

INSPECTION REPORT

DEAN VALLEY COMMUNITY PRIMARY SCHOOL

Bollington

LEA area: Cheshire

Unique reference number: 111147

Headteacher: Mrs J Thorpe

Lead inspector: Mr M Greenhalgh

Dates of inspection: 10th – 12th February 2004

Inspection number: 260685

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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:	210
School address:	Albert Rd Bollington Macclesfield Cheshire
Postcode:	SK10 5HS
Telephone number:	01625 572767
Fax number:	01625 574522
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Loveday
Date of previous inspection:	5 th October 1998

CHARACTERISTICS OF THE SCHOOL

Dean Valley Community Primary School is a below average sized primary school. It is situated in an area where the social and economic circumstances are quite favourable but diverse. The proportion of pupils registered for free school meals (1.6 per cent) is very low. The number of pupils moving into the school has been very high but has now stabilised as year groups have reached their optimum. The school has 210 pupils on roll from four- to eleven-year-olds with very few pupils from minority ethnic or mixed race backgrounds. The school has a number of pupils with special educational needs (8.2 per cent), which is below the national average. One pupil has a statement of special educational needs and this is in line with that expected nationally. There are no pupils with English as a second language. As a result of the school's success, numbers of pupils at the school have increased sharply in the last five years.

Attainment on entry to the reception class is broadly in line with that expected for children aged four.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10422	Malcolm Greenhalgh	Lead inspector	Foundation Stage curriculum English as an additional language Science Art and design Design and technology Music Physical education
19342	Tom Heavey	Lay inspector	
10827	Martin Marjaram	Team inspector	English Information and communication technology Religious education Special educational needs
18596	Sue Owen	Team inspector	Mathematics Geography History

The inspection contractor was:

Bench Marque Limited
Barley House
Oakfield Grove
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

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 and subjects	
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	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. The school is very well led by the headteacher who is very well supported by the deputy headteacher and governing body. The good quality teaching is helping pupils to make good progress from the time they enter school to the time they leave. Standards in the present Year 6 are well above the national average and pupils have achieved well. Pupils are well motivated and are keen to improve their work. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils respond very well to the good teaching and make good progress during most lessons.
- The school is very well led by the headteacher.
- The headteacher, governing body and teaching staff are determined to ensure the school improves further.
- The school checks its work well and has a clear strategy for future developments.
- Pupils are happy, confident and co-operate well. Behaviour is very good.
- There are very good opportunities for pupils to be involved in extra-curricular activities.
- Pupils are very well cared for and the spiritual, moral, social and cultural development of the pupils is very well promoted.
- There needs to be much better use of information and communication technology (ICT) in different subjects.
- There is no secure outdoor play area for children in the reception class.
- Although assessment is used well to see how pupils are doing in English and mathematics, there are improvements needed in other subjects.
- Teachers make it very clear what they expect pupils to learn in English, mathematics and science but this is not as clear in other subjects.

STANDARDS ACHIEVED

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

Key: A – very high; A – well above average; B – above average; C – average; D – below average; E – well below average*

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

As a result of the good quality teaching, pupils achieve well. A thorough analysis of how well pupils in last year's Year 6 did from Year 2 to Year 6 shows that all pupils made satisfactory to very good progress. Children entering the reception class make good progress and achieve well in all areas of learning, except physical development which is satisfactory, and show very good levels of confidence when tackling new work. This good start is built on well in Years 1 and 2. Standards in the present Year 2 show that pupils have achieved well in English and satisfactorily in mathematics and science. This is much to do with the emphasis the school has put on raising standards in English. In Years 3 to 6, pupils achieve well in English, mathematics and science. By the time they reach Year 6, they have also achieved well in art and design, geography, history, music and religious education.

Pupils' personal development is very good and this is well supported by the very good overall provision for their spiritual, moral, social and cultural development. Pupils are very confident, co-operate well in lessons and in the playground, they work independently in an effective

manner, are very polite and very well behaved. They take on responsibilities well and the school council is beginning to enjoy the role it has to play in developing the school. Pupils are happy in school and attendance levels are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall. Pupils learn effectively throughout the school and make good progress in lessons. This is especially the case when, in English, mathematics and science, teachers assess how well the pupils are doing from lesson to lesson and share their expectations for learning with the pupils. In these instances, learning is very good because the pupils are keen to meet the high expectations set by the teachers. Learning support assistants and other adults are used well in the classroom to support learning and this has a beneficial effect on the way pupils learn in the lesson. The breadth of extra-curricular activities provides very good opportunities to develop their skills across a range of subjects and this has a particularly beneficial impact on the standards achieved by pupils in art and design and music. Children in the reception class are given a wide range of activities so that the progress they make is good in all aspects of their learning. There are, however, few opportunities for the children to explore outside play activities because there is no secure area for them to go. The school also promotes the pupils' personal, social and health education very well and this is well supported by the Healthy Schools initiative.

The overall quality of care, guidance and support is **very good**. Partnerships with parents are good, as are the links the school has with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership displayed by the headteacher and governing body is very good and the general management of the school is good. The headteacher leads the school very well and has a clear view as to how to improve the school further. She is very well supported by the deputy headteacher and the teaching staff, who all have responsibility for developing different areas of the curriculum. Staff work together well as a team and the governors are very much involved in working as part of the team and as 'critical friends', which is greatly valued. This involvement by the governors helps to drive the school forward and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of **parents** are very satisfied. About a tenth of those who returned their questionnaires felt that the school could improve the information it gives to show how well their children are doing and in the way it seeks the views of parents. **Pupils generally** like coming to school, feel that they have to work hard and believe that teachers listen to their ideas.

IMPROVEMENTS NEEDED

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

- Make better use of ICT to enhance the progress pupils make in all subjects.
- Create a secure area for the reception class children so that more opportunities can be given to develop the skills needed when working with outdoor learning resources.
- Improve assessment systems in those subjects where they are not yet fully established.
- Use the best practice already in school to make it clear what teachers want the pupils to learn in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' overall achievement is good. Attainment on entry to reception is broadly in line with that expected nationally. Standards at the end of Year 6 are well above the national averages in English, mathematics and science. At the end of Year 2, standards in English are above the national average and, in mathematics and science, they are in line.

Main strengths and weaknesses

- Pupils make good progress between Years 1 and 6 and achieve well.
- Children in reception achieve well and many have already attained the early learning goals in aspects of their learning.
- Pupils with special educational needs make good progress and achieve well.

Commentary

1. Children in the reception class (Foundation Stage) achieve well. There is a wide range of ability on entry, which is broadly in line with that expected nationally, and the teaching staff plan the curriculum well to meet their different needs. As a result, most children are on track to achieve the early learning goals in all aspects of their learning with a good proportion already having achieved them in different areas of learning. The development of physical skills is satisfactory compared to the good development in other areas because there are insufficient opportunities for outside play, and the organisation of physical development lessons in the hall limits the amounts of time children have to practise the skills taught.
2. Pupils with special educational needs make good progress towards the targets set for them. These generally relate to language and literacy skills. Members of staff provide good support in lessons, and additional, effective support is provided through booster groups.

