teachers use a range of strategies to foster learning and develop pupils' social skills. For example, pupils cooperate well when given opportunities to work in pairs and groups in lessons such as science. Teachers work hard to ensure that they give all pupils equal opportunities to take part in the learning opportunities on offer. Formal assessment arrangements are good and in general teachers use the information obtained effectively to set targets for individual pupils and plan work that appropriately challenges their capabilities. They know their pupils well and use targeted questions in lessons to monitor pupils' understanding, prior to setting them to work on their tasks. However, in some lessons in Years 1 and 2 tasks are not well matched to pupils' prior attainment and worksheets use language that they do not understand. As a result pupils' learning slows. The marking of pupils' work is less effective. There are instances of unmarked work and, although comments are used to develop pupils' self-esteem, there are few examples of comments that help pupils' develop an understanding of how they can improve.
14. Teaching provision for pupils with special educational needs is generally good. In most lessons, individuals and groups are given good support in tasks that are well planned to meet their needs. Pupils withdrawn from lessons receive high quality specialist teaching that enables them to make good progress towards the targets in their individual education plans. Very occasionally, teaching does not take full account of the range of learning needs in the class, and pupils with special educational needs are not able to achieve as well as they could do in these circumstances.
15. Pupils' behaviour is very good because teachers' know their pupils well, and have high expectations of them, which the pupils strive to fulfil. There are effective techniques for maintaining order, with positive rewards and well-organised sanctions. Relationships in the school are very good and teachers have a very caring approach. Teachers are self-analytical with regard to the effectiveness of their teaching and evaluate their lessons well in order to improve. They work hard to ensure that each pupil is supported well in order to enable them to fulfil their potential. This successfully creates a very positive learning atmosphere in the school, and pupils enjoy their lessons and work hard. Pupils, consequently, make good progress in their learning and achieve well.

### Curriculum

The curriculum is **very good**. The quality and range of curricular experiences cater very well for the interests, aptitudes and needs of all pupils, including those with special educational needs. The curriculum is enriched by a **very good** range of extra-curricular activities. Accommodation and resources are **good**.

### Main strengths and weaknesses

- Participation in the arts is excellent.

- Provision for, and pupils' participation in, sport and other activities outside the school day is very good.
- Equality of access and opportunity for all pupils is very good.
- The use of visits and visitors to enrich and enhance class topics is very good.

### Commentary

16. All the subjects of the National Curriculum are taught and all statutory requirements are met. The National Literacy and Numeracy Strategies are used to teach the basic skills effectively and underpin learning in all other areas of the curriculum. Information and communication technology supports learning well, especially in English, mathematics and science. The weaknesses identified in the previous inspection have been addressed successfully, and provision for children under five and in PE are now much improved.
17. Religious education is taught, appropriately, in line with the locally agreed syllabus. Good attention is paid to pupils' spiritual, moral, social and cultural development and to ensuring that there are good links within subjects across the curriculum.
18. All pupils, whatever their needs, have the same opportunities to take part in every aspect of school life. Careful attention is given to ensuring equality of opportunity. Activities within school and extra-curricular activities are all open to boys and girls. Pupils with disabilities or other special educational needs are fully included in all aspects of school life, including residential visits. Pupils feel they are treated well by thoughtful staff.
19. The provision of frequent educational visits for each class, linked with each half-termly topic, provides an excellent stimulus for work and offers enriching experiences in a wide variety of situations. The resulting work, often of high quality, illustrates the breadth of learning gleaned from these experiences.
20. The quality of accommodation and resources to meet the curricular needs of the school is satisfactory for children in the reception class and good for pupils in the rest of the school. Good use has been made of the building and grounds, and staff work hard to provide a stimulating and interesting environment for the pupils. There is good provision of teaching staff to meet the needs of the curriculum, and satisfactory provision of support staff.

### Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is **very good**. The guidance and support for pupils is **very good**. The school has **very good** arrangements for involving pupils in the work of the school.

### Main strengths and weaknesses

- The school cares for its pupils well. Their health and safety are given careful attention.
- Staff are very approachable and have very good trusting relationships with pupils.
- Induction arrangements for pupils are good.
- Formal assessment procedures are used effectively to monitor pupils' progress.
- Behaviour management strategies are good.
- Arrangements are very good for offering responsibility to pupils, and for seeking pupils' views and acting upon them.

### Commentary

21. The school continues to take good care of its pupils. Child protection arrangements remain secure. The headteacher has delegated responsibility for liaising with outside agencies to a member of staff who is properly trained to carry out the duties associated with this role.

Suitable health and safety measures are in place and followed closely. Internet security is also fully addressed and linked into the local authority's system for preventing access to unsuitable websites.

