

INSPECTION REPORT

WHIRLEY PRIMARY SCHOOL

Broken Cross, Macclesfield

LEA area: Cheshire

Unique reference number: 111153

Headteacher: Mr J Rowan

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 8th – 10th June 2004

Inspection number: 266027

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	177
School address:	Whirley Road Broken Cross Macclesfield Cheshire
Postcode:	SK10 3JL
Telephone number:	01625 611399
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Watson
Date of previous inspection:	20 th September 1999

CHARACTERISTICS OF THE SCHOOL

Whirley Primary School is an average-sized school catering for pupils aged 4 to 11. It is located on the western side of Macclesfield. Children's attainment on entry to school is average overall but it is very variable ranging from above average to below average. Nearly all of the pupils are of white British background. There are no pupils with English as an additional language. The percentage of pupils on free school meals is five per cent; this is below the national average. The school has a very good reputation in the area for its inclusive practices and several children who have had problems attend Whirley and they settled down quickly to the school's routines. Twelve per cent (below average) of pupils are on the special educational needs register and three per cent (above average) have Statements of Special Educational Needs. The range and nature of pupils' special educational needs are largely associated with learning difficulties, hearing and visual impairment and emotional and behavioural problems. The headteacher has only been at the school for twenty one months and two new teachers have been appointed who have been in school since September 2002. The school has good links with Manchester Metropolitan University and takes students for Initial Teacher Training and provides before and after-school care through its "Super Kids" project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	English Science History Provision for pupils with special educational needs Provision for pupils with English as an additional language
19365	G Stockley	Lay inspector	
32845	P Rushforth	Team inspector	Mathematics Information and communication technology Design and technology Physical education
21547	P White	Team inspector	Areas of learning for children in the Foundation Stage Art and design Geography Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whirley Primary School is a good school which is improving rapidly under the very good leadership of the headteacher and very good governance of the governing body. The school is managed well and offers good value for money. Teaching and learning are good and pupils achieve well, reaching above average standards by the time they leave school. Pupils have very good attitudes to learning, and behaviour is good throughout the school.

The school's main strengths and weaknesses are:

- Standards throughout the school are above average in English and mathematics and well above average in science, art and design and history by the end of Year 6.
- Pupils in Year 6 attain the expectations of the locally agreed syllabus in religious education but they are capable of achieving more.
- The newly appointed headteacher provides very good leadership and is totally committed to providing the best quality of education.
- Staff are very hard working and teaching is good overall, with a significant amount being very good. As a result, pupils learn well.
- Pupils have very good attitudes to learning and behave well. Relationships are excellent and provision for their spiritual, moral, social and cultural development is very good.
- Provision for pupils with special educational needs is very good.
- Whilst pupils make good progress overall due to the satisfactory use of assessment, higher attaining pupils could be challenged even further with its improved use especially in Year 1 and Year 3.
- Parents are seen as true partners in their children's learning and play a valuable role in supporting the school and pupils' learning.
- The role of subject leaders is satisfactory overall but they, together with the senior management team, are not yet sufficiently involved in the strategic management of the school.
- The governing body is very well informed and is helping the school to move forward.
- Assessment procedures in science and foundation subjects, whilst satisfactory overall, are not rigorous enough and there are inconsistencies in teachers' marking.

Improvement since the last inspection has been good. Standards have remained high in spite of the change in pupils' attainment on entry, now broadly average. Good improvement has been made in developing consistency in planning, monitoring of teaching and learning, the quality of accommodation and the governors' involvement with evaluating the work of the school.

STANDARDS ACHIEVED

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

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

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

Pupils achieve well throughout the school, especially in English, mathematics, science, art and design and history. The 2003 national test results and teacher assessments show that, in Year 2, in comparison with all schools, standards in reading and science were above average and were well above average in writing and mathematics. In comparison with similar schools, standards in Year 2 were average in reading and above average in writing and mathematics. By the end of Year 6, in comparison with all schools, standards were well above average in English and science and average in mathematics. In comparison with similar schools, standards in English and science were well above average and above average in mathematics. This year there are not as many higher attaining pupils in Year 2 and Year 6 as in previous years and this will naturally repress test scores. Inspection findings show that, from average attainment on entry to the reception class, pupils exceed national averages in all subjects except religious education, and standards are well above average in history, art and design and science by the time they leave school. Average standards in religious education could be higher at the end of Year 6 and in information and communication technology (ICT), and design and technology at the end of Year 2. Standards in reading are well above average throughout the school. By the end of the Foundation Stage, the majority of children attain the national expectations for their age in all areas of learning with a significant proportion exceeding them. Higher attaining pupils make satisfactory progress overall but could be achieving more, especially in Year 1 and Year 3. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The ethos of the school is very good. Support staff and parent helpers make a significant contribution to pupils' learning and, as a result, pupils have very good attitudes towards their work. Pupils' behaviour is good and attendance is very good.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good with very good features, especially in the upper juniors, and pupils generally learn well. Assessment is satisfactory overall, but its use to challenge all groups of pupils is variable. Pupils could be challenged more especially in foundation subjects. Procedures for tracking pupils' progress are satisfactory, but insufficient information is given to parents on how well their children are achieving in foundation subjects. The teaching of literacy, numeracy and ICT is good and behaviour is managed very well. The curriculum is good, it is well planned and there is a very good range of activities to support learning. Provision for pupils with special educational needs is very good. Accommodation and learning resources are good. Pupils are very well cared for and looked after. Partnership with parents is very good and links with the community and other schools and colleges are good.

LEADERSHIP AND MANAGEMENT

The headteacher is an inspirational leader whose very good leadership is moving a good school to even greater heights. Management is good, but the subject co-ordinators and senior management team are not yet fully involved in strategic management. The governing body executes its duties very well and holds staff to account for the standards that pupils attain. Governance of the school is very good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school and all that it provides. Parents' and pupils' views are actively sought and the School Council is well involved in all aspects of school life. Pupils love their school and have excellent relationships with their teachers. Parents' expertise is used well throughout the school.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT and design and technology by the end of Year 2 and religious education by the end of Year 6.
- Ensure that rigorous assessment procedures are introduced in all foundation subjects, science, religious education and ICT.
- Ensure that data from assessments is used to move pupils on in their learning, especially those who are higher attainers, and that teachers mark consistently to indicate how pupils can improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils achieve well and overall attain above average standards by the end of Year 6. Children in the Foundation Stage achieve well and nearly all of them attain the expected standards with a significant minority exceeding national expectations in all areas of learning. Pupils with special educational needs achieve very well in relation to their targets.

Main strengths and weaknesses

- By the time pupils leave school they are well prepared for their next stage of learning. Pupils achieve very well in science, art and design and history in the juniors.
- Standards could be higher in using and applying mathematics, design and technology and ICT in the infants and in religious education in Year 6.
- Standards are well above average in reading throughout the school and pupils' achievements are very good.
- Above average attaining pupils, whilst making satisfactory progress, could be achieving more.
- Pupils' spelling is erratic and too many errors are made, especially in the spelling of subject specific words.

Commentary

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

Standards in:	School results	National results
reading	16.7 (16.6)	15.7 (15.8)
writing	15.9 (13.9)	14.6 (14.4)
mathematics	17.7 (18.4)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.4 (27.9)	26.8 (27.0)
mathematics	27.4 (27.3)	26.8 (26.7)
science	30.1 (29.2)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- 1 Children's attainment on entry to the school differs year on year from below average to above average. According to the school's detailed record keeping, the overall standard of attainment on entry is gradually decreasing. At the time of the last inspection, there

was a greater proportion of children of above average ability than of below average ability.

- 2 Children in the Foundation Stage achieve well and attain the expected standards, with a significant minority exceeding the expected standards in all areas of learning. Insufficient use is made of the good assessment procedures which are passed on to Year 1 and, as a result, children who are above average attainers consolidate learning rather than being extended to maximise their full potential. This is also the case in Year 3. In these two year groups, pupils' achievements are satisfactory and could be improved upon.

- 3 The 2003 national test results and teacher assessments show that, in comparison with all schools, pupils in Year 2 attained standards that were above average in reading and science and well above average in writing and mathematics. In comparison with similar schools, standards were average in reading and science and above average in writing and mathematics. The proportion of pupils achieving the higher levels (Level 3) was well above average in writing and above average in mathematics. By the end of Year 6, in comparison with all schools and similar schools nationally, pupils attained standards that were well above average in English and science and above average in mathematics. There were no significant differences in attainment by gender and this certainly was apparent during the inspection. The school just missed its targets for literacy and numeracy. The percentage of pupils attaining the higher levels in English and mathematics was above the national average and in science was well above the national average. There has been an upward trend in the results, both in the juniors and in the infants. However, there is still a small percentage of pupils who are below average attainers who are not making fast enough progress in writing in Year 1 and Year 3. This is because they are not always given tasks that match their needs and are often asked to write without receiving a broad enough range of writing aids such as writing frames, word banks and annotated worksheets.
- 4 Inspection findings show that due to the very good systems of school self-evaluation, the headteacher's very good monitoring of teaching and learning and the school's satisfactory systems for recording pupils' achievements, standards are rising and are poised to rise even more once staff start using the information that they have to match pupils' needs more thoroughly. This is an area which has been identified in the school development plan as needing urgent attention.
- 5 Inspection findings show that the school is well placed to improve further because it has the appropriate systems to rectify any weaknesses. For example, the headteacher recognised that standards in mathematics, reading and science could be higher and staff were given performance management targets backed up by rigorous training to improve their practice. This has resulted in pupils achieving very well in reading throughout the school, and in science, all pupils are developing their skills of setting up and evaluating their experiments very well. In the juniors, pupils tackle problem solving well in mathematics. However, in the infants they still struggle with this aspect of learning, especially in Year 2 where, due to some behavioural issues, not all pupils work well together.
- 6 Inspection findings show that, in English by the end of Year 2 and Year 6, standards in speaking and listening and writing are above average, in spelling, pupils attain average standards and in reading standards are well above average. Overall, this represents good achievement with very good achievement in reading.
- 7 In mathematics, standards in Year 2 in problem-solving and using and applying mathematics are average and are above average by the end of Year 6. In number, shape and space and data handling in Year 6, standards are above average overall and pupils' achievements are good.
- 8 Standards in science exceed national expectations and overall pupils achieve well. Standards in experimental and investigative science are above average in Year 2 and well above average in Year 6, in all other aspects of science standards are above average in Year 2 and are well above average in Year 6. Pupils' achievements are good

overall but they are very good in the juniors, especially in the way pupils set up and evaluate their experiments.