Key Stage 1

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

Standards in:	School results	National results
Reading	15.9 (16.0)	15.7 (15.8)
Writing	15.6 (15.1)	14.6 (14.4)
Mathematics	17.0 (16.0)	16.3 (16.5)

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

3. In the Year 2 national tests and assessments in 2003, standards were in line with national averages in reading and above the national averages in writing and mathematics. The results were less favourable when compared to schools with similar proportions of free school meals, in line with the average in writing and mathematics and well below in reading. Much effort has been directed by the school this year to raise standards in English and this has led to standards in reading and writing for the present Year 2 being above the national average. In mathematics, they are in line with the national averages. Over time, and since the last inspection, standards in Year 2 have more than kept pace with improvements in other schools. The teacher assessments for science in 2003 show standards to be in line with the national average but well below that expected in similar schools. The picture for the present Year 2 is that standards are in line with the national averages.

4. Speaking and listening skills are a particular strength throughout the school. This is mainly because, from the reception class upwards, the pupils have many opportunities across all areas of the curriculum to discuss things in general and the evaluations they have made of each other's work. Pupils are confident when speaking to adults and show clear expression and thinking when explaining their work. Teachers also provide good opportunities for pupils to develop their reading and writing skills in different subject areas. The reading of different kinds of text for information purposes and writing in different styles contribute effectively to their overall reading and writing skills.
5. In mathematics, teachers plan their work effectively to ensure there is a systematic approach to building on the skills already acquired by the pupils. In Years 1 and 2, this is carried out effectively in most instances, although there are occasions in Year 2 when there is insufficient challenge for the average to above average pupils. As a result, there are too few pupils, at the moment, expected to reach the higher levels of attainment.
6. In science, pupils achieve satisfactorily overall although, in the one lesson seen in Year 1, the progress pupils made was very good, particularly in their investigative skills. Standards in art and design, history and religious education are above the national expectations by the end of Year 2 and pupils achieve well, whilst in ICT they are in line and pupils' achievements are satisfactory. Insufficient evidence was collected to make judgements for design and technology, geography, music and physical education.

Key Stage 2

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

Standards in:	School results	National results
English	28.4 (30.8)	26.8 (27.0)
mathematics	26.5 (29.8)	26.8 (26.7)
science	28.4 (28.8)	28.6 (28.3)

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

7. In Year 6, standards attained in English and mathematics in 2003 were well above the national averages and in science they were in line. Standards since the last inspection have varied a good deal year-on-year, mainly because small cohorts have taken the tests each year; in 2003, 13 pupils took the tests. This makes it inappropriate to assess the general improvement made since the last inspection. When compared to how well the same pupils did at the end of Year 2, they made satisfactory to very good progress. The present Year 6 is a full class cohort and therefore standards can be more accurately compared. In this year group, standards in English, mathematics and science are well above the national averages, with pupils achieving well.
8. In English, Year 6 pupils express themselves confidently and clearly when discussing their ideas, with the most able discussing the more complex aspects of their work. They have a keen enjoyment of reading and discuss the different styles of their favourite authors, as well as having sound research skills. In writing, the large majority has a good understanding of how to use commas, apostrophes and inverted commas accurately. In mathematics, pupils have a good understanding of almost all aspects of mathematics and this is because the teaching, on the whole, effectively challenges pupils of all abilities. This motivates the pupils who clearly enjoy their work. In science, the challenging work and high expectations of teachers ensure pupils of all abilities achieve well and are clear about what they need to attain better. There is a good focus on pupils developing their investigative skills and using these to prepare their own experiments. This has a beneficial effect on the pupils' knowledge and understanding in all aspects of the science curriculum.

9. Standards in art and design, geography, history, music and religious education are all above the national expectations, whilst standards in ICT are in line. Standards in physical education could not be judged overall but, during a lesson on hockey skills, the pupils demonstrated above average attainment. Insufficient evidence was collected for design and technology to make a judgement but the evidence available showed work to be of a good standard.

Pupils' attitudes, values and other personal qualities

The school makes **very good** provision for pupils' spiritual, moral, social and cultural development. Pupils' **very good** attendance and punctuality are supported by their **very positive** attitudes and **very good** behaviour. As at the previous inspection, this aspect of school life is **an area of strength**.

Main strengths and weaknesses

- Pupils are very confident, co-operate very well, are sensitive to the needs of others, work independently and are very polite and articulate.
- The school's strong, positive ethos promotes pupils' personal development very effectively.
- Very good behaviour with no evidence of bullying or harassment and no exclusions, in response to high expectations of school and home.

Commentary

10. In accordance with its strong ethos, the school sets very high standards for behaviour and for academic and personal development – a fact acknowledged almost unanimously by parents responding to the inspection questionnaire. Pupils respond with great eagerness, arriving very early to school. Some of them attend a Breakfast Club, others chat with friends or help teachers to prepare for lessons. Ninety-five per cent of parents agree that their children like coming to school, and 99 per cent of pupils share that judgement. In lessons, pupils are eager to answer questions and show very good levels of sustained interest when working independently or in groups. They listen attentively, respond politely and apply themselves with great energy to their work.
11. Pupils' very good behaviour reflects their very positive response to teaching that is very well planned and delivered, ensuring that they remain on task and are appropriately challenged. A bright pupil in a Year 4 literacy session confided to the inspector that his group was given more difficult tasks than other groups, but they enjoyed the challenge. Very good behaviour is also much in evidence in the dining hall and the playground. There is no evidence of aggressive or over-boisterous activity. Pupils in the dining hall chat politely in small groups, showing great respect for other pupils and for the adults who supervise them. One child felt unwell and was accompanied by a classmate who sat and read a story to her to ease her pain.
12. The school makes very good provision for pupils' spiritual, moral, social and cultural development, making it a strength of the school. The strong ethos of high academic standards is equalled by a culture of personal responsibility that permeates through the whole life of the school, beginning in reception.
13. The school sets great store by the activities of 'circle time' (when pupils sit in a circle and discuss intimate and emotional matters) and assemblies when pupils reflect on spiritual themes. Curriculum areas such as art and design and poetry encourage them to explore their feelings about the wonder of nature and their place in the scheme of things. The school effectively promotes moral development through its behaviour code, through assembly themes and through the democratic process in the school council. Adults in the school model the high ethical standards to which they encourage all pupils to aspire.

14. The very good range of extra-curricular activities and the good provision for the creative arts curriculum offered to pupils contribute significantly to their social and cultural development. Work displays around the school and the records of educational visits point to pupils' familiarity with other cultures and religions, and give them an insight to the world beyond the school.

Attendance

The school's attendance record remains **very good**, since the previous inspection, placing it within the top ten per cent in England. It is supported by **very good** punctuality.