22. The support and guidance to pupils has improved since the previous inspection and is now very good. Pupils have very good relationships with staff, find them easy to approach, and are confident to discuss any problems or concerns they may have with them. Arrangements for induction of new pupils are good and operate effectively. High standards of behaviour are promoted successfully and, as a result, the school has a calm and orderly atmosphere in which effective learning takes place. Suitable measures are in place to deal with incidents of bullying, but are rarely needed. The school's system for checking pupils' academic progress and achievements is good. Praise and rewards are also used well to encourage effort, and achievements are celebrated in a wide variety of ways, including class and individual awards, all of which are highly valued by pupils and appreciated by their parents. Very good opportunities are provided for them to express their views about school life generally and to take on responsibility, notably through the school council.

### **Partnership with parents, other schools and the community**

The school has maintained **very good** links with parents and with the community, and **good** links with other schools and colleges.

### **Main strengths and weaknesses**

- Parents' views of the school are very positive.
- The school very successfully involves parents by seeking their views.
- The quality of pupils' annual reports is very good.
- The governors' annual report does not meet all statutory requirements.
- Links with other schools and colleges are good.
- The school has very effective links with the community, which enrich the curriculum.

### **Commentary**

23. Parents continue to hold the school in high regard and very good links have been maintained with them. They are happy with the standards achieved and feel that the school is doing a good job in educating their children.
24. Overall, parents receive very good information about their children's progress and other aspects of school life. Pupils' annual reports are thorough, give a clear picture of their achievements and also identify areas where they could do better. The governors' annual report, however, whilst being generally informative does not fully meet requirements. It lacks specific details about security, disabled access and the progress made in addressing issues raised at the previous inspection.
25. A number of parents regularly help in school, particularly in the younger classes, and there is a good team of volunteers always ready to lend a hand with general maintenance and tidying of the site. The 'Parents of Styal' association remains very active and continues to provide extremely generous support for the school, through various fund-raising and social events.
26. Very good links have been maintained with the local community and are used effectively to support pupils' learning. Out-of-school visits and visitors to the school widen and enrich the curriculum, particularly in history and geography, and provide good first-hand experiences for pupils. For example, the school makes good use of the National Trust's local facilities at Quarry Bank Mill to help pupils understand their local heritage and increase their knowledge of the surrounding natural environment.

27. Links with other schools and colleges are good and enhance the quality of education provided. Transfer arrangements operate effectively and ensure the smooth passage of Year 6 pupils to secondary education at the local high school.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **very good**. Governors give **good** support to the school and generally meet their responsibilities well, although the annual report to parents has a few minor omissions. The school is **very well managed** and runs smoothly. The school works hard to overcome the barriers to learning it faces and, as a result, pupils' achievement is **good**.

### **Main strengths and weaknesses**

#### **Leadership**

- The headteacher gives strong educational direction, with an emphasis on the raising of standards.
- There is a very strong commitment to equality of opportunity and high pupil achievement.
- The headteacher is well supported by all staff and there is a committed team approach.
- School improvement planning is very well organised and effectively supports the raising of standards.

#### **Management**

- The school's self-evaluation procedures are very good and information is effectively used.
- Performance management is used well to support improvement.
- Financial management is well organised.
- Procedures for the remodelling of the workload of staff are undeveloped.

#### **Governance**

- The governing body gives good support, has a clear awareness of the school's strengths and weaknesses and works well with the headteacher to shape the direction of the school.
- The governing body generally meets its statutory responsibilities well, but there are some omissions in the annual report to parents.

#### **Commentary**

28. The headteacher leads the school very well. Her hard work and determined approach to improving the work of the school presents a very good role model for staff. The school successfully provides an environment where all children can experience success and achieve their full personal, social and academic potential. Whilst there is a determined approach to raising standards, emphasis is also appropriately given to ensuring that pupils are developed as responsible and caring individuals. Relationships are very good, with all staff giving careful attention to the needs of the pupils and working hard to ensure equality of opportunity. Similarly, pupils care well for others and, as a result, there is a very positive ethos throughout the school. The headteacher and staff have successfully created an enthusiasm for learning in pupils, who are keen to state how much they like the school.
29. Staff work hard to raise the standards attained by pupils and ensure that they achieve well. The strategic school development plan gives a clear direction to school improvement. Priorities for attention and action to be taken are clearly identified, and progress is closely monitored and evaluated. The particular skills and abilities of staff are employed effectively and, as a result, there is a successful team approach, with a commitment to improvement and a capacity to succeed. There is a clear awareness of the areas requiring attention as a result of the effective procedures for reviewing the work of the school.
30. The school monitors and evaluates its work rigorously. The quality of teaching has improved as a result of the effective monitoring and evaluating of lessons. Teachers have benefited from

constructive feedback and targeted training covering particular aspects of the curriculum. For example, the teachers are now much more confident and skilled in teaching ICT. The school has been awarded the Investor in People award, and this is reflected in the well-organised procedures for the induction of new staff and the reviewing of the performance of all staff. However, there has been little action on the requirement to remodel the workload of the workforce. The school is aware that this is an area requiring attention.