- 9 In design and technology, standards at the end of Year 2 meet national expectations and exceed expectations in Year 6. Pupils' achievements are good overall but they are satisfactory in the infants as insufficient emphasis is placed upon pupils using information and communication technology (ICT) to support their learning, spelling of technical terms correctly and developing their skills of evaluation.
- 10 In ICT, pupils in Year 2 attain the national expectations for their year group and at the end of Year 6, standards are above average. Pupils' achievements are good but in the infants the use of ICT to support learning could be even more rigorous. In history, pupils exceed the national expectations in Year 2 and achieve well above average standards in Year 6. Overall, pupils' achievements are very good because the school has placed a high emphasis on the rigorous teaching of historical skills and, as a result, pupils are making very good gains in developing their skills of inference, deduction, synthesis and presenting their information in a variety of ways. A similar picture of attainment is presented in art and design where standards are above average in Year 2 and well above average in Year 6, a particular strength in this subject is the very good gains pupils make in their skills of observational drawing, clay work and their ability to work using a range of media. Parental help in school contributes significantly to the high standards pupils' attain as the school utilises the expertise and good will of parents well. For example, pupils in the infants, helped by parents, made good progress using watercolours and in the juniors the quality of batik work and weaving in Year 3 was very good.
- 11 In physical education, standards are above national expectations in Year 6 and pupils' achievements are good. No judgements were made on standards in the infants and no judgements were made on standards in music and geography because insufficient lessons were seen. In religious education, pupils in the infants exceed the expectations of the locally agreed syllabus, whereas in Year 6 they meet the expectations. However, too few opportunities are provided for pupils to develop their writing skills in Year 6 and the coverage of religious education just meets requirements of the locally agreed syllabus and is not developed in sufficient depth. Overall, pupils' achievements are satisfactory.
- 12 Pupils with special educational needs make very good progress throughout the school because their individual education plans are regularly evaluated by the headteacher, parents are fully involved and support staff are targeted effectively to meet their needs.
- 13 The very small minority of pupils from different ethnic backgrounds achieve very well in relation to their prior attainment. Improvement since the last inspection has been satisfactory. High standards previously identified have been maintained and the rates of pupils' progress have improved in the Foundation Stage from satisfactory to good, in Key Stage 2 pupils' standards have risen at a faster rate than the national trend.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes are very good and behaviour is good. Their personal development, including their spiritual, moral, social and cultural development, is also very good overall. Attendance and punctuality are both very good.

Main strengths and weaknesses

- The school promotes relationships, including racial harmony, very effectively and pupils form excellent relationships with others.
- The school sets very high standards for attitudes and conduct and works very hard to achieve them.
- The school develops in pupils a very high respect for feelings, values and beliefs and very high moral standards. It prepares them very well for the responsibilities of living in a community.
- Pupils willingly take responsibility throughout the school.

Commentary

- 14 Pupils throughout the school enjoy being there and work very hard, showing very good levels of interest in lessons and the very good range of additional opportunities which the school provides for them, such as working in groups and developing partner work. Teachers have very high expectations of behaviour and, as a result, pupils behave well and are polite to their teachers, other adults in the school and visitors. Behaviour is not quite as good as it was at the time of the previous inspection, when it was judged to be excellent. This is because there are now more pupils in the school who have significant behavioural problems. There have been no recent exclusions.
- 15 Pupils are very enterprising and willing to take responsibility. For example, the older pupils have organised a bag-packing session at a local supermarket. The money that they earned is being used to provide a "friendship bench" in the playground, and pupils are being trained to befriend children who do not have anyone to play with. Pupils also demonstrate high levels of independence and initiative, for example when they use the Internet to carry out research in history.
- 16 Pupils are very well prepared for taking up responsibilities for living in a community. For example, they are fully aware of ecological issues, looking after the environment, caring for the elderly and infirm and those less fortunate than themselves, and they respect the many different celebrations, faiths and practices of our multicultural society.
- 17 Pupils' relationships with other pupils and their teachers are very good and this results in a pleasant and harmonious school community where everyone works hard and supports each other. In one lesson observed during the inspection, pupils burst into spontaneous applause in celebration of a pupil's achievement. The very good attitudes identified in the previous report have been maintained and improvement has been good due to the very good provision for pupils' spiritual, moral, social and cultural development. Pupils are given very good opportunities to reflect on the spiritual nature of artists' intuition. When studying pottery, for example, they are given very good opportunities to look at form and see if it is aesthetically pleasing to the eye. They are encouraged to look at the beauty of nature, the changing seasons and the wonders of God's Creation. Moral development is very well encouraged through well-chosen stories, personal, social and health education and drama where pupils explore choices people make.
- 18 In lessons, very good opportunities are provided for pupils to work together and develop their social skills through the use of talking partners. The very good range of visits and residential visits, such as a trip to York Minster, provide pupils with very good

opportunities to develop the capacity to work alongside one another. The school's participation in a very wide variety of sports tournaments encourages and develops teamwork very well. Pupils are given good opportunities to evaluate one another's work and suggest points for improvement. Pupils do so in a very mature manner and this is having a very positive effect on their personal development.

- 19 Provision for cultural development is good. Pupils learn about different faiths, celebrations and religious practices through religious education. They listen to a wide range of music from different cultures, and in literacy, they read text about life in the Caribbean.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.1
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.

- 20 Attendance rates are consistently well above the national average, with almost no unauthorised absence. Parents support the school very well in ensuring that their children attend regularly and on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils with aspects of very good provision, such as the very good range of visits and visitors that enhance learning. Teaching and learning are good overall. Pupils are very well looked after by staff and the partnership with parents is very good. Partnerships with other schools and the community are good.

TEACHING AND LEARNING

Teaching is good throughout the school with examples of very good teaching seen and, as a result, pupils make good gains and learn well. Assessment is good in the Foundation Stage, English and mathematics and satisfactory in other subjects.

Main strengths and weaknesses

- Teachers generally have good subject knowledge, especially in Year 2, Year 4, Year 5 and Year 6.
- Literacy, numeracy, ICT and science are taught well, and in history, the quality of teaching is very good.
- Good planning and short well-focused teaching sessions enable children in the Foundation Stage to learn quickly and effectively.
- Support staff make a significant impact on children's learning.
- Guided reading is taught very well and, as a result, pupils achieve very well.
- At times, higher attaining pupils are not sufficiently challenged and could be achieving more.
- Team spirit is good amongst staff.
- Teachers' marking is not rigorous enough and does not move pupils on sufficiently quickly in their learning.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (23 %)	17 (57 %)	5 (17 %)	1 (3 %)	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.

- 21 The quality of teaching is good, and there is a significant amount of very good teaching in the juniors.
- 22 The good quality of teaching contributes to pupils' good achievements. The quality of teaching in the Foundation Stage is good. Good emphasis is placed on the teaching of basic skills and providing plenty of opportunities to ensure that children learn using their senses and that play is appropriately structured to help them learn.
- 23 Parents are pleased with the quality of teaching that their children receive but a small minority of parents expressed their concerns that some higher attaining pupils could be achieving more in the infants and in the lower juniors. Inspectors confirm this view and the headteacher has already identified this as an area for improvement. The continuous professional development of staff is of great importance to the headteacher and governors and staff are encouraged to go on many courses and this helps improve their practice because they are up to date with recent and relevant information. Pupils interviewed by inspectors said that their teachers were fantastic but that sometimes they get bored by covering work that they already know. This is borne out by inspectors' findings and the school's self-evaluation because in spite of all the hard work that has been done, not all staff are using data from assessments to plan the next steps of pupils' learning. Furthermore, not all subject co-ordinators are monitoring standards sufficiently in their subjects and sometimes pupils' consolidate learning rather than acquire new knowledge at a fast rate.
- 24 Team spirit is good amongst the staff and this is because the headteacher is very good at identifying staff strengths and encouraging them. Good practice and good ideas are shared amongst staff. Teachers go to great lengths to stimulate and interest the pupils. They are enthusiastic about teaching even though some of them have been teaching for a long time. They are keen to improve their practice and genuinely want to know what they can do to improve. No sooner had they received feedback on their teaching from inspectors than they were already addressing issues identified for improvement on the very next day. Staff manage the difficult behaviour of some pupils very well. Clear boundaries are established and pupils know what is expected of them. Equal opportunities are afforded to every pupil and the teaching of pupils with special educational needs is very good. These pupils make rapid gains in learning and many of them achieve average levels.
- 25 Teaching assistants support pupils' learning well. They know what is required of them due to the good planning and in support groups, such as in the Additional Literacy Strategy aimed at boosting pupils' learning in English, they provide very good explanations. As a result pupils learn quickly and effectively.

