

INSPECTION REPORT

ALL SAINTS CATHOLIC PRIMARY SCHOOL

Sale, Cheshire

LEA area: Trafford

Unique reference number: 106347

Headteacher: John Kerrane

Lead inspector: Adrian Simm

Dates of inspection: 11th – 14th October 2004

Inspection number: 266289

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary
School category: Voluntary aided
Age range of pupils: 3 – 11 years
Gender of pupils: Mixed
Number on roll; 249

School address: Cedar Road
Sale
Cheshire

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Telephone number: 0161 912 3210
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Appropriate authority: The Governing Body
Name of chair of governors: Corinne McParland

Date of previous inspection: 24th May 1999

CHARACTERISTICS OF THE SCHOOL

All Saints Catholic Primary School educates 122 boys and 127 girls between the ages of three and 11 years. Of these, 66 children are taught in the Foundation Stage. The school is about the same size as other primary schools. It serves its immediate surrounding area in Sale, Cheshire, which has a mixture of private and local authority housing. Some pupils come from areas of high social deprivation. Six per cent of pupils come from backgrounds other than White British although no pupil has English as an additional language. Around 14 per cent of pupils have special educational needs (SEN). This is lower than the national average. Attainment of pupils on entry to the Reception is variable but as a whole is below national expectations in most areas of learning. It is low in communication, language and literacy skills. Because the school has a religious character and is inspected separately for the quality of collective worship and religious education, these areas are not included in this inspection report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Mathematics Geography History English as an additional language
13450	Jenny Madden	Lay inspector	
30205	Terri Kenna	Team inspector	English Information and communication technology Art and design Design and technology Special educational needs
7994	Pam Weston	Team inspector	Foundation Stage Science Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints Catholic Primary School is **very effective** and offers excellent value for money. Pupils learn and achieve very well. This is because of the very good teaching that the pupils receive. Pupils' personal development is very good because of the very strong ethos for learning in the school. Very effective leadership and management by the head teacher, governors and senior management team have ensured very good improvement in provision since the last inspection.

The school's main strengths and weaknesses are:

- Very strong leadership and management by the headteacher and highly effective governance have built on the strengths of the school since the last inspection. Overall, the school is very clear about what is working well and what else needs to be done to make the school even more effective.
- Overall, pupils achieve very well by the end of the Foundation Stage, Year 2 and Year 6.
- Very good teaching and learning ensure that pupils' personal development is well ahead of expectations. This includes very good ways of taking pupils' views into account in developing the school. Teaching assistants make a highly effective contribution to pupils' learning.
- Teaching and learning are outstanding in Year 6 and a strength of the school.
- Very effective links with the community and other schools contribute significantly to the very good curriculum.

The school has strengthened pupils' achievement in English, mathematics and science since the last inspection. Pupils' achievements in other subjects, which previously were not quite as strong, are now very good; for example, in information and communication technology (ICT), history and physical education. Good improvements have been made to the accommodation. The school had no key issues to improve upon from the last inspection. It is the same following this inspection.

STANDARDS ACHIEVED

Year 6 results

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

Overall, pupils' achievement is **very good**. Children achieve very well in the goals they are expected to reach in the Foundation Stage. Nearly all children meet these by the end of the Reception year. A few exceed these expectations. Standards achieved by pupils in Year 6 between 2001 and 2003 are shown in the table above. This shows that, consistently, standards have been very strong. In 2003, pupils' standards in comparison with other schools were well above average in English and science and in the top five per cent in the country in mathematics. Comparative data for 2004 is not yet available. However, it is clear that pupils' attainment improved even further because all pupils in mathematics and science attained the expected levels, with higher attaining boys and girls doing exceptionally well. Also, this was very nearly the case in English. At Year 2 in 2003, reading standards were above average, with mathematics well above. Although standards in writing were

below those attained nationally and in relation to similar schools, standards have improved in 2004. Pupils' achievement in ICT, history, physical education and personal, social, health and citizenship education (PSHCE) is very good by the end of Years 2 and 6. Achievement in other subjects was not the focus of the inspection. The **very good** provision overall for pupils' spiritual, moral, social and cultural development ensures that pupils' attitudes, behaviour and personal development are **high**. Overall attendance is **very good**.