31. Assessment procedures are good. The use of National Curriculum optional tests throughout Years 3 to 5, as well as the statutory tests at the end of Years 2 and 6, ensures that pupils' learning is closely monitored. Performance in tests is carefully analysed, and information is gathered on individuals and different groups of pupils in order to plan support and intervention. This ensures that pupils' progress is tracked throughout their time in the school. The procedures effectively support the setting of targets for pupils, particularly in English and mathematics, and are instrumental in supporting the raising of standards.
32. The management of provision for pupils with special educational needs is of high quality. The very well qualified coordinator works closely with the designated governor to ensure that the school complies fully with the Code of Practice for special educational needs and makes best use of available funding. Very thorough and rigorous procedures are in place to review pupils' progress and to give a voice to all relevant parties in the review process. The support given to pupils with special educational needs is well organised and, as a result, they make good progress.
33. The governing body carries out most of its legal responsibilities diligently, but there are some omissions in its annual report to parents. The governors effectively support the headteacher and staff. All governors are linked to a subject and have meetings with subject coordinators to discuss progress in the subject. A small number of governors have also observed lessons. These procedures give the governors a good awareness of the work being carried out in the school, the areas of strength and those areas in need of development.
34. Financial planning and control systems are good and spending is closely linked to priorities in the school development plan. The priorities accurately reflect the educational needs of the pupils. Governors monitor the budget carefully and are aware of the constraints on the school because of the small pupil numbers. They have a clear awareness of the effect the low numbers are having on the budget and a long-term strategy to cope with the situation is in place.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	227,657
Total expenditure	218,910
Expenditure per pupil	2,432

Balances (£)	
Balance from previous year	10,164
Balance carried forward to the next	8,747

The school faces three major barriers to learning:

- The rate of mobility in some year groups is high.
- The proportion of pupils with special educational needs has risen in the recent past and, in some year groups, is particularly high.
- The small number of pupils in some years results in classes having two age groups and one class having three.

35. The school works hard to overcome these barriers, but test results fluctuate year on year as a consequence. However, the school's success is indicated by the performance of the Year 6 pupils in tests over the last four years. Results throughout that period have generally been above the national average in English and mathematics. Considering the barriers to learning,



the performance in tests and the expenditure per pupil the school gives good value for money and is well placed to continue to improve.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is good overall and provides children with a rich and stimulating start to school. Children enter school with average skills and, as a result of good teaching, they make rapid progress and achieve well in all areas of the curriculum. The great majority will have reached or exceeded the early learning goals for this age group by the end of the reception year. The learning environment is lively and stimulating, and provides children with good opportunities to explore and learn within appropriate contexts for this age group. Curriculum planning is imaginative and of high quality. The planning is based on detailed assessment records, and activities are very well suited to the children's learning needs. The children are given a very effective introduction to school life and quickly become confident and independent.

The Foundation Stage is managed well and there has been considerable improvement in provision since the last report. The school effectively overcomes the limited space available. There is now a separate reception class and a fenced outdoor play area. This has greatly improved overall provision and has dealt effectively with the concerns expressed at the previous inspection. There are still some problems with access to large equipment for outdoor play but the school is seeking ways to deal with this to ensure that children receive their basic entitlement to this part of the curriculum. Teaching support from a classroom assistant is only available for part of the week, but parents and other volunteers help to maintain a satisfactory adult presence and provide valuable support.

#### **Personal, social and emotional development**

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

#### **Main strengths and weaknesses**

- Children behave very well and enjoy their learning.
- Adults provide excellent role models for promoting harmonious social relationships.
- Teaching is very effective in promoting children's self confidence and independence.

#### **Commentary**

36. The very good quality of teaching in this area successfully promotes the children's personal, social and emotional development. Consideration and care for others is implicit in the provision. The staff have very high expectations for behaviour and create a secure and harmonious learning environment in which children learn quickly how to behave. Very good opportunities are created for children to develop positive attitudes and concern towards others. For example, in a discussion involving empathising with the feelings of a doll, children showed great sensitivity in suggesting ways in which a new child might be made welcome to the school. Independence is promoted very well. Many children are able to dress and undress independently, access resources, organise themselves in group activities and concentrate well for quite long periods. They are developing positive images of themselves as important members of the school community through experiences such as birthday celebrations in assemblies and helping to prepare trays for lunchtime.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Children's spoken language skills are developed well.
- Literacy sessions are effective in promoting good reading and writing skills.
- Children have very positive attitudes towards reading and writing.

### **Commentary**

37. High quality teaching provides many opportunities for the children to communicate and explain their ideas. Almost all children are well on course to achieve or exceed the early learning goals for communication, language and literacy at the end of the reception year. Reading, writing, speaking and listening are carefully planned as an integral part of daily activities and develop rapidly as a consequence. Role-play activities, for example in the 'Three Bears' Cottage', are very effective in developing conversational skills. As a result, many children have good speaking and listening skills. Reading is taught skilfully and children make rapid progress in connecting letters to the sounds they make. They recognise many initial and final consonant sounds and read short, simple words with great confidence. Writing skills are developing well. Most pupils write their names correctly and many write recognisable words and sentences that they read back accurately. They are encouraged to think of the sounds when they are writing and this enables them to write with fluency and confidence in situations such as writing a letter to the Three Bears or in writing an entry in the diary of Ginger, the class teddy bear.