Main strengths

- Very strong school ethos, with effective procedures for promoting attendance.
- Very good parental support to ensure attendance.
- Pupils' great enthusiasm for school.

Commentary

15. The continuing very high levels of attendance since the previous inspection reflect the continuing effectiveness of the school's procedures and its high expectations of pupils and their families. Parents, who ensure that their children attend school daily, and that they arrive on time, actively support the school's strong ethos. For their part, pupils respond very positively to the wishes of school and parents, by attending regularly and punctually, thus reaping maximum benefit from the full school day. Lessons start promptly, and the registration period is used effectively to complete a mathematics challenge, or some other lively task. The registration process complies fully with legal requirements.

Attendance in the latest complete reporting year 2002/3

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

There have been no exclusions for several years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for its pupils. The teaching is effective and the curriculum is broad and well balanced, with very good levels of extra-curricular activities. Pupils are cared for and supported **very well**. Links with parents and the local community are **good**.

Teaching and learning

Overall, the quality of teaching and learning is good. A good proportion of good and very good lessons were seen during the inspection; there were no unsatisfactory lessons. This is a similar picture to that found at the time of the last inspection. As a result, the pupils learn effectively and achieve well in the large majority of curriculum areas.

Main strengths and weaknesses

- The relationships between staff and pupils ensure the pupils are very much encouraged to do well and apply themselves effectively in their work.
- Teachers insist on high standards of behaviour and this ensures there is a maximum amount of time in each lesson for the pupils to learn well.
- Pupils show high levels of independence and engage in collaborative work with positive attitudes.
- Assessment systems in foundation subjects do not give the school sufficient information to know whether all pupils achieve appropriately.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3.3)	9 (30.0)	12 (40)	8 (26.7)	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.

16. Teaching in the reception class is good. The teacher and teaching assistant work very well together to ensure the children are well supported and that individual needs are met well. They assess the progress children make on a day-to-day basis and use the information they gather together effectively to ensure the next lesson has additional consolidation work or that it is challenging the children further. The activities organised for the children cover all the areas of learning well, although the lack of a secure outside play area restricts the development of outdoor play skills. Children respond extremely well to the activities prepared for them and demonstrate very good levels of interest and motivation. They are particularly good at working without the support of an adult and show that they respect each other and behave very well.
17. In Key Stages 1 and 2, teaching is good overall, however, in Key Stage 1, the teaching of mathematics is only satisfactory because there is not always sufficient challenge for the average to above average pupils. All teachers have expectations of behaviour amongst pupils and trust the pupils to get on without close supervision. Pupils respond well to this and show that they are very capable of working independently and collaboratively, for example when devising their own investigations in science. This, together with very good relationships teachers have with pupils, ensures there is a very good, purposeful working atmosphere during lessons. The large majority of pupils enjoy coming to school and feel that they have to work hard.
18. The very best teaching in both key stages is characterised by teachers being very clear about what they expect pupils of different abilities, including those with special educational needs, to achieve during the lessons. The expectation placed on achievement is high and this is shared effectively with the pupils. This leads to the pupils taking responsibility for their own learning and knowing what they need to do to gain a higher attainment level. This is particularly evident in English, mathematics and science lessons. Homework is often used effectively to support the work covered in the lessons.
19. Pupils with special educational needs are well catered for in lessons. Teachers are well aware of their individual education plans and the specific targets within them, giving them appropriate support as and when necessary. Additional support is provided in literacy booster classes and, as a result, these pupils learn well.

Assessment

20. Assessment procedures have improved since the last inspection in English, mathematics and science, although tracking systems are not fully in place to identify whether certain groups of pupils are performing well enough, for example the middle attainers in mathematics in Year 2. The systems in place are, however, improving and there is good analysis taking place of where pupils are doing best in a subject and where they may need further improvement. The assessment systems are now being linked effectively to teachers' planning so that particular groups of pupils can be targeted for reinforcement exercises or for additional challenge. In this way, specific learning objectives are shared with the pupils who are then able to assess themselves as to whether they are on target to achieve their aims and what they may need to do to improve further. Assessments in foundation subjects are less formal and tracking information is not passed on from one teacher to the next. Individual teachers, however, make informal assessments of how well the pupils are doing and use this information in their own planning to direct teaching in subsequent lessons.

The curriculum

The overall quality of the curriculum is **good** and provides good breadth and balance.

Main strengths and weaknesses

- The school provides a very good range of extra-curricular activities.
- Good cross-curricular links are made, particularly in topic work.
- There is very good provision for pupils' personal, social and health education.
- There is good participation in the arts.
- ICT is not used well enough across the curriculum.
- There are insufficient opportunities for outdoor play in the Foundation Stage.

Commentary

21. The curriculum covers all aspects of the National Curriculum and meets statutory requirements for religious education. It meets the needs of all pupils, including those with special educational needs, effectively. It is enriched by a very wide range of after-school activities which are much enjoyed by pupils. These are organised on a rolling programme for different year groups so allowing opportunities for all. The extra-curricular activities that promote the arts are well supported and, together with the good coverage in lessons, result in outcomes of a good standard. Visitors to the school and visits to places of educational interest, including residential trips, enhance pupils' learning across the curriculum. The school has embraced the Healthy Schools initiative, which encompasses a healthy lifestyle and wellbeing and is working hard to achieve the award. This has had a very positive impact on pupils' personal, social and health education.
22. Topics are planned and taught to make links wherever possible across subject areas. For instance, while studying the Tudors in history, Year 4 pupils learn about the music of that age and, a Year 1 geography topic on 'houses' is linked to design and technology. Pupils learn to write for different purposes and to collect and display information within the context of the topics so making the development of these literacy and numeracy skills purposeful and relevant. However, although there are examples of good use, for instance using the Internet for research and using graphical packages to display information, ICT is not used enough across the curriculum. Accommodation in the ICT suite is cramped and therefore not conducive to learning. A main thoroughfare running through causes lessons to be disturbed.
23. The number of teaching staff and teaching assistants is adequate. Accommodation and resources overall are good. Teachers effectively use the open-plan layout and individual class-based learning bays. However, provision for the youngest children to play outside is not

satisfactory, consequently, opportunities for their physical development and to develop their independence are missed.

Care, guidance and support

The school makes **very good** provision for the welfare, health and safety of its pupils. Adults in the school provide **sound** levels of support, advice and guidance for those in their care, and make **good** arrangements to seek and act upon their views.

Main strengths and weaknesses

- The careful and efficient arrangements for pupils' care, protection, health and safety.
- The improved consultation with, and involvement of, pupils in school life.
- Children entering the reception class are well cared for and soon become confident learners.