QUALITY OF EDUCATION

The quality of education provided is **very good** overall. Teaching is **very good**. Teaching assistants take a full and active part in lessons. Staff ensure pupils learn very well. Pupils are as clear as they can be about what is expected of them in both their work and attitudes to learning. Very good standards of behaviour prevail in most lessons. This starts very well in the Nursery. By Year 6 pupils' personal development is excellent. In Year 6, pupils are exceptionally polite, hardworking and independent. At lunchtimes, lunchtime assistants work very hard to ensure that the quality of support for pupils' personal development is highly effective. Despite recent changes in staffing, teaching continues to ensure better than expected learning throughout the school. Excellent teaching in Year 6 prepares pupils exceptionally well in the academic and personal skills they need for later life. Provision for literacy, numeracy and ICT is included very well in all of the subjects of the curriculum. The very good range of ICT equipment means that pupils have access to computers both in the ICT suite and in their classrooms. Very good links with other schools contribute to pupils' achievement and personal development. The work of the school council, in collaboration with a local secondary school, in producing an induction DVD for new pupils, is just one example of a very effective link. Community involvement and links with parents are generally very strong. All of these links contribute very effectively in enriching the pupils' curriculum and supporting their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and senior management team are very good. They strike the right balance between improving provision for pupils' personal and social development and their academic achievement. Overall, staff in leadership positions make a very good contribution to developing provision. Information the school collects about how well pupils are achieving is used very effectively to look at the school's success as a whole. Governors are very committed to the school and provide active support. They operate a very effective system whereby associate governors without voting rights build knowledge and experience in governance. This means the school is never short of governors able and willing to step in officially as and when they are needed. The school does all this on a lower than average budget. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents and pupils are highly satisfied with the school. Parents are particularly pleased that their children are expected to work hard and achieve their best. They rate highly the school's very successful provision for pupils' personal development and they appreciate the high quality of teaching that their children receive. Pupils really enjoy what the school provides for them.

IMPROVEMENTS NEEDED

There are no significant issues for improvement stemming from the inspection. The school is very clear about the next improvements it wants to make and is working towards these.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in comparison with all schools nationally are generally **well above** expectations by the end of Year 6. Overall, all groups of pupils achieve **very well** from their level of attainment on entry to the school, which for many children is below national expectations.

Main strengths and weaknesses

- All pupils attained the expected levels in national assessments by the end of Year 6 in 2004 in mathematics and science. A very high proportion attained higher.
- In 2004, Year 2 pupils reached the levels expected in mathematics and science, with nearly half of the pupils attaining above national expectations.
- Pupils' attainment in English by the end of Years 2 and 6 is very nearly as high as that in mathematics and science.
- Achievement is very good in the Foundation Stage and in English, mathematics, science, ICT, history, physical education and PSHCE by the end of Years 2 and 6.
- Boys and girls, pupils from different ethnic backgrounds, pupils with special educational needs (SEN) and those who are gifted and talented all achieve very well.

Commentary

The following table shows how the school compared in July 2003 with schools nationally.

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

Standards in:	School results	National results
reading	16.6(14.8)	15.7(15.8)
writing	14.3(14.3)	14.6(14.4)
mathematics	17.4(16.2)	16.3(16.5)

There were 25 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	28.7(29)	26.8(27)
mathematics	31.1(31.2)	26.8(26.7)
science	30.4(29.5)	28.6(28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

1. From an overall level of attainment on entry to the Nursery that is below what is expected nationally, pupils progress very well. Most children by the end of the Foundation Stage attain the goals expected of them. By the end of Year 2 in 2003, whilst pupils' standards in reading and mathematics were higher than expected, they were below average in writing. In 2004, this has much improved and is a very good example of the school analysing where it has weaknesses and ensuring improvements are made. Current standards are above those expected nationally in reading, writing, speaking and listening and mathematics. There is an upward trend in pupils' achievement.
2. The school has increased the number of boys and girls attaining or exceeding what is expected of them by the end of Year 6. Detailed analysis by staff of pupils' strengths and areas of

uncertainty were focused upon successfully in lessons and extra support sessions. By the time of the national assessments in 2003, pupils' attainment in English was well above expectations and in mathematics it was in the top five percent nationally. The improvement these pupils had made over the four years since the end of Year 2 was outstanding in mathematics and very good in English and science. Standards have strengthened even more in 2004. The achievement of higher attaining pupils is just as strong as others. The targets set by the school for Year 6 pupils to attain in 2004 in English and mathematics were exceeded.