## **Mathematical development**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children are developing good basic skills in counting and number recognition.
- A good range of learning contexts are provided to promote the development of mathematical skills.
- ICT is used effectively to supplement learning.

### **Commentary**

38. No direct teaching of mathematical skills was observed, but teacher's planning makes full provision for the required learning, and children achieve well in this area. Children are keen to show their number awareness, and demonstrate that they can count to ten and beyond. They are developing secure one-to-one counting skills and can recognise and order numerals to ten. The children's measuring skills are developing appropriately through activities such as finding how many 'honey pots' long their teddy bears are, and exploring what happens when they place different quantities of pasta or sand in a balancing scale. Good quality questioning from the teacher encourages children to think about why one scale goes down and what they would have to do to make both sides equal. Effective use is made of computers to provide good opportunities for children to apply their number skills and solve problems requiring number recognition and ordering.

## Knowledge and understanding of the world

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

### Main strengths and weaknesses

- Children use computers and other equipment with confidence and skill.
- High quality learning contexts are provided for children to develop basic scientific, technological, historical and geographical awareness.
- Children show positive attitudes and behave very well during practical learning activities.

### Commentary

39. A good range of well-structured activities develops children's understanding of their world well. In science related activities, children show good skills in linking facial features to senses, understand that some objects float and others sink, and that a magnifying glass 'makes things bigger'. Children develop a good awareness of changes in materials and the sense of taste through cooking activities, such as porridge making for the Three Bears. The children's ICT skills are developing well through regular access to computers and other equipment, such as a digital camera, tape recorder and microwave oven. They learn very effectively about the potential of digital photography by taking and printing photographs of their own teddy bears. They successfully program a floor turtle to deliver letters to different houses, and develop an understanding of odd and even numbers as a result of good quality teaching.

## Physical development

Provision in physical development is **good overall**.

### Main strengths and weaknesses

- Children have very good control of body movement and spatial awareness.
- Fine motor skills are developed well.
- Some areas of physical development are restricted by the limited access to large play equipment and a lack of suitable climbing apparatus.

### Commentary

40. Teaching and learning are good overall. Children achieve particularly well in developing their spatial awareness and body control through movement to music. They are able to use different parts of their bodies to move expressively and perform a linked series of movements to music. The teacher models movements well and this successfully develops children's skills when imitating the teacher to perform a 'Bear Hunt'. They enjoy the session, put a high degree of effort into their movements and imaginatively add their own interpretive flourishes. Smaller movements are developed well. Most children hold pencils and paint brushes correctly and control implements, such as scissors, with developing accuracy. Frequent access to computers enables almost all children to develop very good mouse control. Although the children now have access to a good-sized outdoor play area, storage facilities for larger play equipment are not conveniently situated. This limits opportunities for vigorous or explorative outdoor activity. The school is seeking ways to solve this problem and takes every opportunity to use the wider environment of the school, and beyond, as a learning resource.

## Creative development

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children produce drawings and paintings of high quality.
- A rich variety of creative opportunities are provided.

### **Commentary**

41. The good quality of teaching enables children to achieve well in creative activity. They show appropriate imagination and creativity when moving to music, modelling with play dough, playing with puppets and in role-play in the Three Bears' house. The children's art on display is of high quality and indicates a very rich experience within a wide range of exciting creative media. Drawings and paintings of teddy bears show highly developed observational skills.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory** at Key Stage One and **good** at Key Stage Two.

### **Main strengths and weaknesses**

- Standards in Years 3 to 6 are above average.
- Teaching and learning are good in Years 3 to 6.
- Leadership and management of the subject are good.
- The school makes good use of literacy skills in other subjects.
- The school library is not easily accessible to pupils.
- Handwriting is not well developed.

### **Commentary**

42. Standards in speaking and listening are average in Years 1 and 2 and above average in Years 3 to 6. Most pupils listen carefully in lessons and try to give sensible replies to questions. Older pupils are particularly confident and happy to express their views and feelings. The good quality of relationships is demonstrated by the respect and politeness pupils and adults show when addressing each other.

43. Reading standards by Year 2 are in line with the national average. Pupils generally read confidently and enjoy talking about their books. Reading skills are encouraged in a variety of lessons and many pupils are well supported at home when practising their reading skills. By the end of Year 6, the majority of pupils have above average attainment in reading. They read widely and talk knowledgeably about the books they have read. They are able to scan a passage from a novel and answer questions, which demonstrate their understanding, not only of the facts, but also the deeper meaning behind actions and circumstances that they have read.

44. The school library is rather cramped and uninviting, but teachers compensate for this by providing attractive displays of books in classrooms and borrowing sets of books to support their class topic. In addition, pupils practise their reading and comprehension skills when using the computers.