- 26 Teachers make good use of talking partners¹. They encourage pupils to talk to one another and to evaluate their learning; this has a very positive effect on pupils' skills of collaboration. There are no subjects in which teaching is weak. Teaching in English, mathematics, science, ICT, religious education and history is good. Key skills are developed well in lessons and good opportunities are provided for pupils to apply what they have learnt in literacy, numeracy and ICT in other subjects. For example, in a good lesson in Year 3, the class teacher linked science, design and technology, ICT and literacy together. Pupils made good progress in writing up their findings having tasted a variety of foods. Teaching of guided reading is very good because pupils are taught how to find information in text, and the very good use of questioning enables pupils to think deeply about what the author's intent was in the text. Where teaching is less effective, teachers do not give clear enough explanations of what is expected, rely too heavily on worksheets and do not intervene sufficiently in pupils' learning. Examples like these are rare and teachers know what they need to do in order to improve.
- 27 Where examples of very good teaching were seen, mostly in the juniors but with several examples in Year 2, teachers used time and support staff very effectively. They had high expectations of their pupils, and modelled what was expected of them and continuously checked pupils' understanding. For example, in a very good mathematics lesson in Year 5, the class teacher pushed the pupils relentlessly to make sure that they understood their times tables. This she supported through very good use of games, questioning and eliciting of successful strategies for learning. All pupils made very good gains in learning in a relatively short space of time.
- 28 The teaching of children in the Foundation Stage is good. Basic skills are taught well and good opportunities are provided for children to learn using their senses. Assessment is good, all children are carefully observed and their progress is monitored well. There is a good balance of formal teaching of basic skills and learning through discovery.
- 29 The teaching of pupils with special educational needs is very good. The very good individual education plans with clearly identified steps to be taken to raise pupils' achievement, are used very well in lessons and support staff are constantly intervening in these pupils' learning. As a result, most of these pupils learn very well and attain average standards.
- 30 The school procedures for assessment are satisfactory overall but are good in English, mathematics and in the Foundation Stage. A strength in the assessment is the headteacher's analysis of test papers. As a result, issues for teaching are identified and action is taken to bring about improvement, such as the emphasis placed on teaching skills of experimental and investigative science. Day-to-day assessment of pupils' work is less effective. Work is marked regularly but marking does not point out where pupils have made mistakes and what they need to do in order to improve. As a result, mistakes are often repeated. The headteacher has already identified marking as an area for improvement. Verbal feedback in lessons is good; teachers encourage pupils to give of their best, pupils gain confidence and, as a result, make good progress.
- 31 Improvement since the last inspection has been satisfactory. Overall, teaching is solidly good throughout the school and pupils are making good gains in learning, but the issue of

¹ Opportunities provided for pupils to talk to one another about their learning.

challenging higher attaining pupils and using assessment to inform learning still needs to be addressed. Good progress has been made in enabling pupils to be independent learners; this has largely been addressed by the improved resources for ICT.

THE CURRICULUM

The curriculum is good. It is enriched with a very good range of visits, visitors and extra-curricular activities. Accommodation and resources are good and support pupils' learning well.

Main strengths and weaknesses

- The curriculum is well planned, offering good coverage of topics, but it could be even better if more emphasis was placed on the development of subject specific skills.
- The school prepares its pupils well for the next stages of their education, and for life-long learning.
- Provision for pupils with special educational needs is very good and these pupils are looked after very well.
- Recent building work has improved accommodation, which is now good.
- A very good range of extra-curricular activities enriches the curriculum and increases enthusiasm for learning.
- Provision for personal, social and health education and citizenship is good.
- The school makes good use of ICT to support learning in literacy and numeracy.
- Learning opportunities provided in the Foundation Stage are good and this represents good improvement from the last inspection.

Commentary

- 32 The curriculum is good. It is well planned, broad and balanced and meets statutory requirements and the expectations of the locally agreed syllabus for religious education. Provision for the Foundation Stage is good and this represents a good improvement since the last inspection.
- 33 The curriculum is well planned. The work is well matched to the differing abilities of pupils but the more able pupils could make more progress if planning was even more rigorous in ensuring that more reference was made to the development of subject-specific skills. Good use is made of ICT to support learning, particularly in Year 6 where pupils use ICT to research and present independent studies.
- 34 Provision for pupils with special educational needs is very good. Pupils' specific needs are carefully assessed. Each pupil has a clear individual education plan which sets out precisely the targets he or she needs to achieve. There is very good communication with parents which ensures that they are able to contribute to their children's action plans and to support them in their learning.
- 35 The school uses expertise from outside the school very well. There is a very good programme of visits out and visitors into school that enhances the quality of what is taught and captures the pupils' interest and enthusiasm. For example, a parent with expert ICT skills regularly visits the school to help pupils in Year 3 to learn how to use e-mail and develop other ICT skills. A local group of actors visits the school to bring history to life using drama. Pupils in Year 3 go on a residential trip to York. A very good range of extra-

curricular clubs and activities before and after school adds to the richness of the curriculum, helps towards the pupils' overall enjoyment of school and aids their social development very well. The range of sporting activities provided after school is very good and demonstrates the hard work and commitment of teaching staff in giving of their time so freely. Pupils say how much they like all these aspects of school life.

- 36 The school is fully committed to inclusive practices. The provision for pupils with special educational needs is very good and plans are in place to further develop accessibility for people with visual impairment and mobility difficulties. The school works very hard at preparing its pupils for the next stages of schooling and their future lives.
- 37 The National Literacy and Numeracy Strategies are now well embedded and having a positive impact on attainment. Links between literacy, numeracy and ICT and other subjects are well developed and having a positive impact upon standards, particularly in Years 4 to 6.
- 38 Accommodation and resources are good overall and meet the needs of the curriculum. The library and ICT suite support learning well, and the school has a good number of well-trained staff and support staff to deliver the curriculum. Support staff have a very positive impact on standards throughout the school. The school has made good improvement in developing its curriculum for ICT and pupils enjoy learning in the new ICT suite. The increased use of ICT has led to more pressure on the equipment available and this is now constraining the further development of the subject.
- 39 Improvement since the last inspection has been good due to the very good leadership of the headteacher and overall satisfactory subject management by the co-ordinators.

CARE, GUIDANCE AND SUPPORT

The school has very good arrangements for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance, and involves them very well in the work of the school.

Main strengths and weaknesses

- Very good attention is paid to all aspects of health and safety.
- The procedures to ensure that new pupils settle quickly into school life are very good.
- Pupils have excellent relationships with their teachers and other adults in the school, and their views are sought and acted upon.
- The school council plays a strong part in ensuring that pupils "have a voice" about what happens in their school.

Commentary

- 40 The school pays very good attention to health and safety and this means that pupils can work and play in a healthy and caring environment. This is good improvement on the position reported at the time of the previous inspection when this aspect was judged to be satisfactory. There are frequent health and safety inspections of the building and grounds, and very good attention is paid to safety in lessons. Pupils are also reminded to bring water to drink in school during the very hot weather. Several members of staff are

qualified in first aid and there are good arrangements for dealing with the few accidents that occur. There are effective procedures for child protection and staff are aware of what they need to do if they have any concerns about a pupil.

- 41 In the Foundation Stage, the school's very good induction arrangements help children to settle into school life quickly and easily. The children have three half-day visits prior to admission and are then admitted half-time on a phased basis over a three-week period. This ensures that they quickly become familiar with the routines.
- 42 The school involves pupils very effectively in the running of the school, by means of the school council. The council meets on a regular basis, seeking ideas from other pupils and giving feedback about the issues they have discussed and what the council has decided. Where appropriate, suggestions from the council are put into the school's development plan. Topics considered by the council include the condition of the toilets, quality of resources, and access to the nature trail in winter. The school has responded positively to all these matters, giving a clear message to the pupils that their opinions and ideas are valued and respected. Members of the council have devised rotas for the use of part of the playground for football and basketball.
- 43 The pupils have excellent, trusting relationships with their teachers, support staff and the headteacher. Teachers know their pupils well and this enables them to provide well-informed support, advice and guidance in spite of the lack of established formal assessment procedures for some areas of the curriculum. Teachers effectively identify pupils who have learning difficulties and, with appropriate provision, enable them to achieve very well. Similarly, those who are gifted and talented are also identified and their talents are recognised and appropriately provided for.
- 44 Pupils with special educational needs receive very good quality care and support and the headteacher ensures that there are very effective links with outside agencies which are helping raise standards, as evidenced by the average standards that these pupils attain.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has a very good partnership with parents and good links with other schools and the wider community.

Main strengths and weaknesses

- The school regularly seeks parents' views and takes account of them.
- The written annual reports on pupils do not tell parents all they want to know.
- Parents make a very good contribution to their children's education.

Commentary

- 45 Parents are very pleased with the school and say that they are kept informed of all aspects of school life. The school very successfully engages parents' support and involvement in their children's education. The school is a welcoming place where parents feel comfortable and where teachers and the headteacher are always accessible and willing to listen to any concerns that they might have. A significant number of parents help regularly in classes. Some were seen during the inspection, helping the pupils to make

cakes and biscuits and assisting them with cutting out material from paper patterns. The active parent-teacher association raises considerable extra funds for the school, which have recently financed the creation of the attractive and useful bark areas in the playground.