Commentary

24. The main achievement of the school's care arrangements lies in its determination to provide an atmosphere of security and wellbeing that makes pupils feel safe and valued throughout their time in school. Stringent arrangements for personal safety, well-rehearsed child protection arrangements, first-aid procedures and fire precautions combine effectively to provide an atmosphere of warmth and security that promotes pupils' wellbeing.
25. The school knows its pupils very well, and encourages them to express their views as individuals. This starts as soon as children enter the reception class when they are encouraged to be independent and to have no fear in tackling school routines and the activities organised by the teacher. The great majority of pupils surveyed agreed that the school takes their ideas seriously. The introduction of the school council has provided a more formal arrangement for listening to the collective voice of pupils. Importantly, pupils and staff have been trained, not only in the content, but also in the process of democratic debate so that they may more effectively represent the views of their peers. These arrangements make a good contribution to the pupils' role as citizens of the future.

Partnership with parents, other schools and the community

The school's **good** links with parents, other schools and the community make a **good contribution** to pupils' all-round education.

Main strengths and weaknesses

- Very positive views expressed by the great majority of parents.
- The good quality of information provided for parents.
- The contribution of the community to the life of the school.

Commentary

26. The great majority of parents attending the meeting with inspectors and those responding to the questionnaire expressed very positive views about the school, including their children's progress. Only a few expressed very negative comments. The annual reports are of good quality, and include areas for further effort as well as a facility for parents and pupils to comment on the reports. However, a tenth of the parents who responded to the questionnaire felt that they did not have enough information about how well their children were progressing. The prospectus and the governors' report to parents comply fully with legal requirements. The lively newsletter and parents' evenings keep parents well informed about school activities, and are supplemented by curriculum information at the start of each term, and by effective use of homework diaries. Good links with parents are nurtured from the reception class onwards and

many parents become actively involved in the daily life of the school, either by helping directly in the classroom or by supporting the Parent Teacher Association social and fund-raising activities. They also ensure that their children attend regularly and complete their homework.

27. The good links established with the community help to promote a sense of citizenship in pupils as members of a community beyond the school. As well as links with a local paper factory and a foam factory, the school benefits from a partnership arrangement with a business consultant from local industry. Involvement with the local church, councillors, the cricket club, the village festival and a centre for the homeless gives pupils an insight into the workings of community life. Pupils have developed a strong sense of social responsibility by raising considerable sums of money for the disadvantaged in society – often of their own initiative. Each term, the school adopts a charity, and in the last two years has supported Children in Need, Seeds for Africa, Shoebox aid, Salvation Army, a local homeless project and several other charitable causes. The good links with other schools include membership of the Macclesfield cluster of schools, as well as the well-organised transition arrangements with the main receiver school. This partnership helps to ease the apprehension of transition to the next stage of education for the pupils.

Leadership and management

Overall, leadership and management are **very good**. The headteacher has high aspirations and a strong sense of purpose through which she provides **very good** leadership and direction for the school. The leadership of other key staff is **good**. Management is **good**, especially arrangements for self-evaluation and its use to focus on areas for improvement. The governance of the school is **effective**.

Main strengths and weaknesses

- The governors, headteacher and staff have a clear view of the kind of fully inclusive and caring school that they want.
- The school analyses its performance accurately and takes appropriate measures to address weaknesses through very good strategic planning.
- Governors know the school's strengths and weaknesses and are centrally involved in holding it to account and in managing its financial resources.
- Management of provision for pupils with special educational needs is good.

Commentary

28. The school provides a calm, reassuring and fully inclusive environment in which all pupils are valued. Within this context, the headteacher provides very good leadership. She has a clear vision for school development that is based on a rigorous evaluation of its strengths and weaknesses. The quality of relationships between all parties involved in school life is excellent. All of these features contribute well to strategic planning for whole-school improvement and to pupils' good achievement.
29. All members of staff share the governors' commitment to engaging pupils as fully as possible in school life. Overall, there is a strong sense of shared purpose and commitment to improvement, with evidence of mutual support. For example, the deputy headteacher draws on her valuable experience and skills when options for whole-school improvement are being considered by the headteacher. Much is done to ensure that curriculum planning and teaching are effective. Experienced subject co-ordinators are very good role models. In religious education, for example, good work related to curriculum development, the monitoring of teaching and learning and improving resources has resulted in pupils' better achievement. This shows what can be achieved over time. Elsewhere, some subject co-ordinators are new in post. Notwithstanding, they have all worked hard to bring about some improvements in their areas of responsibility. This has resulted in gains in pupils' standards and achievement. The

management of the Foundation Stage (reception class) is also good and ensures the children get a good start to their time in school.

30. The governors are passionate in their commitment to the school. They are now working much more closely with the headteacher to ensure that the school improvement plan takes due account of a range of views and aspirations. They show clearly in their discussions that they want the very best for all pupils. Governors have worked tirelessly to improve and expand the school's facilities in response to ever increasing numbers of pupils. They are clear in their commitment to the development of the whole child. They promote policies and procedures that ensure all pupils, whatever their age, gender or ability, are included fully in the life of the school. In this they have been successful.

31. The school's strategies for evaluating its performance and taking action are good. For example, in addition to statutory tests, it uses a range of optional tests to assess and monitor pupils' progress from their entry to school. The arrangements for performance management are satisfactory and are linked appropriately to school priorities. Arrangements for the induction and support of staff new to the school are sound. The school works well with one higher education institute in particular to support initial teacher training. This has helped the school financially and provided interesting opportunities for school-based staff to broaden their own experience through reciprocal visits to the institute.

32. Governors keep a very tight check on the school's budget. The finance committee monitors spending with the headteacher, and financial decisions are appropriate and take due account of the school's changing circumstances or specific needs. An example of this is the appointment of a part-time teacher to support pupils in booster groups. Financial resources for pupils with special educational needs are fully accounted and managed effectively by the headteacher in her role as special educational needs co-ordinator. There are clear links to the governing body through regular contact with the designated link governor. Overall, provision for pupils with special educational needs is good and is managed well. The school seeks good value for money by obtaining tenders for different spending items. It consults widely on major decisions and compares its standards with those obtained nationally. The office staff undertakes day-to-day budget management efficiently alongside their other tasks. They make a very good contribution to the smooth running of the school. Overall, the school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	353,167
Total expenditure	330,378
Expenditure per pupil	2,194

Balances (£)	
Balance from previous year	29,504
Balance carried forward to the next	22,789

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Children enter the reception in the September before they are five. They are taught in a single-age group and, at the time of the inspection, all were attending full time. All children have pre-school experiences and enter the school with a broad range of attainments, which are broadly in line with those expected nationally.

Links with parents are well established and this makes a good contribution to the good start children make. During their time in reception, all children, including those with special educational needs, make good progress in all aspects of their learning, except physical development where it is satisfactory. The children, at the beginning of their second term, demonstrate that they have settled well into school and are confident and independent. Teaching is good and the teacher and teaching assistant work effectively as a team. The management of the reception class is good and the curriculum is well planned to give the children a broad introduction to the areas of learning they are expected to cover. However, there is no secure outside area, which hinders the progress children can make in their physical development. The activities chosen are appropriate for the different ability levels found in the class, and children work equally well when they are working with an adult and when they are given the freedom to work on activities away from adult support. The children work together extremely well, showing good levels of interaction.