45. Standards in writing are average across the school. Whilst a number of older pupils are beginning to develop a variety of styles of writing to suit different purposes, in general, handwriting is not well developed. Pupils work hard at the presentation of their work when it is

to be displayed on the classroom walls, but less so in their exercise books. However, the overall standard of writing and presentation in reading journals, which are completed at home, is often good.

46. The quality of teaching and learning is good in Years 3 to 6 and satisfactory in Years 1 and 2. Teachers have a good knowledge and understanding of the English curriculum, and their planning during the inspection was detailed and well organised. Teachers know their pupils well and have established positive relationships with them, which supports their learning. Teachers in Years 3 to 6 have high expectations of their pupils' work and behaviour.
47. The subject coordinator provides effective support for the teachers and assistants. Lessons are observed and pupils' work is monitored, providing the coordinator with a clear view of strengths and weaknesses across the subject. Resources have been greatly improved in the last few years and are now sufficient in quantity and quality to support all areas of the English curriculum.

### **Language and literacy across the curriculum**

The use of literacy skills in other subjects is good, particularly in history, ICT and personal and social education. Pupils are helped to appreciate how their language and literacy skills can be used to broaden their experience of learning and to identify important links between different subjects. Drama and discussion are used very effectively to enrich pupils' use of spoken English and to develop their creativity in thinking.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards vary because of the small cohorts but are generally above national averages.
- Pupils achieve well in Years 3 to 6 and satisfactorily in Years 1 and 2.
- Teaching ensures that pupils make good progress.
- Good links are made with other subjects to develop learning.
- Good subject leadership gives a successful impetus to improvement.
- The standard of marking varies and does not generally develop pupils' understanding.

#### **Commentary**

48. Test results at both Year 2 and Year 6 have been steadily rising over the last four years. However, in 2003 the Year 2 group had a high proportion of pupils with special educational needs and this is reflected in the relatively low performance compared with previous years. Achievement overall is good, although it is better in Years 3 to 6 than in Years 1 and 2 because of the very good teaching in those years. Inspection evidence indicates that the attainment of pupils in Year 2 is close to the national average, but that the Year 6 pupils are achieving standards above those expected. There is little difference between the progress made by boys and girls.
49. In the lessons observed, teaching ranged from satisfactory to very good. The best teaching was observed in the class having Year 4, 5 and 6 pupils. The teacher effectively catered for the wide range of attainment in the class and the lesson was lively and interesting. She made good use of the interactive whiteboard to make explanations clear and stimulating. In all lessons, the pace is brisk, pupils are well managed and teachers make good use of praise and encouragement to boost the pupils' self esteem. The use of support staff is well planned and effective, and enables pupils with learning difficulties to make good progress and achieve well. As a result, pupils have very good attitudes to the subject and make good progress.

50. Teachers are effectively implementing the school's action plan to raise standards in mathematics. Their expectations of pupils' behaviour are high and lessons are well ordered, with pupils working hard. They are implementing the National Numeracy Strategy well and, although computers were not in use in two out of the three lessons observed, there is ample evidence to show that teachers make good use of ICT to support learning. For example, pupils in Years 4, 5 and 6 have calculated the costs of purchasing equipment to furnish a bedroom they have planned in geography and used a spreadsheet to compute the total cost.
51. The school makes good use of information from assessments, including the National Curriculum tests at the end of Years 2 and 6 and the optional tests at the end of Years 3, 4, and 5. Areas of weakness are identified so that future teaching and learning can address them. In some lessons the review session at the end of the lesson is used well to develop pupils' skills in determining what they have learned during the lesson. However, the quality of marking is variable and does not consistently indicate to pupils how they can improve.
52. The management of the subject by the coordinator is good. Her own level of knowledge and understanding of the subject enables her to support colleagues and to lead by example. She has observed lessons of colleagues, and feedback has led to an improvement in the standard of teaching. The school is in a strong position to move forward with this increasing level of improvement.

### **Mathematics across the curriculum**

Teachers provide a satisfactory range of opportunities for pupils to use and develop their mathematical skills in other subjects. For example, they make some use of charts and graphs to show results in design and technology but, in general, this is not a strong feature of the teaching.

### **SCIENCE**

Provision in science is **good** in Years 3 to 6 and **satisfactory** in Years 1 and 2.

### **Main strengths and weaknesses**

- Pupils achieve above average standards by the end of Year 6.
- Pupils with special educational needs in Years 3 to 6 achieve very well.
- Teaching and learning in Years 3 to 6 is good.
- Investigative science is taught very well in Years 3 to 6.
- Leadership and management are good.
- Teaching makes effective use of ICT to enhance learning.
- The tasks given to pupils in Years 1 and 2 are not always sufficiently well matched to pupils' capabilities.
- Mathematical skills are insufficiently emphasised in investigative work.
- The quality of marking is inconsistent.