- 46 Parents generally also make a very good contribution to their children's education by hearing them read at home and ensuring that they complete their homework. The school's links with parents have improved since the time of the previous inspection, when they were judged to be good. Parents of pupils with special educational needs are consistently kept informed of their children's progress when outside agencies are involved.
- 47 Parents' views of the school and what it provides are sought annually by means of a written questionnaire. The school values these opinions and uses them, where appropriate, to contribute to the school development plan. A recent area of concern expressed by a number of parents is that the written annual reports on their children do not give them as much information as they would like. The school is currently working with parents in order to improve the content of the reports so that they more appropriately meet parents' wishes. Inspectors agree with this, and the school has recognised in its very good systems of self-evaluation that this is an area for development.
- 48 Pupils transfer from the school mainly to one secondary school, but smaller numbers transfer to several other secondary schools. The headteacher is endeavouring to improve the quality of the transfer arrangements by introducing some curriculum continuity, but is having limited success in view of the diversity of the schools concerned. Good links with other educational establishments enhance pupils' education well. These include sixth form students giving performances for the primary school pupils and a range of other joint activities. Close relationships with the partner secondary schools provide support in areas such as ICT. The school also has good links with other academic institutions through the headteacher's involvement in several national educational initiatives.
- 49 The school's good involvement with the community includes links with two local churches, which enhance the pupils' knowledge of religious education, and regular liaison with the local pre-school facility. There are good links with a local pharmaceutical company that provide additional opportunities for pupils to learn more about science.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The leadership of the headteacher is very good. Governance is very good and management is good. The leadership and management of key staff are good.

Main strengths and weaknesses

- The headteacher has very high aspirations for the school and these are translated into a very clear and persistent focus on pupils' achievement.
- Strategic planning is good, a very clear educational direction has been established and financial management is good.
- Performance management is very good and teaching and learning have been monitored very well by the headteacher.

- The leadership and planning of the curriculum are good.
- Leaders provide very good role models for other staff and pupils.
- Senior managers do not play a strong enough role in the strategic leadership and management of the school, such as being responsible for the compilation and rigorous evaluation of the school development plan.
- Co-ordinators, whilst not yet monitoring teaching and learning, lead their subjects well and ensure that their subjects are resourced well.
- The deputy headteacher supports the pastoral care of pupils well.

Commentary

- 50 The high quality leadership and management of the headteacher and governing body, as identified in the previous inspection, has been maintained and is instrumental in raising standards. The headteacher is a very good leader. In the relatively short time he has been in post, he has created a clear educational direction and has a relentless and passionate determination to achieve the school's aim of providing the best for each pupil. He has achieved a great deal in the short time that he has been at the school and has been the driving force in recent improvements. It is now rightfully the time, as identified in the school development plan, to develop the strategic role of other senior leaders in the school. Subject co-ordinators fulfil their duties satisfactorily but are not yet fully trained in evaluating the quality of teaching and learning in their subjects. At present, the headteacher monitors teaching and learning very well and performance management is implemented effectively to raise standards. This is exemplified by the way in which problem solving activities in mathematics have been developed throughout the school by setting performance management targets, providing in-service training and monitoring the effective rise in standards. The deputy headteacher is dedicated to the success of the school and ensures that it is well represented in the community, for example, through displays of the good work done in art and design.
- 51 Governance is very good and governors have a very good understanding of the strengths and weaknesses of the school because the headteacher provides them with very good information. There is a close and effective working relationship between governors and the headteacher, with the headteacher providing governors with very well detailed information about the school's development. Governors ensure that all statutory requirements are met and, through their very good knowledge of the school's self-evaluation and the quality of their involvement with all aspects of school life, they have a significant influence on the school's development. They have a good grasp of the school's financial situation, its needs and priorities, and play a highly influential role in this area. They are very supportive of the headteacher and ensure that they apply the principles of best value to all purchases and that they compare themselves with standards attained by similar schools.
- 52 The headteacher's evaluation of the school's strengths and weaknesses is very good. Teachers' targets for improvement, as identified in the school's performance management systems, reflect the needs of the school very effectively so that the whole staff is working towards the overall goals of raising standards, and good progress is made as a result. Strategic planning is good, based on the school's very good self-evaluation and the headteacher's own clear vision and the value he puts on the need for high quality education for pupils. This is reflected in the broad and well-planned curriculum, to which all pupils have very good access. This high quality of leadership planning, management and delivery is also reflected in the very good provision for pupils

with special educational needs which enables them to achieve very well. The headteacher's obvious interest, drive and belief in the value of education, combined with his very good managerial skills, provide a very good role model for all staff and pupils. The leadership and management of the key staff are good. Not all senior members of staff are systematically analysing data and offering suggestions to the headteacher on how best to strategically move the school forward. There is at present an over-reliance on the headteacher to be responsible for identifying the weaknesses in standards and drawing up the school development plan. Co-ordinators have attended a good range of courses but are not yet actively involved in moving the school on at a faster pace, as they are not fully involved in the monitoring of teaching and learning, although an effective start has been made by the deputy headteacher and Foundation Stage co-ordinator. The deputy headteacher's strength is in providing good pastoral care of the pupils.

- 53 The leadership and management of the Foundation Stage are good and have improved since the last inspection. The leadership and management of special educational needs are very good. The headteacher has established very good procedures for monitoring all aspects of provision and liaison with many support agencies is very good.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	486,170	Balance from previous year	48,502
Total expenditure	447,308	Balance carried forward to the next	13,695
Expenditure per pupil	2,527		

- 54 The school's financial planning is good. It is based on careful analysis of spending, high quality self-evaluation and well-founded projections. The headteacher leads financial management but works closely with the school's governors who are knowledgeable and supportive and well aware of the school's financial situation. At present, the school has falling rolls and the headteacher and governors have taken suitable steps to manage the possibility of a deficit budget should numbers of pupils on roll not increase quickly. All documentation is clear, up to date and accessible and the school's administrator provides a very efficient and effective service to ensure that day-to-day office management runs smoothly. The efficient administrator always has a friendly and welcoming smile for parents, pupils and visitors.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

When the children enter the reception class their attainment is average in all areas of learning. Teaching is always good and there are good procedures for tracking and assessing children's progress. This ensures that the work is planned to match individual children's needs. As a result, the children achieve well and the vast majority of them reach the expected standards in the six areas of learning, with a significant minority exceeding the expected standard in all areas. Children's attitudes and behaviour are very good.

The school has improved the accommodation and resources considerably since the last inspection. However, the lack of appropriate outdoor climbing equipment has yet to be addressed.

The Foundation Stage is well led and managed and good improvement has been made since the last inspection when provision was judged to be satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children rapidly grow in confidence and independence and make good progress because of the good teaching.
- Teachers look for every means of promoting self-esteem and self-confidence within a secure, happy learning environment. This promotes very good attitudes to learning.
- Very occasionally, the younger children become restless when they sit on the carpet for too long

Commentary

- 55 Children join the school with a varied range of personal, social and emotional development needs. Strong relationships are quickly established between staff, children and families. The teacher and teaching assistants provide a secure environment where children feel safe, cared for and nurtured. They enter the sessions happily and confidently. Daily routines give children a clear understanding of what is expected of them. They move quickly and quietly from whole-class sessions to independent activities. The teacher provides a good balance of carefully planned directed and self-chosen activities and there is an air of harmony at all times in the classroom. Children get out their toys and put them away and dress themselves independently. They are very keen on tidying up.
- 56 From the outset, staff teach the children rules and responsibilities. Children are encouraged and rewarded with praise for their efforts. Very good support ensures that

children with special educational needs work well alongside their classmates. Teaching is good and children are helped to maintain concentration by the interesting range of activities on offer, co-operating well with each other in group activities. As a result, children generally sit quietly, work independently and are already achieving above average standards. However, when the whole-group sessions are too long, the younger children find it difficult to sustain their concentration.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teachers and teaching assistants create good opportunities to develop the children's language skills.
- Reading and writing skills are taught systematically and well.
- The quality of the children's speaking and listening skills is very good.

Commentary

- 57 Well-planned activities and high-quality questioning ensure that children have frequent opportunity for discussion. For example, when the teacher encouraged a group of boys to think carefully if frogs eat 'sea snails', 'water snails' or 'land snails', this gave rise to a series of questions and animated discussion. Staff provide good role-models for the children, talking about what they are doing and encouraging children to do the same. For example, when children were playing in the garden the adult supporting the activity used carefully planned questions asking the children how they had planted seeds and what makes them grow. Children used correct tenses and vocabulary and made good progress.
- 58 Children's early reading skills are developing well as they enthusiastically read a book with the teacher. All children know the sounds of the letters of the alphabet, with over half of them using a variety of strategies to sound out new words. Nearly all children recognise and write their own name. A good number of children write simple sentences with capital letters and full stops. The higher attaining children use a wordbook well to help them tackle spelling of words. The children have access to a good range of books, which stimulate interest and enjoyment of the written word. The good teaching and well thought out practical activities enable children to make good progress in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The good use of practical activities and assessment ensure children achieve well.
- Visual aids are used well to help children remember their numbers and to develop number language.
- Staff use good questioning techniques to check and extend children's learning.