The teacher and teaching assistant assess the attainments of children on entry into the school early in the autumn term. These are then built on with regular assessments, when appropriate, of the progress the children make each session. These assessments are conducted as part of the general teaching role and provide valuable information, which is used to enhance learning in the next session. The large majority of children are on line to achieve the early learning goals and beyond by the time they enter Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given the confidence to explore and be independent.
- Good, supportive classroom management enables children to form good relationships and work effectively with each other.
- The broad curriculum helps children to be interested, excited and motivated.

Commentary

33. Teaching and learning are good. The activities arranged by the teacher ensure there are plenty of opportunities for the children to develop a good level of interest in all the areas of learning. There is a very good mixture of activities; some well supported by staff and other adults who help out in the reception area, and others that need children to be independent learners. This mixture ensures that children gain a good deal of confidence and develop effective working relationships with their teachers and each other. When working as a whole class, the children show good levels of concentration and listen quietly and attentively, showing a keenness to answer questions. When working in groups, it is clear to see that they have a good deal of respect for each other and, as a result, work alongside and with others, showing an ability to

share amicably. The behaviour of the children is very good and they have a clear understanding of what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are confident in their speech and are keen to talk, answer and initiate questions.
- They are good listeners and carry out simple instructions accurately.
- They have a good understanding of the sounds of initial and final letters in words and use these to attempt to write their own words.

Commentary

34. Teaching and learning are good. There are plenty of opportunities for the children to explore language in play and in more formal gatherings. This enables the children to interact with each other regularly and effectively and to develop good speaking and listening skills so that they have a good level of conversation with each other and adults. The role-play activities are a good example of how the teacher provides effective opportunities for the children to interact and to act out the stories they have listened to so attentively in class. In this way, children continually extend their vocabulary and explore the meanings and sounds of new words. They use good vocabulary to re-tell their stories in detail, for example when explaining their trip to the airport. The teacher organises good follow-up activities that contribute considerably to the development of these language skills acquired by the children. The development of reading is promoted well during literacy lessons and children are keen to sound out letters and words. The teacher also encourages the children to think of more suitable words to describe such things as their journey to the airport. This stretches their thinking and helps them to become keen to provide their own more imaginative words. Most children are beginning to read storybooks and show an understanding of the text. Most are able to write their name accurately and read the names of the other children. The most able children are writing words that are phonetically correct in short pieces of writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are given good opportunities to extend their understanding of number through class lessons and group opportunities for the children to explore.
- Teachers are challenging the children effectively to ensure their mathematical development progresses at a good rate.

Commentary

35. Teaching and learning are good. The teacher provides regular numeracy lessons when the children are able to explore their understanding of number in secure surroundings, either as a class or in groups. This allows them to grow in confidence and means they are not afraid to try to answer questions directly to their teacher or on whiteboards. Most know their numbers to ten and can count in sequence. Many know their numbers beyond ten, with the most able having the confidence to explore numbers to 1000. The children have ample opportunity to explore their mathematical understanding in role-play and other activities, for example children were having to measure out amounts of sand in the sand pit to try and balance the pans on either side of a set of scales. As a result, they develop a sound understanding of lighter and heavier

and longer and shorter. The teacher makes effective use of the ongoing assessment procedures in mathematics to reinforce the learning from previous sessions. This has a good impact on the children's learning and enables them to grasp concepts such as adding-on more easily than would otherwise be possible.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The recent trip to the airport has been used effectively to broaden the children's understanding of the world around them.
- The well-planned curriculum provides a broad range of experiences enabling the children to explore all aspects of this area of learning and, as a result, they make good progress.

Commentary

36. Teaching and learning are good. The recent visit to Manchester airport has been used extremely well to promote the children's understanding of the world around them. As a result, they talk enthusiastically about the visit and the different types of aeroplanes they saw. In a drawing activity, children showed their understanding when discussing how many people they could fit onto their own planes. Some children drew jumbo jets and were well aware that these could hold many more people than other types of aircraft. Similar levels of conversation were had when children were working with construction kits to build airport transport to go on the airport layout created by the teacher. The travel agent, where children can go to explore their writing and conversation, was another stimulus for the development of good speaking and listening skills. In one instance, the children were happily talking about their trips on ferries and their visits to Disneyland in France. Opportunities are also provided for the children to explore the properties of different types of materials, for example to find out which were more stretchy than others. The children are also given good opportunities to use the computer and to play independently with programmable toys into which they press a sequence of buttons to make the toy move forward and then to rotate itself to move forward again into an open box. The teacher encourages the children to think about the past and present, for example by exploring the different types of rail transport that has been used.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The teacher provides a wide range of opportunities for children to improve their physical development.
- There is an excellent assault course facility that the children make regular use of.
- There is no secure area outside and this limits the opportunities children have to explore their physical development skills.
- In lessons in the hall, children are expected to stand around for too long between turns on the apparatus.

Commentary

37. Teaching and learning are satisfactory. In the hall, children are given opportunities to develop their confidence and imagination when using large apparatus. As a result, they are keen to have a go at hopping and jumping along the benches and climbing around the 'A' frames. Their physical ability to climb over and around the apparatus and to demonstrate their ability to

balance is satisfactory. In these lessons, however, there is insufficient time given for the children to make full use of the opportunities, and much time is wasted waiting for their turn. The children have developed a good understanding of which types of food are healthy and which are not through the school's healthy eating programme. The school does not, however, have a secure outside area or appropriate large toys to give the children to develop physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to explore a range of materials in two and three dimensions.
- A good music lesson enabled the children to effectively explore a range of sounds made by different instruments.
- Good opportunities are provided for the children to use their imagination in role-play situations.

Commentary

38. Teaching and learning are good. The children have had a good range of art activities provided so far this year and this has enabled them to make good progress in exploring the use of different types of materials. They work well with an adult, making spaceships out of paper plates, silver paper and straws, and are pleased with the outcomes, which they are keen to try out to see if they can fly. In other sessions, the children have explored the work of Van Gogh and produced their own versions of paintings of flowers. They have also used a range of materials to explore the work of Barbara Hepworth and Andy Goldsworthy. In a music lesson, the teacher and assistant worked hard to provide the children with opportunities to explore the sounds made by a wide number of percussion instruments. The blindfold guessing game made the children think very hard about the sounds being created. In this session, they showed that their behaviour and respect for the instruments were at very high levels. The children have ample opportunities to role-play and make best use of these to expand their imagination linked to the work they are doing in school.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are good.
- Pupils make good progress and achieve well as a result of good teaching.
- Provision for pupils with special educational needs is good.
- ICT is not used extensively enough to support learning in English.