### **Commentary**

53. Pupils develop a good understanding of science as they progress through the school. By the end of Year 2, standards are similar to the national average and the achievement of pupils is satisfactory in relation to their prior attainment. By the end of Year 6, standards are slightly above the national average and achievement is good. Pupils have a good understanding of a wide range of topics and a satisfactory grasp of what makes a test 'fair'. Pupils with special educational needs are given good support and achieve very well.
54. The quality of teaching in Years 1 and 2 is satisfactory, but tasks are not always appropriately challenging for pupils. Lower attaining pupils have difficulty because worksheets do not take sufficient account of their reading capabilities or prior learning and this prevents them from

achieving as well as they could do. Similarly, pupils capable of higher achievement are not always given work to do that challenges them sufficiently.

55. The quality of teaching in Years 3 to 6 is good and promotes good quality learning. Interesting teaching strategies successfully develop pupils' investigative skills. For example, in a lesson with Years 5 and 6, effective use of ICT developed pupils' learning well. The teacher made good use of an interactive whiteboard and a digital microscope to give pupils an opportunity to examine the structure of flowers in detail and gain a better understanding of pollination and seed dispersal in plant life cycles. Although there are examples of the good use of marking to tell pupils how well they are doing and help to move learning forward, in general, the quality of marking is inconsistent.
56. The absence of the subject coordinator on extended leave has slowed development in science. However, a recent review of the subject has identified relevant targets for development and the school is taking suitable steps to raise standards and further improve provision. Throughout the school, the subject makes a satisfactory contribution to the development of the pupils' literacy skills. However, pupils' mathematical skills in scientific enquiry are not used enough, particularly in Years 1 and 2.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- ICT is used well to support other subject areas.
- Resources are at least satisfactory, with some high quality resources having recently been purchased.
- Assessment is good.
- Teachers and pupils are enthusiastic about the subject.

### **Commentary**

57. Although standards are slightly lower than at the previous inspection, some expectations within this subject have become higher in the last few years. Currently, the overall standards are satisfactory and are improving. Most pupils use computers with appropriate levels of confidence and skill. In Year 2, they have satisfactory skills with the keyboard and mouse, are able to draw and colour basic shapes and are beginning to understand how to make a computerised movable robot (Roamer) move forwards and backwards. In Year 6, pupils access programs with ease, change the layout, font and style of their work and add labels, pictures and diagrams. They use spreadsheets and save their work to disk for future use. On their residential visit, pupils collect data and work with it in different ways on their computers. They practise using control technology.
58. Teaching and learning are satisfactory overall, with some good teaching in Years 4, 5 and 6. Teachers are enthusiastic and are well-supported by the recently appointed coordinator. Activities are appropriately planned to support other subjects. The present scheme of work, although generally satisfactory, does not ensure coverage and progression in all elements of the subject. The school plans to introduce the local authority scheme in January 2004 to improve this situation.
59. The headteacher has recently introduced good quality assessment booklets for each pupil. These are attractive, clearly presented, and provide a good basis for assessing and recording how well pupils are learning the skills and knowledge in the subject.



## Information and communication technology across the curriculum

ICT is used well to support other areas of the curriculum. For example, good use is made of a digital microscope in science work, and the interactive whiteboard is used well to illuminate points in numeracy lessons and creative writing. Pupils use computers to calculate costs of resources in mathematics lessons, using spreadsheets effectively. Work in art is enhanced by the good use of computers throughout the school.

## HUMANITIES

Two lessons were seen in **history**, but no lessons were seen in **geography** or **religious education** (RE). Inspectors looked at a sample of pupils' work, teachers' planning and interviewed pupils. It is not possible to form an overall judgement about provision in geography and religious education. However, there is every indication that standards are above average in religious education and average in geography.

Provision in history is **good overall**. By Year 6, standards are above those expected. Throughout the school, pupils' achievement is good in relation to prior learning.

### Main strengths and weaknesses

- Teaching of history throughout the school is good.
- Some innovative teaching approaches are used in Years 3 to 6 history lessons.
- Visits to relevant destinations enrich learning in history and geography.
- The attention given to developing pupils' awareness of different faiths is good.
- The humanities are very effective in promoting the pupils' spiritual, moral, social and cultural development.
- Leadership of history and geography is very good.
- The management role of the religious education coordinator could be strengthened.

In all three subjects teachers' plan their lessons carefully and ensure that the requirements of the curriculum are met. Teaching in the history lessons observed was very good in one and excellent in the other. Teachers employed innovative teaching strategies and had high expectations of pupils' capabilities.

### Example of outstanding practice

In an **excellent history lesson**, the stimulating and challenging use of an interactive whiteboard, mobile telephones, estate agents details and visual resources enabled pupils to make rapid progress in learning about Victorian architecture.