Commentary

- 59 The good teaching, together with the wide range of interesting tasks, ensures that the learning is good and children make good progress. Staff keep a good eye on their children, assessing their learning regularly and making sure that their achievements are appropriately recorded. There is a good mathematical environment created with lots of

visual aids, such as posters, children's work, and flash cards which help children develop their learning quickly and effectively. Children are consistently encouraged to recognise and use numbers in their work and play. For example, in most practical activities such as sand and water play, good opportunities are provided for children to develop their mathematical language by using phrases such as 'the same as', 'more than', 'and 'equal amounts'. The use of practical activities and good explanations ensures that the children learn with enjoyment and understanding of how problems can be solved. For example, children are learning well to 'take away' when jumping backwards on a number line and giving coloured sweets to their friends. Children are encouraged to use the correct mathematical vocabulary finding 'zero' on the number line. Children count confidently and identify numbers to 20. Most children add two groups of objects. The higher attaining children explain well how they have completed a subtraction, and a very high emphasis is placed upon correct number formation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good opportunities are provided for children to develop their understanding of passage of time and early mapping skills.
- A very good range of interesting and exciting activities is planned to enhance children's learning.
- Sensitive support and intervention by staff ensure children achieve well.

Commentary

60 Teaching is good and good attention is paid to making learning interesting and to involving all children. A broadening of children's knowledge and understanding is achieved very effectively through well-planned topics and the use of the outside classroom. Every opportunity is provided to help children familiarise themselves with their environment and all staff intervene well in upgrading children's knowledge and understanding of the world by providing good explanations and modelling correct usage of vocabulary of early mapping and chronology skills. Children are posed a question each week and provided with a good range of activities to develop their own ideas, to discover and explore. They use books like "Never Snap at a Bubble" to discover what is happening in a pond, explaining excitedly that 'tadpoles breathe under water'. They use a variety of icons to draw and colour a frog on a computer and then very confidently print out their work. They identify old and new toys and eagerly chat about their journey to school and the shops that they pass. In religious education, they learn about the wonders of the natural world and celebrate a variety of religious festivals. They enjoy using magnets to match animal shapes. They experiment with water and tubes and funnels. Children work together to use a wide range of construction toys to plan and build. In the whole-group sessions, the younger children find it difficult to sustain their concentration. The well thought out practical activities and good teaching enable children to make good progress in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good skills of pencil control and form their letters accurately.
- Children move well, with control and co-ordination, and use space appropriately.
- There is no outdoor climbing apparatus and this limits the use of an otherwise well-equipped outdoor environment.
- Good quality resources contribute well to learning.

Commentary

61 The good range of three-and four-wheeled toys has enabled children to attain good pedalling and steering skills. They demonstrated their good control and co-ordination when moving independently around the playground, showing an awareness of space for themselves and others. Children enjoyed throwing, bouncing and catching balls but found difficulty controlling a ball with the bat. Teaching and learning are good and pupils make good progress. Children are given good opportunities to use a good range of brushes, scissors, paper, boxes and glue to make and decorate models and they use equipment skilfully. Children have developed good handwriting skills through the good teaching, which ensures that correct letter formation is consistently modelled, and many opportunities provided to use a range of writing materials.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children benefit from a wide range of well-planned activities.
- There is a good balance of activities led by staff and opportunities for the children to experiment for themselves.

Commentary

62 Teaching is good with very good features, because of the careful blend of activities directed by the teacher and opportunities for individual creative effort. Children experiment with different materials such as clay, dough, and sand. For example, they made good salt dough models of frogs they had been studying. The effective role-play area is changed regularly and staff model imaginative play in order to stimulate and develop children's imagination. Children confidently use their imagination and enjoy painting and drawing. The well-presented displays of children's own work result in children feeling that staff value their efforts. Staff use the opportunities presented in creative activities to develop children's speaking and literacy skills. Books such as "Jack and the Beanstalk" are often used as a link to the topic and to stimulate creative work, such as developing their children's use of creative language while talking in role-play

sessions and acting out these stories in the puppet theatre. In music sessions, children make good gains in learning as they accompany songs with percussion instruments. The well thought out practical activities enable children to make good progress in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make very good progress in reading and standards are well above average.
- Standards in writing are above average by the end of Year 2 and Year 6. Pupils know how to write using a range of different styles, but pupils in Year 1 and Year 3 do not make enough progress in developing their writing skills.
- Support staff make a valid contribution to pupils' learning.
- Assessment data is not used sufficiently well to move pupils on in their learning, especially those pupils who are higher attainers.
- There are missed opportunities for pupils in Year 6 to write extensively in religious education.
- Below average attaining pupils do not receive sufficient writing aids to help them write extensively in Year 1 and Year 3.
- Pupils with special educational needs achieve very well in relation to their prior attainment.

Commentary

- 63 The national test results for 2003 were above the national average in reading and were well above average in writing. By the end of Year 6, results were well above average. In comparison with similar schools, standards in Year 2 were average in reading and well above average in writing. In Year 6, standards were well above average. Pupils achieved very well in relation to their prior attainment. In the infants, the percentage of pupils achieving the higher levels was above average in reading and writing. In Year 6, a significant percentage of pupils achieved the higher levels. The school just missed its targets in literacy. Over time, according to test results, boys did better than girls in reading in the infants, and in the juniors girls performed better than boys. However, during the week of the inspection, there were no differences in attainment by gender observed. This is because the literacy co-ordinators have ensured that good quality resources have been purchased which are stimulating for both boys and girls. Standards in 2001 dipped but are now on an upward trend. The trend in the school's National Curriculum points for all core subjects was above the national trend.
- 64 Inspection findings show that standards are above average by the end of Year 2 and Year 6 in speaking and listening and writing and well above average in reading. Overall, pupils' achievement is good but it is very good in reading due to the effective implementation of guided reading sessions. Teachers consistently encourage pupils to

find information in text and ask them good questions which in turn develop their comprehension skills.

- 65 By the end of Year 2 and Year 6, pupils speak fluently and their choice of words and extended sentences show a good command of the English language for their age. Pupils throughout the school use tenses and a wide range of adjectives appropriately, and speak clearly and distinctly. In Year 2, pupils eagerly talk about their everyday news but, on occasions, do not listen attentively enough when others are speaking. This is because a significant minority of pupils have been identified as having behavioural problems and are receiving support to help them overcome these barriers to learning. In Year 6, they clearly explain characters' motives and they understand the use of metaphor in poetry.
- 66 By the end of Year 2 and Year 6, standards in reading are well above average. Pupils have good comprehension skills. Basic skills of letter sound acquisition, phonics and writing are taught well in Year 2. They enjoy their guided reading sessions where they are encouraged to undertake a range of directed activities relating to different types of texts. The newly built library is having a positive effect on learning, and ICT is used well for pupils to develop their research skills. Pupils throughout the school love finding out information and are really good at putting the information they find into their own words. Pupils take reading books home on a regular basis. Very good use is made of reading diaries and this is an effective method of communication between parents and staff. Parents make a valuable contribution to pupils' learning. They hear their children read regularly and ensure that their children do their homework which is set regularly.
- 67 Standards in writing are above average rather than well above average, as in both Year 2 and Year 6 there are significant number of pupils who are below average attainers, but the rates of pupils' progress differ between year groups. For example, in Year 1 and Year 3, pupils who are higher attainers and those who are below average attainers are not making fast enough progress because assessment data is not used sufficiently well in moving pupils on in their writing. Too often, tasks set in lessons are not sufficiently tailored to pupils' prior attainment and higher attaining pupils consolidate learning rather than being extended to reach their full potential. Pupils do not write enough in lessons and become restless. In Year 1, insufficient use is made of writing frames² and below average attaining pupils become frustrated because they have too few prompts to write down their thoughts and they make slow progress.
- 68 In the juniors, pupils generally produce written work which is neatly presented. However, too often in some classes praise is given for work which is clearly not the pupils' best. For example, comments of "well done" and "well tried" are not backed up with pointers for improvement and too often spelling mistakes are left unchecked. This is especially the case in Year 1 and Year 3. Pupils' spelling, both in the infants and juniors, is satisfactory. A particular strength of pupils' writing is the wide range of writing styles that pupils cover, including brochures, writing stories, eye-witness accounts, descriptions, characterisations and a full range of poetry.
- 69 The quality of teaching is good and there are very good features. Only one unsatisfactory lesson was seen in the infants when the instructions given were not understood by the

² Annotated worksheets to help pupils with their sentence construction.

pupils and not enough learning took place because pupils were unclear as to what was expected of them.

- 70 In a very good lesson in Year 2, the class teacher made the learning of sounds very interesting. She explained how to say the letters and then gave the pupils plenty of opportunity to practise what they had learnt through some very good games that she had made. Pupils loved this and made very good gains in learning because very good opportunities were given to write down what they had learnt. Several higher attaining pupils wrote extended sentences which were correctly punctuated. In other good lessons, teachers gave very good instructions, they ensured that writing tasks were well linked to the texts that pupils had studied and that plenty of opportunities were provided to discuss their learning with their partners. The help and advice received on how to improve their work are contributing well to their personal development. Support staff contribute well to pupils' learning, especially to pupils who have special educational needs. They ensure that they are fully involved in all activities. In Year 3, for example, these pupils completed the same amount of work as their peers because of the assistant's high expectations.
- 71 Teachers have very good subject knowledge, especially when teaching guided reading, and this is having a positive effect on pupils' learning as evidenced by the well above average standards that they attain. Lessons are well planned, with good opportunities for pupils to develop their skills of collaborative learning. Pupils love learning and have very good attitudes to their work because teachers make their lessons interesting by using humour effectively and thus cajoling pupils into learning. Homework is good, it is given out regularly and supports pupils' learning well.
- 72 The leadership and management of the subject are good. The co-ordinator has worked hard at ensuring that staff are kept up to date with the recent developments in implementing the literacy strategy. Support staff manage extra classes (booster classes) aimed at improving standards well, and this is having a positive effect on pupils' learning. The procedures for assessing pupils' work are good. Pupils' progress is evaluated regularly, but teachers do not yet make sufficient use of data to identify how all groups of pupils can improve their learning. Improvement since the last inspection has been satisfactory. High standards have been maintained and provision for the library has improved and is now good. The good quality of teaching has been maintained.