Commentary

39. Pupils achieve well in all aspects of English. As a result, standards are above the national average at the end of Year 2 and well above at the end of Year 6. Thus, the good standards seen at the last inspection, albeit with small cohorts of pupils, have been successfully maintained. Compared to pupils' attainment in similar schools, standards are well above average when judged against their own prior attainment. Overall, therefore, pupils are judged to be making good progress and achieve well. Pupils with special educational needs make good

progress towards the targets set in their individual education plans because they are supported well by teachers and classroom assistants. In addition, most special educational needs pupils, and many others, benefit significantly from extra help of good quality that is provided in booster groups.

40. Pupils' speaking and listening skills are good, and often very good throughout the school. This is because teachers regularly encourage pupils to discuss their ideas or to explain how they have come to particular conclusions. This good practice was observed in literacy and in other subjects. In general, pupils listen attentively and with respect to others. By Year 6, many pupils use a wide range of vocabulary during conversations. They express themselves confidently and clearly and are quick to respond to questions. Many discuss the finer points of their work and describe, with considerable assurance, what they enjoy about school life.
41. Pupils achieve well in reading. This is because the school has given a high status to developing reading skills and the effective use of reading schemes that are linked well to the National Literacy Strategy. Book areas in classrooms and in the open areas of the school are well organised and feature attractive displays. Pupils read regularly at home and records of their work are well maintained. Year 2 pupils read simple texts accurately and most have effective strategies to help them sound out unfamiliar words. Older pupils read confidently and independently and retell a story, capturing the main points of the plot. Year 6 pupils discuss the work of their favourite authors, such as Jacqueline Wilson and J K Rowling, and make comparisons. Pupils' research and library skills are developing soundly.
42. Teachers have worked hard to improve standards in writing. Consequently, these skills are now good. Pupils write in a wide variety of styles and formats, including stories, newspaper reports, factual accounts and descriptions, poems, letters and play scripts. Handwriting skills are developed systematically. By Year 6, all pupils use a pen and most write in an attractive joined up script. Punctuation within sentences is accurate and more able pupils show a secure understanding of the use of commas, apostrophe and inverted commas.
43. The quality of teaching and learning is good overall and has some very good features. Teachers place an appropriate emphasis on helping pupils develop their literacy skills through purposeful and enjoyable activities. As a result, pupils' attitudes to the subject are good. They concentrate well in lessons and work hard. In a very well taught lesson in Year 6, pupils were engrossed in their work because teaching was stimulating, challenging and consistently supportive. The teacher showed expert subject knowledge and the pace of teaching and learning was brisk. This led to all pupils achieving well in their analysis of how poets manipulate words and how they convey moods, feelings and attitudes in poetry. Teachers use ICT to support learning in English, for example through wordprocessing, but there is scope for further development in the application of ICT.
44. Leadership and management in English are good. The two co-ordinators are relatively new to post but they have undertaken a full review of the subject in conjunction with their colleagues. Manageable arrangements that are consistent with the school development plan are being put in place that will ensure continued improvement. Good analysis of how well pupils are progressing is made and this is used effectively in planning the next lessons or the curriculum coverage and organisation for the next year. Resources to support learning in English are good in range and quality.

Language and literacy across the curriculum

45. Pupils' speaking and listening skills, and their basic reading and writing skills, are well developed in other subjects. For example, pupils regularly discuss ideas with partners or in triads, and review their work with one another. In Year 5, pupils have used writing skills successfully to produce extended work of good quality in history associated with the ancient

Greeks. In science, the same pupils have written accurate explanatory texts relating to the water cycle.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Year 6 pupils attain very good standards.
- There is a good level of challenge in Years 1 and 6 for all pupils, but particularly for the more able.
- Challenge and expectation for some average and above average pupils in Year 2 are not sufficiently demanding.
- The positive attitudes, behaviour and collaboration of pupils make a significant contribution to their learning.

Commentary

46. Standards in mathematics have varied considerably in recent years at the end of Year 2 and Year 6. In the 2003 tests, standards in Year 2 were above the national average and in Year 6 they were well above. When compared to what they had achieved in Year 2, however, it appears from the data that pupils underachieved. However, a thorough analysis of the data for those Year 6 pupils who were in school at the end of Year 2 shows that these pupils made at least satisfactory progress during their time in Key Stage 2. Discussions with pupils, scrutiny of their work and observation in class show pupils in the present Year 6 are achieving well and are on line to attain very good standards by the end of this year. This is because the very good teaching they receive is challenging and motivating and pupils clearly enjoy their work. Pupils demonstrate a good level of understanding of almost all aspects of the mathematics curriculum, although knowledge of line graphs and pie charts is less secure.
47. Overall, the quality of teaching and learning in Key Stage 1 is satisfactory and in Key Stage 2 it is good. In the best lessons, all pupils were engaged in both whole-class and group activities, which developed and extended the thinking of all pupils, including the most able. For example, in Year 1, individual pupils thought of a number and responded to questions asked by classmates in order for them to ascertain what it might be. This activity focused on odd and even numbers and 'more than' and 'less than', and developed their thinking skills effectively. In Year 6, because of the teacher's very good explanations and instructions, and the very good match of expectations for the different abilities of pupils in the class, pupils, including those with special educational needs, were thoroughly engaged in their work and are beginning to get to grips with reflecting and rotating shapes and plotting these using co-ordinates on a graph in four quadrants.
48. Although the most able pupils in Year 2 are attaining standards higher than the national average, the number of pupils in this group is smaller than is expected when compared with similar schools. Not enough pupils are targeted to achieve at higher levels, and the needs of the most able are not always met and some activities do not engage and extend thinking in order for average to above average ability pupils to achieve at higher levels.
49. In all lessons seen, pupils were engaged, on task and worked well together whenever they were given the opportunity. Through discussion, they sort out problems for themselves and develop their thinking and understanding well. This fosters their independence and helps to create a purposeful, working atmosphere while enabling the teacher to focus attention on particular pupils without being interrupted.
50. Leadership and management are good and there has been some useful analysis of how well pupils are doing as they progress through school. This has led to effective management

decisions on curriculum coverage and the sort of additional support needed for different groups of pupils.

Mathematics across the curriculum

51. Mathematics, particularly aspects of data handling, is used effectively to support other areas of the curriculum. Block graphs and bar charts display information gathered within other topics, for example in Year 1 in a science project on 'ourselves'. Year 6 pupils use their knowledge of scale and co-ordinates in geography when reading maps. Sometimes, ICT is used effectively to support the recording of results, for example within a geography topic on 'water' in Year 5. However, the use of other graphical representations is less well developed.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The science co-ordinator is raising expectations in science and having a significant impact on the progress pupils make throughout the school.
- The best teaching is characterised by high expectations of what the pupils can achieve and sharing these expectations with the pupils.
- There is an emphasis on teaching science through investigation and experiment and this is having a significant benefit on the interest, motivation and enthusiasm of the pupils.
- Standards in 2003 were well below those expected for similar schools.