An excellent review of pupils' previous learning of architecture in Greek and Tudor times introduced the lesson. The pupils responded excitedly to the teacher's lively questioning. The display of photographs of Victorian architecture on the interactive whiteboard were supported by lively explanations from the teacher, reflecting her very good subject knowledge. The excitement generated was infectious. All pupils were eager to participate when asked to research information from details obtained from estate agents. Each group had a team leader and a scribe, and pupils took on these responsibilities enthusiastically. The whole-class discussion, which followed, was extremely lively and showed that pupils had gained a very good awareness of the architectural characteristics of Victorian houses. Pupils were then charged with the task of contacting a local estate agent or builder, using a mobile telephone in order to gather further information. They showed a high degree of confidence and good speaking skills when doing this. The lesson was entirely successful in inspiring interest and enthusiasm in learning about history.

60. The school provides a rich and stimulating range of study in history, greatly enhanced by visits to relevant destinations, such as Quarry Bank Mill and Tatton Park, and by visitors to school. The firm emphasis on the development of pupils' history study skills in lessons is very effective in promoting a good understanding of sources of information about the past, and enables pupils to achieve well. For example, pupils in Years 1 and 2 were very interested in their

learning about the Great Fire of London and had applied their literacy skills very well in making their own books to tell the story of the fire.

61. Pupils' work in books shows that they develop a good understanding of geographical study skills. By the age of eleven, pupils have developed a good geographical vocabulary, interpret maps and plans with confidence and express strong opinions about environmental issues.
62. The school provides an interesting and stimulating programme of learning in religious education. Pupils throughout the school achieve very well and acquire very positive attitudes to the different world faiths. The subject makes a very good contribution to pupils' personal development and to their spiritual, moral, social and cultural development. The 'RE week' was very successful in enhancing the pupils' understanding of the similarities and differences between world faiths. Assemblies meet requirements for acts of worship and give positive messages, for example in promoting understanding of the Islamic celebration of Eid.
63. The coordinator for history and geography provides very good leadership and a strong role model for colleagues. The recently appointed coordinator for religious education has a satisfactory overview of work and standards but has had little opportunity to develop the subject. The school has done well to maintain standards in the humanities in the face of the demographic changes that have taken place.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No lessons were seen in art and design and design and technology, but inspectors looked at a sample of pupils' work. Three lessons were seen in each of music and physical education.

### **Art and design**

No lessons were seen in art and design so it is not possible to make an overall judgement about provision. However, a scrutiny of pupils' work showed that standards are well above those expected.

### **Main strengths and weaknesses**

- Standards are well above average throughout the school.
- Pupils' achievement across the school is very good.
- Work based on a variety of famous artists is of high quality.
- Links between art and other subjects are a particular strength.
- Very good use is made of visiting artists and visits to art galleries and museums.

### **Commentary**

64. The school has achieved the ArtsMark Gold Award and this is reflected in the high standards achieved by pupils. Pupils' produce work of high quality because of the close attention given throughout the school to the development of skills, techniques and the use of a wide range of media. Although no lessons were seen during the inspection, there is plenty of evidence around the school to show that art makes an excellent contribution to the ethos of the school.
65. The exploration of the work of famous artists and the development of pupils' observational skills features strongly in work across the school. For example, Year 1 and 2 pupils' accurate silhouettes of their own faces, in work linked to the study of the Victorians, show very good observational skills. As pupils move up the school they make very good progress in developing these skills and become aware of the work of a wide range of famous artists including Kandinsky, Lowry, Klimt, Eischer and Van Gogh. Older pupils are proficient in the use of a wide range of media and produce high quality art. For example pupils in Years 3 and 4 have produced attractive pictures of chairs in the style of Van Gogh using pastel and charcoal and pupils in Years 5 and 6 have used their observational skills well to produce active landscape drawings of the adjoining grounds.

66. Pupils' work shows that activities are planned to give as wide a variety of experience as possible. Links with other subjects are developed very well. For example, in religious education the study of the wedding ceremony in different faiths has resulted in excellent use of a wide range of media to produce large-scale work. In mathematics, work on tessellation has resulted in very attractive designs using crayon and pastel. Good use is made of ICT throughout the school, as seen in the pictures of sunflowers in the style of Van Gogh produced by Year 2 pupils using the Colour Magic program.
67. The curriculum is enriched through visits to local art galleries and workshops with local artists. The school is situated on the Styal Mill estate and visits to the nearby mill and grounds provide a rich resource. The effective use of this amenity is shown in the attractive landscapes produced by pupils in Year 6. These all make a significant contribution to learning.
68. The leadership and management of the subject are good. The coordinator is an artist and exhibits her own watercolour paintings. Her expertise enables her to support colleagues well and she has a good awareness of the areas for further development. Art has played a leading part in giving depth and balance to the school's curriculum. Resources are good and carefully used by staff and pupils.

### **Design and technology**

69. No lessons were observed in design and technology (DT), so it is not possible to make a judgement about teaching and learning. However, a scrutiny of pupils' work displayed around the school, combined with discussion with staff and pupils, show that standards of attainment are average throughout the school. In Year 2, pupils design a moving vehicle and make a prototype using junk materials. They then review their original design and make a finished product. Older pupils combine the skills of DT with those of other subjects, such as art and mathematics, to make three-dimensional models.
70. The recently appointed coordinator has not yet been able to form a view of standards in the school, although she has monitored curriculum coverage and the use of resources. Curriculum provision is satisfactory, although the present assessment arrangements do not provide sufficient information to help teachers plan work to accurately match the needs of different pupils.