Language and literacy across the curriculum

- 73 The development of language and literacy across the curriculum is good, apart from in religious education in Year 6. In Year 6, pupils do not have sufficient opportunities to write in subjects such as religious education. Generally teachers provide a good range of opportunities for all pupils to use their skills in a wide range of contexts. Pupils are actively involved in debates and in presenting their viewpoints, and most of the time good opportunities are provided for writing in different subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are above average at Year 2 and Year 6.
- Pupils enjoy mathematics and work hard in lessons and with their homework and have very good attitudes to learning.
- Teaching is good overall and pupils achieve well.
- Pupils develop a very secure understanding of the number system and use a good range of calculation strategies, both mental and written.
- Children's use and application of mathematics is satisfactory in Year 1 and Year 3 and good in Year 2 and Years 4 to 6.
- Teachers' comments in exercise books need to be more focused on moving learning forward as not all pupils are aware of what they need to do in order to improve.
- The work provided for the most able pupils is not always consistently challenging and, whilst these pupils make good progress over time, they could be challenged even more.
- The use of ICT to support mathematical development is good.
- In Years 4, 5 and 6, pupils' knowledge of the application of mathematics to different contexts, and of number, shape and data-handling, is good.

Commentary

- 74 The 2003 test results show that, in comparison with all schools nationally, standards in mathematics in Year 2 were well above the national levels, this has also been the case over the past four years. In comparison with similar schools, standards have fluctuated from well above average to above average. This year standards were above average. By the end of Year 6 standards have not been so good but have been rising and in 2003 were in line with the national average when compared with all schools. However, in comparison with similar schools in 2003 standards were above average. The school has worked very hard at raising standards and, due to effective performance management, standards have improved because teachers are ensuring that good opportunities are provided for the pupils to develop their problem solving skills and to apply mathematics to a range of different contexts. Inspection findings show that standards are above the national average by the end of Year 2 and Year 6 and pupils are achieving well but the best rates of progress are in Years 2, 4, 5 and 6. In Year 1 and Year 3, insufficient information is used from pupils' test results to challenge all groups of pupils, and the rate of the pupils' progress slows down from good to satisfactory over time. The school has recognised this and already the headteacher and deputy headteacher are moving the school forward in ensuring that staff are becoming more familiar in using the information from assessment data to challenge pupils more precisely in relation to their prior attainment.
- 75 Pupils have very good attitudes to learning, they love mental mathematics and any form of challenge set by their teachers. In Year 6, they are developing into competent mathematicians and know how to work out problems because they are constantly encouraged by their teachers to try out different strategies for working things out and to solve mathematical problems collaboratively.
- 76 Recently good improvement has been brought about by a range of measures carefully designed to raise standards:
- Rigorous interpretation of the test results, which has led to a whole-school focus on developing pupils' skills of using and applying mathematics.
 - The setting of challenging curricular targets for pupils.
 - The tracking of their progress year on year.

- Improved lesson planning that makes good use of the National Numeracy Strategy's models for planning.
- The teachers' good knowledge of mathematical concepts and of how to teach them.
- Rigorous use of homework.

- 77 These strategies have been successful because of the teachers' shared commitment to developing numerate pupils who enjoy mathematics, and the headteacher's very good monitoring of teaching and learning.
- 78 The quality of teaching is good with very good features. Where teaching was very good, as in Year 5 and Year 6, teachers used skilful questioning to assess pupils' understanding and then used this knowledge to pitch the lesson to challenge all learners. Teachers plan well and have very secure knowledge of the numeracy strategy. They are particularly good at helping pupils explain how they worked out problems.
- 79 Pupils respond warmly to good teaching and have very good attitudes to learning. In the very best numeracy lessons in the upper juniors, the pace is lively, with crisp questioning that keeps everyone attentive and keen to do their best. Resources such as individual whiteboards are used well to encourage learning and working out of problems, and paired discussion contributes well to flexibility of thought, as pupils share the many different strategies they use to tackle problems. Teachers use assessment data well to group pupils. Although tasks set are broadly similar, there is enough fine-tuning for the higher and lower attaining pupils to make the tasks sufficiently challenging by the good use of questioning. A weaker element is that pupils do not have enough self-knowledge about their learning as the quality of marking is inconsistent. Whilst satisfactory overall it does not offer enough suggestions for pupils to improve their work. In order to raise standards still further, all teachers recognise the need to use assessment consistently to challenge the most able more effectively.
- 80 The leadership of the subject is good and the quality of teaching has been monitored very well by the headteacher. Procedures for assessment are good but are not always used sufficiently well to move pupils on in their learning. The use of ICT in mathematics is good and this is helping to raise standards, especially in data handling and problem solving.
- 81 Improvement since the last inspection has been good and high standards have been maintained. Provision for using and applying mathematics across the curriculum has improved due to the good systems of school self-evaluation but its use is still inconsistent in Year 1 and Year 3.

Mathematics across the curriculum

- 82 The application of mathematical skills across the curriculum is good. For example, pupils are given good opportunities to measure plants in Year 2, and in Year 5, to use graphs and tables to record results in science experiments about pulse rates. In a design and technology lesson in Year 6, children used measurement with great accuracy to design and make well fitting shoes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in experimental and investigative science are high and pupils have a good understanding of fair testing.
- By the time that pupils leave the school in Year 6, standards are well above average and pupils' achievements are very good due to the very good quality of teaching in the upper juniors.
- Pupils have very good attitudes to learning and behave well in lessons. They are particularly interested in setting up experiments.
- Teaching is good and frequently very good in the juniors.
- The school has good links with the community and several scientists from the local industries visit the school and share their expertise with the pupils.

Commentary

- 83 The 2003 national teacher assessments show that standards by the end of Year 2 were above the national average with the percentage of pupils attaining the higher levels being broadly in line with the national average. By the end of Year 6, standards in science were well above the national average, with a very high percentage of pupils attaining the higher Level 5. Inspection findings show that, due to the very good systems of school self-evaluation set up by the headteacher where pupils' achievements of experimental and investigative science were identified as not being as high as they could be, standards are rising quickly and effectively and are above average in Year 2 and well above average in Year 6. This is due to good links with scientists in the community, who frequently come into school to work with the pupils and share their expertise with them, very good monitoring of teaching and learning by the headteacher and effective implementation of performance management. Overall, pupils make good progress in science, and very good progress in the juniors because of the very good teaching. Pupils' achievements are good overall, with very good achievement in the juniors.
- 84 Teaching is good overall but it is better in the upper juniors where it is very good. Pupils learn quickly and effectively because they are challenged to explain their thinking, devise their own experiments and evaluate their findings in light of the hypotheses they came up with. For example, in a very good Year 6 lesson, pupils made very good gains in understanding that fizz in drinks is caused by gas; they predicted which bottles of lemonade had more fizz and then evaluated their findings. They took great care in setting up their experiments and worked very well with one another, laughing heartily with the teacher when he got wet! Pupils throughout the school are encouraged to reflect on what they have learnt and this has a very positive effect on their thinking skills. However, at times, insufficient attention is placed in teachers' medium-term planning on identifying the progressive development of scientific skills, assessments are not rigorous enough to move pupils on in their learning and, in lessons, there are occasions when work set is aimed at pupils of average capability and pupils who are higher attainers are not sufficiently challenged. These pupils make satisfactory progress but spend too long on consolidating what they have learnt previously.
- 85 Overall, teachers have good subject knowledge in the infants and they have very good subject knowledge in Years 4, 5 and 6. This is demonstrated by the flair with which they

give explanations and the good quality of planning. Support staff give good support to all groups of pupils in lessons but especially those with special educational needs, who make very good progress in their learning. Homework is used well to support learning and is linked appropriately to learning objectives covered in class.

- 86 Teachers make learning intentions clear. The subject contributes well to pupils' personal development, as pupils are actively involved in exploring issues such as conservation and the effects of pollution. They know that certain types of food contribute to heart disease and they are aware of what constitutes a healthy diet. However, the quality of teachers' marking, whilst satisfactory overall, could be better because it does not clearly identify what pupils need to do in order to improve the quality of their work.
- 87 The leadership and management of the subject are satisfactory, although the co-ordinator has not yet had sufficient training in monitoring that subject-specific skills are appropriately identified in teachers' planning. Procedures for assessing pupils' work are satisfactory, but they are not rigorous enough in identifying what pupils know, understand and can do, especially in their acquisition of scientific skills. Accommodation is satisfactory overall but noise does carry from other classrooms and this occasionally disturbs older classes when they are undertaking research.
- 88 Improvement since the last inspection has been satisfactory and high standards have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers have made great gains in confidence and skill, so that teaching is now good.
- The co-ordinator gives good, clear educational direction and liaises effectively with key staff to bring about improvement.
- The school uses ICT well to raise standards in other subjects.
- The recording of pupils' progress needs to be developed to ensure that accurate records are kept of their achievements.
- Pupils are highly interested during lessons and concentrate very well.
- The new ICT suite has helped the school maintain high standards, but there is now a need to replace some of the computers in the classrooms.
- The school makes good use of knowledgeable parent helpers to support ICT lessons.