Commentary

52. The new science co-ordinator was appointed to the school to help improve the provision of science in the school, as it was perceived to be an area for improvement. Since September, she has worked successfully to raise the profile of science throughout the school and this has had a significant impact on the quality of teaching and learning. There has been a significant improvement in how teachers assess the progress pupils make and this has enabled lesson objectives to be very well focused. These very good leadership and management skills ensure that pupils achieve very well and that standards in Year 6 are well above the national average. Standards in the present Year 2 are in line with the national average. The results at the end of 2003 were disappointing at both Key Stages 1 and 2 when compared to similar schools. The main weakness at Key Stage 1 was investigative work and, in Key Stage 2, the achievements of the most able. The work now being carried out by teachers shows a great deal of commitment to developing pupils' knowledge and understanding of investigative and experimental work. Through this, the pupils' knowledge and understanding of the different aspects of science are progressing very well in all classes and for all abilities, including those pupils with special educational needs.

53. Overall, the quality of teaching and learning is good throughout the school. During the inspection, it was clear to see in lessons that teachers were very aware of what they wanted the pupils to attain. Expectations were very high and all pupils, including those with learning difficulties, were made well aware of what they needed to do to attain the more demanding learning objectives matched to their abilities. The work in each of the lessons was very much geared around pupils learning particular skills through direct teaching. For example, Year 1 pupils were looking at what was needed to ensure a test was fair, and then applying these skills to their own investigations. This was also very evident in the Year 6 class when pupils worked in groups with great interest and motivation. The discussions in the groups were very focused on how they could ensure the investigations that were devised by themselves could give them important information about the reactions between different substances. The pupils were very clear about what they needed to do to attain a higher level. As a result, pupils made certain that

their investigations covered such things as precision, using more than two variables, creating a mean average and recording their findings using tables and graphs. They made very good use of their literacy and numeracy skills to achieve very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**. Because only one full lesson was seen, judgements relating to the quality of teaching and learning are limited. Overall, judgements do, however, include analyses of pupils' work and the outcomes of discussions with the subject co-ordinator and with pupils.

Main strengths and weaknesses

- Teachers are confident to teach all aspects of the subject.
- The co-ordinator provides very assured leadership and management of ICT.
- The computer suite enables the teaching of skills but is cramped for whole-class work.
- ICT is not used well enough to support learning in other subjects.

Commentary

54. Provision is satisfactory and, as a result, pupils, including those with special educational needs, achieve satisfactorily. By Year 2 and Year 6, most pupils reach the expected standards in all aspects of the subject. The school has worked hard to raise the profile of the subject by increasing the number of computers and by creating a computer suite. However, the suite is cramped and, because it is sited around a thoroughfare, teaching and learning are frequently interrupted. This is unsatisfactory.
55. The quality of teaching is satisfactory. Teachers show good confidence and subject knowledge to teach the subject effectively because of the carefully-planned in-service training that they have received. Teachers of the older pupils are making good use of the Internet as a resource base. For example, Year 5 pupils show good skills in finding information and in producing their own fact files and holiday brochures associated with topic work about Greece. In their science topic in this same year group, pupils have used a digital camera effectively to illustrate aspects of the water cycle. Pupils have planned opportunities to use a range of other technological equipment including a programmable roamer, tape recorders and an overhead projector. Pupils of different ages speak enthusiastically about their like of the subject and many appreciate how it helps their learning in other subjects.
56. The co-ordinator has been in post for just over a year. She has led the subject competently since her appointment. In particular, she has provided in-service training for her colleagues in connection with an effective new assessment system that is linked to the scheme of work. She rightly sees the acquisition of an interactive whiteboard for skills teaching as a necessary development to enhance the overall quality of provision. The co-ordinator currently undertakes a termly evaluation of the subject that includes a scrutiny of work, and reports her findings to the governing body. There are plans for her to develop the monitoring aspect of her role that is associated with planning and classroom practice. Pupils' achievement in ICT is enhanced through the after-school computer club.

Information and communication technology across the curriculum

57. Pupils are making increasing use of ICT to practise and reinforce the skills they have learnt in computer lessons and to extend learning in other subjects. For example, in literacy through text work and wordprocessing, in the use of data handling and control work in mathematics and in the use of art programs. Overall, however, this element of their work is not yet sufficiently well developed throughout the school.

HUMANITIES

History and geography

58. Only one lesson was seen in **geography** and two in **history** so it is not possible to make an overall judgement on provision or teaching in these subjects although, in all three lessons seen, teaching was very good. The evidence from these observations, along with scrutiny of work and discussions with pupils, indicates standards attained in Year 2 and in Year 6 are above national expectations in history and are at least in line with expectations in geography.
59. In a Year 2 history lesson, pupils looked for evidence from pictures about conditions in the hospitals in the Crimean war and compared them to modern times. The teacher's planned activities and very good questioning encouraged these young pupils to consider how it would feel to be there in various roles, thus developing a sense of empathy and making the learning more vivid. By Year 6, pupils have a secure knowledge of chronological order of events and explain changes in social history and why these came about. They read maps, understand contour lines and symbols and use an atlas with understanding. Study skills are well developed so that pupils are confident in using the Internet and books for research in both subjects.
60. Good links are made with literacy in the planning and teaching of history and geography. For example, Year 5 pupils report accounts of the wars of the ancient Greeks through newspaper articles in history, while in geography, Year 6 pupils learn debating skills when considering the effects of tourism.
61. Year 5 pupils have the opportunity to study a contrasting locality on a residential trip to Beeston Outdoor Centre. This, along with other visits and special events linked to topics, makes the work interesting and relevant to pupils, as was exemplified by the enthusiastic account given by Year 6 pupils of dressing up in the fashion styles of 1950s and 60s when, in history, they were studying how life had changed in Britain since 1948.

Religious education

Provision in religious education is **good**. Only two lessons were seen but overall judgements include analyses of pupils' work and the outcomes of discussions with the subject co-ordinator.

Main strengths and weaknesses

- The co-ordinator provides very good leadership and management of the subject.
- Good teaching results in pupils' good achievement and in standards that are above those expected.
- Religious education is managed and taught in a way that promotes respect and interest in different faiths and beliefs. It makes a good contribution to pupils' personal development.

Commentary

62. Pupils achieve well and, by the end of Year 2 and Year 6, standards of attainment are above the expected levels within the locally agreed syllabus. Overall, this is an improvement since the previous inspection when only the junior pupils obtained the above average standards. All pupils make good progress in gaining more knowledge and understanding of their own and others' religious beliefs. Improvements have been managed well by the co-ordinator.
63. Work in pupils' books and in displays shows that the school provides detailed and effective coverage of the locally agreed syllabus. For example, pupils effectively examined the symbols and customs that are associated with major faiths other than Christianity. These include Islam, Hinduism and Judaism. In lessons, Year 1 pupils review, at the appropriate level, the Christian

story of creation through the study of Genesis. In their response to learning, pupils develop a sense of awe and wonder and mystery that is inspired by the natural world.