### **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching of the practical aspects of music is good, and at times very good.
- Teachers and pupils are enthusiastic about the subject.
- Good use is made of the accommodation and resources.
- Planning and assessment lack detail.

### **Commentary**

71. Standards are satisfactory in Year 2 and good in Year 6. The school has employed a specialist teacher who takes lessons supported by the class teacher. In the main, lessons concentrate on the practical aspects of the subject and standards of teaching and learning are good. Pupils participate enthusiastically, often combining singing, instrumental playing and actions to form a complicated performance. Good use is made of the sound system in the hall to provide a steady beat, which helps the pupils to control the rhythm and tempo of their performance, building confidence in the pupils and adding to the enjoyment. Pupils' recording of what they have learned is less well developed. Much of it is carelessly presented and unfinished and does not reflect what they have learned.

72. Teachers' planning is satisfactory overall, but does not include sufficient information about the specific learning objectives. Consequently, the current method of assessment only provides a limited picture of pupils' learning and progress. Systems for identifying which specific skills, knowledge or understanding have been learned and which need further input or reinforcing are undeveloped.
73. The coordinator is not a music specialist and, although she has observed some lessons, has not yet been able to influence the overall quality of curriculum provision. However, the school has improved provision by employing the music specialist. A programme of visits and visitors, including some from different cultures, successfully enriches the curriculum.

## **Physical Education**

Provision in physical education (PE) is **satisfactory**.

### **Main strengths and weaknesses**

- Provision has improved since the last inspection. Although the hall is small it is used effectively, and the curriculum is now satisfactory.
- Standards are average throughout the school.
- Teaching is good overall.
- Pupils are encouraged to evaluate their performance in order to improve.
- Pupils have good attitudes to the subject and put a good degree of effort into their activities.
- Pupils' achievement and standards in swimming are good.
- The curriculum is enriched by residential visits and good links with the local community.

### **Commentary**

74. The school has improved facilities for PE by making the hall available for indoor lessons. Although the hall is small, teachers make effective use of the space and teaching is well planned and generally lively. As a result, the standards attained by pupils in Years 1 and 2 have improved and are now average overall. They are developing satisfactory skills in throwing and catching a range of small equipment, and participate enthusiastically in small games. The skills of older pupils in Years 3 to 6 are being developed well and, although skills are average overall, pupils show good skills in dance.
75. Lessons are well planned and teachers show good subject knowledge when demonstrating and explaining skills. They ensure that pupils start the lesson with a warm-up activity and finish with a cool down. The pace of lessons is generally good and pupils are made to work hard. Teachers give good attention to safety and have effective strategies for ensuring good discipline. A very good feature of a lesson with pupils in Years 4, 5 and 6 was the effective use of the camcorder to enable pupils to view their previous performance and evaluate it in order to improve. Teachers also make effective use of pupils to demonstrate good practice to others during lessons, and continually circulate and comment on pupils' work in order to develop their learning. As a result, pupils have very good attitudes, enjoy the subject and strive to improve.
76. The curriculum is well planned and covers all aspects of the National Curriculum. Good use is made of the expertise provided by external coaches and the facilities at the nearby leisure centre. For such a small school, pupils are enabled to participate in a good range of team sports. Pupils in Years 1 to 6 participate in swimming lessons in the spring term and, by the end of the year, virtually all achieve the standard expected and can swim 25 metres. Residential visits are used well to widen the experiences presented to pupils.
77. Leadership and management of the subject are effective. The coordinator observes other teachers and gives feedback in order to help them improve. She has a clear view of the areas

for development and draws up an action plan covering these. Resources are well organised and the school has adequate outside areas and a field.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Only one lesson was seen during the inspection in this area of the school's work. Consequently, no judgements are made about overall provision. However, the teachers' planning indicates that good attention is given to this aspect of pupils' learning. The ethos in the school is warm and friendly. A feature of the work of the school is the way it works to ensure that each child is cared for well. Planning shows that this area is taught in specific lessons and also through other subjects in the curriculum. Careful attention is given to developing pupils' awareness of the value of a good diet, sex and drugs education and personal health and safety. Pupils are given opportunities to express their views, and this develops their confidence and sense of responsibility. Older pupils care well for younger children. They relate well to their peers and to teachers, and develop a mature and sensible attitude to school life. The members of the school council take their responsibilities seriously and make positive suggestions about how to improve the school. In the one lesson seen, pupils in Years 4, 5 and 6 discussed, in an animated manner, the rights of children, and displayed a good awareness of children's rights and how these might be improved. They came up with some very good suggestions on how to improve conditions in the playground to make it safer for all, and plan to pass these suggestions on to the school council for further action.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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