3. Staff have continued to work hard on improving provision for pupils in ICT. This has paid off for all pupils. Standards are well above average and achievement is very good. This is good improvement on the last inspection. Although the computer suite is too small to take a full class, staff overcome this effectively. For example, in a Year 6 lesson, while a number of pupils worked in their classroom on laptops, others were in the computer suite. Pupils achieve very well in history, physical education and PSHCE. Pupils who are gifted and talented are identified and are provided for very well in lessons and clubs.
4. Overall, pupils with SEN achieve very well throughout the school. This is because of teachers' very good knowledge and the high level of support and guidance given in lessons, which helps pupils to improve their work. For example, all pupils, regardless of ability, attained the expected levels in mathematics and science at Years 2 and 6 in 2004. Although all pupils already do much better than their peers in other schools, the school is about to review how well it provides for those pupils with social and emotional difficulties. This is another example of the school's constant drive to improve provision.

Pupils' attitudes, values and other personal qualities

The school develops **very well** pupils' attitudes, behaviour and other personal qualities, including their spiritual, moral, social and cultural development. Pupils' attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils' high level of attendance and punctuality is attributable to the school's very good support procedures and parents' consciousness of the importance of prompt and regular attendance.
- The attitudes of pupils to learning and other provision are very good. Pupils benefit very well from the wide range of opportunities offered to them in and out of lessons.
- Standards of behaviour are very good and stem from the consistent high expectations of staff.
- There is very effective provision for all pupils' personal development in support of their spiritual, moral, social and cultural growth.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.7
National data:	5.4

Unauthorised absence	
School data :	0
National data:	0.4

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

5. Attendance at the school is above the national average and there is no unauthorised absence. Most pupils arrive well in time for the start of the school day. Teaching assistants hurry any latecomers into school and always welcome them personally. Most of the youngest children quickly settle into class routines at the beginning of the school year. A very high majority of

parents are convinced of the value of education for their children and ensure they attend regularly.

- Pupils enjoy being at this school. They say they would not want to go anywhere else. In the majority of good and better lessons, they are engrossed by the work and very keen to be involved in their learning. This was clearly demonstrated in a excellent Year 1 mathematics lesson where pupils were fully involved, confident enough not to mind making a mistake and happy to applaud other pupils who demonstrated very well the use of a 'floor robot'. Pupils work well together in groups and pairs and are quick to praise the efforts of others in lessons. They help each other gladly. Pupils with SEN have a very positive attitude to their work and develop their self-confidence very well. Pupils on the school council and in Years 4 and 6 who were interviewed during the inspection were self-assured in their replies. They are enjoying their time in school. The wealth of extra curricular activities offered by the school to extend pupils' learning and skills are widely appreciated and attended by many pupils.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions
White – British	231	3
White – Irish (<i>pupils were present in school in the year prior to the inspection</i>)		2
White – any other White background	3	
Mixed – White and Black Caribbean	5	
Mixed – any other mixed background	1	
Asian or Asian British – Indian	2	
Chinese	3	
Any other ethnic group	4	