64. Teaching and learning in lessons seen were good. A particular strength in both lessons was the sensitivity with which teachers managed pupils' responses. Gentle prompts by teachers and the provision of peaceful reflection enabled pupils to consider their own attitudes and beliefs, whilst being encouraged to respect those of others. As a result, all pupils were confident to express their ideas because they knew that their opinions would be valued. Overall, pupils show a growing understanding of individual identity.
65. The school organises visits to local churches of different Christian denominations and invites visitors to school to speak to the pupils. These include 'expert witnesses' representing the Christian, Muslim and Hindu faiths. Outings to non-Christian places of worship are limited, but Year 6 pupils have visited the synagogue in Manchester and there is a virtual tour of a synagogue available through an ICT program. A carefully structured assembly programme makes a good contribution to developing more fully pupils' understanding of many elements of religious education.
66. The subject is led well by an experienced co-ordinator. She has monitored teaching and learning regularly and placed the results of her analysis of moderated pupils' work in religious education in a portfolio. This is a good start to assessing the progress pupils make through school but there is not yet a systematic assessment system in place. Over time, she has developed a good range and quality of resources, particularly artefacts to support learning about other major religions. In addition, she has provided useful guidance for teachers to follow in lessons. All of this provides a model of good practice for other subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

Provision in art and design is **good**. There was insufficient evidence in design and technology to make a judgement, although work on display was of good quality for the ages of the pupils who had produced it.

Main strengths and weaknesses

- The teaching of both art and design and design and technology puts good emphasis on the skills needed by the pupils to produce work of a good standard.
- There is good breadth within the curriculum to provide a wide range of opportunities for pupils to explore different materials to produce artwork and products.
- The co-ordinators for both subjects are very supportive and ensure all teachers emphasise the teaching of skills. However, they have insufficient knowledge of how well pupils achieve as they progress through the school.

Commentary

67. Only one art and design lesson was seen during the inspection and no design and technology lessons. However, there was a good deal of art and some design and technology work on display from all classes. In all cases, the quality of the work was of a good standard. Standards are above average in art and design by the end of Years 2 and 6. All teachers emphasise the teaching of specific skills and this is often related to the particular styles of artists, such as Turner, Barbara Hepworth, Andy Goldsworthy and Van Gogh. As a result, the pupils' skills progress well throughout the school and achievement is good. In the one lesson, pupils were experimenting with the style adopted by Turner and had a good understanding of how he used light and reflection to create his pictures. The pupils had looked carefully at different aspects of his work and were effectively applying his principles to their own artwork. Pupils take great care

over the way they use watercolours to blend and create the affect of a sunset and the way the light reflects off the water. Throughout the lesson, they worked diligently and were very proud of the outcomes. At the end of the lesson, the teacher recapped on the skills they had been using and gave the pupils time to admire each other's work and to say why they liked particular paintings completed by different children. This enhanced the pupils' appreciation of art produced by others and the care and effort taken to create different effects. The most able pupils reflect on the techniques used rather than just the outcomes. The displays around the school show that the teachers provide a range of two- and three-dimensional opportunities for pupils to create art of a good standard. Printing and sculpturing were very much in evidence, for example Year 5 had produced some very good sculptures of different parts of the body, such as hands, faces, feet and eyeballs. In design and technology, pupils are encouraged to consider other artefacts as part of their preparation before designing their own products. This has the effect of enhancing the quality of the designs and the finished products. In Year 3, this led to the pupils producing good quality photograph frames that could free-stand. Leadership and management in both subjects are satisfactory. Good support is provided and the thrust throughout the school is about building on the skills already developed for each year group. There is good breadth of delivery across the curriculum, but there is no rigorous tracking of the progress pupils make or any identification of gifted and talented pupils.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- The music teacher has a very good understanding of the development of music skills throughout the school.
- There are very good resources in the school and this enables the pupils to experience a wide range of musical instruments and make good progress in their understanding of music.
- The development of music is very much enhanced by the work covered in the music club. This helps to produce musicians of a very good standard.
- Opportunities for composition and evaluation are not planned systematically across each term.

Commentary

68. The above average standards in music at the end of Year 6 are very much due to the skills of the teacher who has responsibility for the teaching of this subject throughout the school. She leads and manages the subject well and has planned a curriculum that has good breadth and this enables the skills to build-on effectively. The music club meets on a weekly basis and further enhances the progress more able pupils make. The school orchestra has more than 30 pupils who play a wide range of instruments, including violin, recorders, a range of wind instruments and piano. The orchestra performs extremely well in whole-school assemblies, as do particular pupils invited to accompany the singing in the infant assemblies. In lessons and assemblies, pupils sing with a good degree of gusto and in a tuneful and melodious way. In the two Key Stage 2 lessons seen, there was good balance between listening and appraising music and performing. The teacher is skilful in the way she draws answers from more able pupils about the structures of particular songs. Pupils in Years 5 and 6 are able to sing songs in two parts accurately and those on percussion instruments follow the beat in time. In Year 4, the pupils are confident enough to sing sections to songs they have begun to learn in previous lessons. The teacher uses these performances well to enhance the qualities of melody and pitch of the whole class. Although the planned curriculum has good breadth and covers all aspects of the curriculum, there is insufficient opportunity for pupils to apply the skills they are taught to their own compositions during the autumn and spring terms.

PHYSICAL EDUCATION

There was insufficient evidence collected during the inspection to make a secure judgement about overall provision.

Commentary

69. Standards in Year 6 hockey skills and Year 4 gymnastic skills were above the national average in the two lessons seen. The secondary school specialist taught the Year 6 lesson and demonstrated very good knowledge of the skills being developed by the pupils. The most able pupils showed very good control over the hockey ball, for example using the reverse stick to dribble past an opponent. The instructions given by the teacher were clear and were followed up by some very good individual support. The teacher provided good opportunities for the pupils to practise the skills in different situations, finishing with a small-sided game. Good attention and guidance were given to health and safety issues, for example at the end of the lesson pupils were told of the importance and effect of a good cool down. In the Year 4 gymnastics lesson, the teacher gave the pupils ample opportunity to develop and improve routines created in the last lesson. The teacher drew the class together effectively at regular intervals to reinforce the skills she was looking for. This enabled the pupils to make good progress in the way the different movements gelled together. Good opportunities at the end of the lesson were given for pupils to perform and evaluate each other's sequences. However, the comments were generally on what they liked about the sequences and not about how the pupils could improve balance, control and fluidity.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen but the planning and opportunities available for the pupils indicate provision to be **very good**.

Commentary

70. The school places much emphasis on the personal, social and health development of the pupils. In the reception class, children are given very good support and settle down quickly into school and soon become very confident individuals. They enjoy the involvement in the Healthy Schools initiative, as do the rest of the pupils in the school. The distribution of fruit on a daily basis is something that is looked forward to by many. Time is allocated by teachers for pupils to discuss a range of issues during group time known as 'circle time', and the school council is now very much involved in improving the social environment of the school. This consistent approach to ensure pupils are cared for enables pupils to show equal respect for each other and to become confident to develop their own personalities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
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	4
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	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