Commentary

- 89 Standards in ICT are satisfactory in Years 1 and 2, and good in Years 3 to 6. Teachers plan effectively using a good range of activities to foster progress across the school and ensure children build on their earlier learning. For example, pupils learn basic word-processing skills in Year 2 and build on this to integrate pictures with text in Year 3. By the time they reach Year 6, most pupils can use the computer as a writing tool and present information effectively in a range of formats. They also use the Internet for independent research and use spreadsheets to analyse data. Teachers have good subject knowledge that leads to confident and effective learning. They also have a good knowledge of the

pupils in their care and activities are well suited to the abilities of the pupils. High expectations of the pupils' abilities and behaviour were observed during the inspection.

- 90 No formal teaching of ICT was observed in Years 1 and 2, but it is clear from the skill levels of pupils in Year 3 that they left Year 2 at a sound level of competence. Teaching in the juniors is good overall. Teachers offer good explanations and know when it is appropriate for pupils to use ICT to support their learning. Pupils in the juniors open up the desktop and pull down menus to select programs competently, using well-rehearsed procedures. They save and print their work. In Year 5 pupils were observed using a drawing package to build on skills they had learnt earlier to study the effect of a repeating pattern. In Year 6 pupils used a spreadsheet well to calculate the average numbers of different coloured sweets in a packet. In spite of the good resources in the ICT suite, access to computers in classrooms is limited and this restricts pupils' progress.
- 91 In the lessons seen, the teaching was never less than good. Introductions to lessons are lively and interesting, with clear demonstrations. Assessment is used effectively to pitch the lesson at the right level for all pupils to make the most progress possible. Teachers pack a lot of learning into each lesson, so that achievement is consistently good – pupils learn a lot in a short time. Pupils with special educational needs are well supported and achieve very well. Good examples of ICT being used to support mathematics were seen in the Year 5 work on timetables. Higher attaining pupils make good progress and in one good lesson were challenged by an informative and interesting presentation of data that required a high level of understanding to complete. Parent helpers are used well to support learning and make a very valid contribution to helping pupils develop their ICT skills.
- 92 A system of assessment and recording of pupils progress was introduced very recently and is satisfactory overall. When fully developed this should ensure that pupils' progress is monitored effectively and that accurate records are kept of their achievements.
- 93 Leadership and management of the subject are good. The co-ordinator has a very good understanding of the present position of ICT and a clear plan of how the school can improve. He demonstrates drive and ambition and is keen to monitor progress in the subject formally. He currently uses a range of satisfactory, informal techniques to monitor standards in the subject and supports colleagues well in their planning and delivery of the subject.

Information and communication technology across the curriculum

- 94 The application of ICT skills and knowledge to other subjects is good and helps pupils attain higher standards. This is particularly the case in Year 6 where pupils develop very good levels of independent learning by using ICT to improve their study skills and their own learning. Throughout the school a good range of programs is used to develop pupils' literacy, numeracy and artistic appreciation.

HUMANITIES

Geography was not identified as a focus for the inspection and no teaching was seen. However, from displays around the school, analysis of teachers' planning and from scrutiny of pupils'

books, a satisfactory curriculum is being adhered to and pupils' work seen is of at least average quality in both the infants and juniors.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards are well above the national expectations at the end of Year 6 and pupils' achievements are very good.
- Above average attainers could be achieving more in the infants as there is insufficient writing in their books.
- Teachers' marking does not tell pupils how they can improve the quality of their work and assessment procedures are unsatisfactory because they are not rigorous enough.
- Art and design is used well to support pupils' learning in other subjects.
- Pupils throughout the school are very interested in the subject and have very good attitudes to learning.
- The subject is very well enriched by a very interesting range of visits and visitors and this brings learning alive for the pupils.
- The curriculum is well planned, offering pupils a variety of interesting learning opportunities.

Commentary

- 95 By the end of Year 2, pupils exceed the national expectations for their age and their achievements are good. By the end of Year 6, pupils attain standards which are well above those expected nationally and make very good progress. Overall, pupils' achievements in history are good, with very good achievements seen in the juniors, especially in pupils' acquisition of historical skills of deduction, synthesis of facts and presenting information in a variety of ways.
- 96 The curriculum is enriched well with good learning opportunities. Visits to Tudor houses and Victorian school rooms are well planned and contribute to bringing the subject alive. For example, pupils in Year 3 go to York on a residential visit to see the Jorvic museum, they have very good knowledge of why tribes wanted to invade other countries and good opportunities are provided for pupils to ascertain whether this was ethically correct. In the infants, there are missed opportunities to develop pupils' extended writing skills, especially for pupils who are higher attainers, as there is an over-reliance on worksheets which restrict pupils' potential for writing. For example, scrutiny of work reveals that, when writing about the Gun Powder Plot, pupils were not given the opportunity to develop insights into people's emotions but relied heavily upon sequencing events in the right order, skills that they were already familiar with.
- 97 No teaching was seen in the infants and evidence gained on standards was taken from an analysis of pupils' work, scrutiny of teachers' plans and interviews with pupils. Teaching in the juniors is very good and good quality resources are used to enable pupils to develop their skills of chronology and gathering evidence from primary and secondary sources. The quality of teaching is very good. Teachers have very good subject

knowledge, give very good quality explanations and use good quality resources. Support staff enable pupils with special educational needs to make very good gains in learning because they check pupils' understanding and offer support which expects these pupils to give of their best. Pupils learn very quickly because they know what is expected of them. One of the reasons that pupils attain such high standards in spite of weak assessments is that teachers have good subject knowledge and know how to make the subject interesting to engage pupils' learning.

- 98 By the end of Year 6, pupils have very good insights into the architecture, fashions and leisure activities of the rich and poor and the games played by children in the past. They make very good gains in their ability to deduce information from pictures and artefacts, such as those about ancient Egypt, and they use their good research skills to access information on the Internet to support their learning. They compare and contrast life in ancient Egypt with that of today and they use art and design very well to draw pictures of what they would like future generations to remember them by. They transfer features of Egyptian wall paintings to everyday life and make very good gains in developing their skills of synthesis, historical enquiry and observation because of the very good questioning skills of class teachers.
- 99 Displays around the school are of very good quality and enhance pupils' learning due to good use of art work, photographs, costumes and very good quality posters. Pupils are very eager to find out more and have very good attitudes to learning. They describe at great length how the Romans fought battles, how the Vikings built ships and they are fascinated by the opulence of the Tudors.
- 100 The leadership and management of the subject are satisfactory but, as yet, the co-ordinator has not received sufficient training in analysing standards in her subject. Resources are good and contribute well to pupils' enthusiasm for learning. Procedures for assessment are unsatisfactory and, as a result, pupils' reports are not sufficiently detailed in identifying what pupils know, understand and can do and they do not provide sufficient information on what parents can do to help improve their children's learning.
- 101 Improvement since the last inspection has been good. Standards in Year 6 are now well above average, whereas they were above average at the last inspection.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' achievements are good in the infants and, by the end of Year 2, pupils exceed the expectations of the locally agreed syllabus. Pupils' achievements in the juniors are satisfactory.
- The quality of teaching is good in the infants and a range of different methods is used to engage pupils' interest, such as the use of drama.
- All pupils are learning well about the Christian religion. In the juniors pupils have some knowledge of world faiths but are not always sure about the names of important festivals.
- The subject contributes well to pupils' spiritual, moral, social and cultural development and, as a result, pupils have a strong sense of right and wrong.

- Too few opportunities are provided for pupils to develop their writing skills in Year 6.

Commentary

- 102 Standards exceed the expectations of the locally agreed syllabus in the infants and achievements are good. By the end of Year 2, pupils know and identify religious practices, ceremonies and festivals associated with Christianity and Judaism. They have a good grasp of the stories surrounding Moses and are beginning to understand the relevance of the Ten Commandments. Pupils in both the infants and juniors have a good understanding of Jesus' relationships with his family and friends and the stories that he told to illustrate the importance of living according to Christian values. In Year 3, pupils study how Muslims worship and the importance of Mohammed, whilst in Year 4 they further develop their understanding of Judaism. In Year 6, standards are in line with the expectations of the agreed syllabus. However, in discussions, pupils show that they have only a simple understanding of the meaning of belonging to these religions and of how faith affects people's everyday lives, they also are unsure about the names of important festivals and ceremonies.
- 103 The quality of the teaching is good in the infants where good links are made between the teaching of different religions and personal development, helping pupils to understand their own and another's feelings. In the older classes, pupils are appropriately introduced to various features of Christian and Jewish buildings. In a good lesson in Year 4, pupils were learning well to understand the symbols used in a Jewish marriage. Teaching in the juniors is satisfactory overall, where, although work is well planned for pupils to gain knowledge and understanding of major world faiths, there is limited opportunity for pupils to make comparisons between different religions. Due to this, standards in the juniors are not as high as at the time of the last inspection. Improvement since the last inspection is satisfactory; the co-ordinator has worked very hard at improving resources and the quality of planning, and offers good support to staff.
- 104 Religious education contributes well to pupils' spiritual, moral, social and cultural development. Pupils gain very good insights into the meaning of right and wrong and the concept of forgiveness.
- 105 The leadership of the subject is good. Management is only satisfactory as the subject co-ordinator, as yet, does not have the opportunity to monitor standards of teaching and learning in the classrooms. This limits her ability to influence standards, particularly in the juniors where standards just meet the expectation of the locally agreed syllabus. Satisfactory procedures for assessment have just been introduced in the infants and these are to be developed further throughout the juniors.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 106 **Design and technology, music and physical education** were only sampled. Relatively few lessons were seen but judgements are based on interviews with pupils, scrutiny of displays, pupils' work, curriculum planning and assessment.
- 107 In **design and technology**, too few lessons were seen to judge the quality of teaching and learning; only one lesson was observed in Year 3. However, it is evident from the teachers' planning and from products on display that the work is varied and properly