- Very good behaviour from pupils has a high profile in the school. It is very clear that the school expects nothing but the highest standards in and around the school. It succeeds through an insistence on immediate compliance to expectations. In classes, the majority of pupils behave extremely well and this is especially noticeable in Years 1 and 6 where pupils are engrossed in their learning and have little time or inclination to misbehave. The school works hard with those pupils who have difficulty controlling their behaviour. At lunchtimes, trained and committed staff play games and support all pupils, especially those who need extra support. A few pupils have been excluded at lunchtimes from time-to-time because of their behaviour. The current number receiving extra lunchtime support has reduced and is low at the moment.
- A very good ethos for learning permeates every aspect of school life. In addition, pupils experience cultures and religions different to their own, through visits, visitors, the annual Seder Meal, the learning of Italian and French and a detailed study of Malawi where the school has close links. Nevertheless, pupils are very proud of their own Faith and very well informed and involved in aspects of local and national culture. Moral values are implicit in the whole life of the school. These values underpin the social fabric of day-to-day life where pupils relate very well to each other and are happy to take responsibility for others and themselves.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided for pupils is **very good**. Teaching and learning and curricular opportunities are **very good**. So too is the support and guidance pupils receive from staff, the impact of the school's links with the community and other schools, and pupils' opportunities to be

involved in planning for the school's future. The standard of care pupils receive is **very good** as is the school's partnership with parents.

Teaching and learning

Overall, the quality of teaching, how well pupils learn and assessment of pupils' work are **very good**.

Main strengths and weaknesses

- Overall, teaching and learning are very good in English, mathematics, science, ICT, history and physical education. They are excellent in Year 6.
- Teaching and learning are very good in the Nursery, which gives children a very positive start to school life.
- Part of the strength of teaching is the very effective way in which staff assess pupils' knowledge and overcome anything they find difficult. This means that all pupils, regardless of ability or background, are fully included in lessons.
- In general, teachers are very good at linking together pupils' learning in a broad range of subjects. They teach literacy, numeracy and ICT very well in much of what they do.
- The school's ethos for learning is very strong throughout the day. Teaching assistants are an integral part of the effectiveness of many lessons. Lunchtime assistants are very effective.

Commentary

9. Teaching and learning are very good overall. Over eight out of every ten lessons seen were good or better. Teaching and learning were very good or excellent in six out of every ten lessons. All lessons seen in the Nursery were very good. Excellent lessons were seen in English, mathematics, ICT and physical education. The careful planning of lessons, based upon what staff know about pupils' levels of understanding and a very interesting range of activities, contribute to the strengths of teaching and learning. The quality of teaching during the inspection is set out in the table below.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5(13%)	19(49%)	9(23%)	6(15%)			

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.

10. The whole school day is a learning experience because of the school's very strong educational ethos. Staff achieve a very good balance between pupils' achievements in school work and in their personal development. Break times and lunchtimes contribute significantly to both. For example, at lunchtimes, supervisory staff organise effective group activities for pupils on the playground. They provide additional and separate support for a very small minority of pupils with social or emotional difficulties. This is carefully planned and monitored by senior staff and governors. Its effectiveness is under constant review.
11. All excellent and very good lessons are experiences that incorporate many strands of learning. For example:
 - Enthusiastic staff ensure that learning builds step-by-step and is fun. Because of this, pupils concentrate on their lessons and enjoy their learning. In a Year 1 mathematics lesson, pupils remembered the work they had done in ICT about plotting the movements of a 'floor robot'. They pretended to be a human 'robot' in moving correctly up-and-down a number line. The teacher and teaching assistant worked as one in both challenging and supporting the pupils' success.

- Whether in discussion, group work or individual work, something is planned to challenge all pupils, regardless of ability. Year 5 pupils were so impressed with the broad range of successful work achieved in an English lesson about analysing the feelings of characters in a story, that they applauded each other's contributions. The teaching assistant gave very good but unobtrusive support to a range of pupils. This contributed very well to the lesson's success.
- In an excellent Year 3 mathematics lesson, pupils had been so well prepared for classifying two and three-dimensional shapes using a computer program that the majority raced ahead so quickly, it even surprised the teacher. They logged onto the program, selected the required page, set up the appropriate heading for their task and effectively differentiated between the properties of different shapes.

Example of outstanding practice

A Year 6 ICT lesson putting in hyperlinks to a power point presentation for a geography project.

The pupils' were immediately captivated because the teacher used the school's induction DVD for pupils, as a model of hyperlinks. This had been produced in concert with the ICT department of a local high school from an idea put forward by the school's pupil-council. Hyperlinks already meant something to the pupils because they had been introduced to them in a simple version during a mathematics lesson. The careful build-up of knowledge meant that pupils were immediately able to successfully build in hyperlinks to their geography power point presentations. These were individually chosen projects to represent life in either Australia, China or Greece. Illustrations and text using, for example, different coloured backgrounds and font, with delayed overlap, were successfully accessed by hyperlinks by the end of the lesson. The excellent package linked together ICT and geography with elements of literacy, numeracy and history because of some pupils' choice of linking their presentation to work learnt previously about ancient Greece.

12. Relationships with pupils are very good. This results in pupils working very hard and learning very effectively. There is a welcoming atmosphere in classrooms and pupils are very happy to learn. Staff always inform pupils what the lesson will be about. The important objectives for the lessons are written down clearly on white boards and discussed with pupils before they start. There are generally very good levels of support in lessons and these are deployed very well to ensure that each pupil gains the maximum benefit from the teaching. Teaching assistants challenge and question pupils and help them to succeed. In general, staff manage incidents of misbehaviour calmly and very effectively by consistently using agreed strategies.
13. Staff know very clearly the levels at which the pupils are working and, therefore, plan future learning that is just right. Targets are set for pupils to help in this process. This is for all pupils, including those with SEN. In a drive to achieve even higher levels of teaching and learning consistently across the school for all groups of pupils, teachers' strengths and areas for development in meeting pupils' targets are checked and extra training and support offered where necessary. In this way, the strength of teaching and learning is constantly challenged and improved.

The curriculum

The curriculum meets all groups of pupils' needs **very well**. Extra-curricular activities, visits and visitors all enrich the curriculum **very well**. Overall, the school accommodation and resources support learning **very well**.

Main strengths and weaknesses

- Staff are very good at improving the curriculum because of their clear understanding of what else can be done to make things better.
- The curriculum is planned very well to ensure that all pupils benefit from what is on offer.
- The very effective and varied opportunities and resources, which staff provide bring learning alive.

Commentary

14. Since the last inspection, the curriculum has improved well. Thorough attention is given to how learning is planned to ensure a consistent build-up of knowledge and understanding lesson-after-lesson. Because staff check how well they and the pupils are doing, different approaches are tried, adopted or adapted in the light of their success. For example, the use of ICT in delivering the English and mathematics curriculum is having a very positive effect on standards in these subjects. In this way, the most effective strategies are adopted, so as to help raise standards in the most productive way.
15. The curriculum is designed to be very effective for all pupils, regardless of ability, SEN or cultural background. Early identification of pupils' needs ensures an appropriate curriculum throughout the school. Very good support from classroom assistants, lunchtime assistants and additional teachers ensures that individual education plans give pupils with SEN full access to the whole curriculum.
16. A very good range of extra-curricular activities enhances the curriculum and makes a very good contribution to the development of pupils' physical, social and intellectual development. These are very well attended by all groups of pupils and cover a wide range of activities, such as French, mathematics, science, drama and guitar clubs. A particular strength of the school is the sporting activities, which include netball, judo, fencing and football. There is an extensive range of visits to places of educational interest, which brings learning alive for the pupils. Also, the wide range of visitors stimulates their interest in music, the arts and the local community. The school choir is a very good example of the school's involvement in the local community, and its commitment to involving as many pupils as possible in its activities.
17. Overall, the school's accommodation, grounds and resources are very good. Very good use is made of all space for teaching purposes. The Foundation Stage has excellent outdoor provision and high quality resources. The accommodation throughout is very clean and welcoming. Despite classrooms for Years 1 to 6 and the computer room being small, staff work very hard to overcome these restrictions rather than let them impact negatively on pupils' learning. The fixed and portable outdoor equipment makes break times a very positive experience for most pupils and exemplify very well the overall educational ethos of the school.

Care, guidance and support

Overall, pupils are **very well** cared for, guided and supported by the school. Pupils are **very well** involved in the work and development of school, which seeks, values and acts appropriately on their views.