planned. Standards by the end of Year 2 are satisfactory and by the end of Year 6 they exceed the national expectations. Overall, pupils' achievements are good, but in the infants, ICT is not used sufficiently well to support learning and opportunities to develop technical vocabulary and evaluation skills are inconsistently developed. The well-planned scheme of work ensures that pupils develop their skills and understanding as they move up the school. All of the examples on display show a good standard of finish, with materials chosen with flair and a concern for their sensory qualities as well as functionality. A good example of this was the shoe-making that was taking place in Year 6 when a group of pupils was working with parents. Shoes were being produced that fitted well, were pleasing to the eye and were functional. Lessons and work in folders show that pupils build up the important skill of designing, making use of the design and then evaluating the product according to set criteria. Pupils were able to talk about a variety of joins that they had used, and used technical vocabulary well. In a good lesson in Year 3, pupils were evaluating savoury salads by taste, texture, colour and smell. They then searched a supermarket website to find details of a range of salads by the amount of fat, protein and cost. Teachers make good use of what pupils learn in literacy about instructional and reported writing, and of measurement in mathematics. The co-ordinator leads the subject well and has benefited recently from ten days of training. She has a very good understanding of the present position of the school and what needs to be done to make further progress. Procedures for assessment are satisfactory and resources are good. Parents make a very valuable contribution to pupils' learning. They work with small groups and pupils really look forward to working with them. Pupils with special educational needs achieve very well and are very well supported in lessons. The leadership and management of the subject are good. The co-ordinator has good subject knowledge but has not yet monitored teaching and learning.

- 108 Work in **music** was only sampled, and it was not possible to reach secure judgements about overall standards and teaching. Singing is taught suitably in assembly and at the school choir practices, and standards are satisfactory. In a lesson seen in the infants, teaching, achievement and standards were at least satisfactory. Good links were made between art and design and music, and pupils were encouraged to listen carefully to 'The Great Gates of Kiev' by Mussorgsky and then create their own musical melody. Pupils responded well and played these successfully, using a variety of percussion instruments. The higher-attaining pupils made good progress in creating a repetitive musical pattern. Pupils in Year 6 enthusiastically practised for their end-of-year production, learning well to sing songs in two parts with clear diction and good musical expression. From discussions with these pupils, it is evident that they enjoy their music lessons. They stated that they are given good opportunities to perform through school productions twice a year, and have access to a visiting teacher to learn clarinet, saxophone or flute. Pupils who are in the choir enjoy greatly performing at events in the community. Although pupils were able to describe how they use ICT to record their compositions, it was evident that this aspect of the music curriculum is underdeveloped. The new co-ordinator is satisfactorily beginning to implement the nationally agreed scheme of work in order to raise standards further, but as yet assessment procedures are underdeveloped and are unsatisfactory overall. Pupils with special educational needs achieve very well and are very well supported in lessons.
- 109 In **physical education** a limited number of lessons were seen. However, it was clear from these lessons and from talking to pupils that pupils are well co-ordinated and are developing their skills well. Pupils are very enthusiastic about physical education and are keen to develop their skills further and improve on previous best performance. In the

rounders session observed in Year 6, all pupils were confidently throwing and catching and were completely engrossed in the game. In Year 5 Year 3 pupils were engaged in country dancing and had memorised a very complex series of movements and were able to perform them in time to the music. Pupils learn to swim in Years 5 and 6 and by the end of this provision 94 per cent were able to swim 25 metres. The co-ordinator has a good understanding of how well the subject is taught and has formally monitored some lessons. The school identified teaching of dance as a weakness last year, and has held a day's training to improve teachers' knowledge. Judging by the lessons observed, this has certainly improved the provision in dance. The extra-curricular provision for games is a very strong aspect of the school. Teachers give of their time freely to coach netball, cricket, rounders, football (including Year 4 five-a-side), athletics, cross-country, cricket and tag rugby. The school is currently the Macclesfield netball cup and league champions and this is a considerable testimony to the skill of the teachers in such a small school. The leadership and management of the subject are good but there are no assessment procedures and this is unsatisfactory. Resources are good and are used well to support learning. Overall, satisfactory improvement has been made in all of the subjects since the previous inspection as schemes of work have been implemented. Pupils with special educational needs achieve very well and are very well supported in lessons.

ART AND DESIGN

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

Main strengths and weaknesses

- Standards are above average in the infants and well above average at the end of the juniors.
- Pupils acquire new skills and knowledge at a fast rate.
- The curriculum is very good with visitors to school contributing well to extending pupils' artistic experiences.
- The subject is very well led and managed by a highly enthusiastic co-ordinator.
- Art and design contributes well to pupils' spiritual, moral, social and cultural development.
- The quality of three-dimensional work is particularly impressive.

Commentary

- 110 Pupils achieve well, attaining standards that are well above average at the end of their time in school. The curriculum is very well planned and extended by well-managed visits to local museums and the good contribution from visiting artists. For example, following a visit from a local sculptor, pupils investigated shape, form and texture when creating interesting willow structures of 'people in action'. The quality of three-dimensional work in clay is very good and is particularly impressive.
- 111 The curriculum is delivered very effectively so that pupils learn to develop their observational skills, sense of colour, pattern and texture and their appreciation of works of art, so that they can apply this knowledge in other lessons. For example, in mathematics, pupils created detailed Islamic patterns with great precision. The contribution of the subject to pupils' spiritual, moral, social and cultural development is good. Teachers frequently plan for pupils to collaborate to make group decisions, for example, when together they used a variety of techniques to make collages of wizards.

Art and design is used well to support learning in other subjects, such as in history, science and religious education.

- 112 No judgements can be made on teaching as insufficient teaching was seen (one lesson), but in this lesson teaching was very good. The teacher's very good subject knowledge, together with good use of resources, ensured that pupils made very detailed sketches of natural materials in the style of Rousseau. The standard of art and design display is high so that pupils see their work is valued. It is clear from examples of work around the school, particularly in observational drawing of plants and printing in the style of William Morris, that pupils make good progress in all aspects of the subject. Procedures for assessment are satisfactory.
- 113 The subject is very well led and managed so that teachers have the guidance and resources they need, and this leads to pupils' good achievement. The school has maintained the high standards identified in the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Teachers enable pupils to identify their emotions and create secure learning environments within which pupils can express their concerns.
- The quality of teaching is good and pupils develop very positive attitudes to learning.
- Pupils understand the importance of being good citizens and of looking after the environment.
- Good opportunities are provided for pupils to use their skills of literacy.
- A high emphasis is placed upon developing pupils' self-esteem through good quality teaching.
- Relationships are excellent throughout the school and pupils can freely say what is on their mind, especially when they attend the very good school council meetings.

Commentary

- 114 The school rightly places a high emphasis on developing pupils' self-esteem, and this is best seen in the very good relationships that pupils have among themselves and with their teachers. Very good opportunities are provided for pupils to identify their emotions, challenge stereotypes and learn how to look after themselves. The quality of teaching and learning is good. Teachers enable pupils to explore their emotions in a safe learning environment, and pupils show utmost respect towards one another by listening attentively, taking turns and not being afraid to offer opinions. Pupils understand the need for rules, both within school and the wider community; they care about their environment and are conscious of the need to look after scarce resources. They discuss the harmful effects of pollution and how important it is to ensure that people understand the concept of personal responsibility. Good opportunities are provided for older pupils to discuss the harmful effects of drugs and any forms of substance abuse. Pupils are given plenty of opportunity to write about their experiences and this contributes well to the development of their skills of literacy.

- 115 The school has thought carefully about how to encourage pupils to be thoughtful and kind to one another. For example, there is provision of a buddy bench in the playground where pupils without playmates can come and talk to each other. Older pupils show care and take responsibility for the welfare of younger ones. During the inspection, pupils were unfailingly polite and the school and community can be rightly proud of their behaviour.
- 116 The school works very hard and successfully to enable pupils to be very responsive to the needs of others in the school and the wider community; through a very effective use of the school council this adds greatly to the very caring ethos of the school. The pupils determine which charities they support through the school council. The school council also discusses issues of behaviour, resources, teaching and learning. Pupils reported that they really value having this voice in the running of the school.
- 117 The school is successful in helping pupils understand the importance of being good citizens, and citizenship is well embedded into the curriculum. Citizenship has been carefully planned as it is taught partly as a separate subject and partly through other subjects. For instance, in Year 5, pupils used the subject of declining numbers of Bengal Tigers to learn about and practise persuasive language. In music, children were learning songs about the importance of staying healthy.

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	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
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	3
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
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).