Main strengths and weaknesses

- Staff are vigilant in the care of pupils. They work very well in their best interests to safeguard their welfare, including the developments brought about by the school's work to achieve Healthy School Status.
- There are very good relationships in the school. This, allied to teachers' very good knowledge of pupils' needs, ensures they receive appropriate advice and guidance.
- Pupils make very good use of the school's increasing efforts to involve them in regular consultation about the school and in their learning.

Commentary

18. Pupils throughout the school are carefully supervised at all times. Staff are very well informed of pupils' needs. For example, systems for meeting any health and dietary requirements are in place. Health and safety matters are very well managed through a partnership of staff and governors. Staff understand child protection procedures fully and work appropriately within agreed procedures and with outside agencies. The school has gained the Healthy Schools Award. As a result, pupils benefit from learning about a healthy diet and are served fruit and toast

during morning playtime. In addition, every lunchtime, the lunchtime assistants run a 'Fitbods Club' in the playground, which is very popular with pupils.

19. Teachers know the pupils' very well. They form good and trusting relationships with those in their class. Systematic and well-managed assessment procedures ensure that teachers know and track their pupils' progress and personal development very well. Pupils also receive very good support from teaching assistants that boosts self-esteem and confidence in those who find learning most difficult. The pupils clearly understand what they need to do individually to improve their work and are given the responsibility for doing it and for helping set and review targets.
20. The school provides a very good level of care for pupils with SEN. Staff know their pupils very well and provide very effectively for their needs. This is very well planned to take account of the provision outlined in the pupils' statements. Pupil's targets are reviewed regularly and pupils are fully included in these reviews. Class teachers and support assistants are responsible for the daily needs of pupils with SEN and together keep comprehensive records of achievement. These provide a very good record of each pupil's personal achievements and academic progress through the school.
21. Pupils know that they are listened to by staff and that their opinions and problems are taken seriously. School council members canvas opinion from other pupils on a regular basis and those older pupils who represent the younger classes hold regular discussions with them to talk about matters that they feel are important. This information is then considered by the council, who make formal recommendations to the headteacher, with considerable success.

Partnership with parents, other schools and the community

The school works **very effectively** in partnership with other schools and the community. Overall, there are **very effective** links with parents.

Main strengths and weaknesses

- The school works very closely with the local community to support the curriculum and pupils' personal development.
- Very good links with other schools provide significant opportunities for pupils to develop a wide range of skills.
- The school works very effectively with parents to support pupils' learning and keeps them informed about their progress and the daily life of the school.

Commentary

22. The community plays a very important part in school life. There is very wide ranging use made of the site by other groups, including the 'Holiday Club', in which teachers are involved. Also, a playgroup, youth club, parent and toddler club and the Out of School club all meet in the Youth Centre and come under the direction of the headteacher and governors. As a result, the majority of children are familiar with the site in a number of contexts, thus increasing their confidence and familiarity with the building and staff. Additional funding for these initiatives is obtained by procuring national grants. The Church and Catholic community have a pivotal role in the life of the school, arranging some of the social functions such as the Christmas and Summer Fair. The parish community is invited to the school's masses, plays and other functions. The computer suite especially has benefited from donations and sponsorship from local businesses. The school uses the wider community to enhance the curriculum.
23. Links with other schools support science, mathematics, sport, art in the Nursery and Year 5 and provision for pupils with emotional and social difficulties. The school works closely with other primary schools to extend pupils' contact with their peers and support personal development through sporting competitions, musical events, quizzes and an annual swimming gala. Wherever possible, best practice is achieved as pupils move to secondary education.

Secondary schools obtain detailed knowledge of pupils to enable schools to plan for the best possible start for pupils at their new school.

24. So that parents can help their children gain maximum benefit from their work, the school provides very good support through written information, workshops and meetings. Clear information is given about the homework expected and the curriculum being studied each term. As a result, the amount of parental help for pupils is very high, contributing very well to the success of pupils in the school. The school surveys parents on their views about the school and tries to discover if there are general concerns about anything in particular. For example, the school has responded in this area to parental requests to increase the level of information. It has started a monthly newsletter to keep parents informed about the daily life of the school. Parents of pupils with SEN are kept fully informed and involved in the progress their children make.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The headteacher provides **very good** leadership and management for the school. The governing body provides **very effective** direction and support for the development of the school. The senior management team and all staff with a leadership role contribute **very well** to the school's success. The school is **very effective** in working to ensure any barriers to learning are overcome.

Main strengths and weaknesses

- The headteacher has worked very effectively to provide a positive vision for the school and purposeful educational direction.
- The teamwork throughout the school is very good at all levels.
- The school works very effectively to eliminate barriers to the pupils' learning. All pupils are included in every aspect of the life and work of the school.
- Very good self-evaluation means that staff and governors have the information they need to carry out their respective roles very effectively.

Commentary

25. Overall, the high quality of leadership and management praised in the last report has been maintained. The headteacher's leadership and management are very good. The school is totally committed to continually moving forwards to achieve higher standards. The headteacher is very clear about the quality of teaching and learning in all classes. The senior management team is very able and supportive. They share the vision and determination that all pupils will make as much progress as they can, both academically and in broader areas of their personal development. The school consistently aims very high for each pupil. Those parents who returned questionnaires for the inspection showed that overall, they are very satisfied with the school's leadership and management. Discussion with pupils during the inspection supported their parents' views, that they too are extremely happy with the school.
26. The headteacher delegates responsibilities very effectively. Staff appreciate this and take their responsibilities seriously. As a result, staff work extremely hard to raise pupils' standards. Subject co-ordination is very good. Subject leaders are very effective in promoting learning and ever higher standards in their subjects through formal and informal meetings and through scrutinising teachers' planning and pupils' progress. The leadership of special educational needs is very good. The recently appointed co-ordinator is developing a strong team, where all are very aware of their responsibilities and objectives. He has very clear ideas and plans for the future development of the provision for pupils with SEN throughout the school.
27. The school checks very effectively on all aspects of its work. The information collected is then used rigorously to improve all aspects of school life. This ensures that the school's strengths are used to very best effect and that barriers to learning are overcome. Examples of very effective impact from this process are

- How well staff target pupils' needs in Years 2 and 6 in the run up to their national assessments in order to provide the right support to ensure success.
- The way in which senior staff set and track pupils' targets in a drive to ensure that achievement is as consistent as possible throughout school.
- The improvement in how well staff check on pupils' achievement in subjects other than English, mathematics and science, which is now a developing priority.
- The recognition that, although most parents consider pupils behave well, it is time to re-check on the effectiveness of the school's methods for supporting pupils with social and emotional difficulties.
- The schedule of improvements in the school accommodation and grounds that is relentless.

28. Governance is very good and complies fully with statutory requirements. Governors bring with them very broad experience and expertise from different backgrounds. Because of this, they make a highly effective contribution to the direction of the school and have a very effective understanding of its work. Governors are actively involved in the life of the school and are linked to areas of its work. Committees monitor the effectiveness of the school closely, such as the careful consideration given to the cost-effectiveness of spending decisions. Governors challenge the management when necessary, but are extremely supportive and helpful in giving advice and direction. Two particularly impressive aspects of governance are the way in which associate governors become involved in school life. They do not have voting powers but become knowledgeable about school matters. They provide replacement governors as necessary when full governors step down. Also, the chairs of governors' committees act as a steering group. They meet regularly to check on the effectiveness of the school's provision and finances and to ensure that the school offers best value for money. The most recent financial figures for a complete year are shown below.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	513,476
Total expenditure	499,303
Expenditure per pupil	2,005

Balances (£)	
Balance from previous year	4,832
Balance carried forward to the next	19,005

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

Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects that reflect the standards achieved by pupils.

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**. It provides children with a stimulating and very effective start to school life.

29. There are currently 32 children in the Nursery who started when they were three. They attend on a part-time basis. There are twenty-nine children in the Reception Class. The attainment of the majority of children on entry is below average in most areas of learning. Major strengths in the provision are the supportive relationships and the way in which the teacher and assistants work together in the Nursery as a highly effective team. Staff in the Reception class are newly appointed and at this early stage in the school year have made a good start in forming good working relationships with the children. The very positive relationships in the Foundation Stage give children security and confidence, enabling them to work enthusiastically and with commitment. The children have very positive attitudes to school and develop high self-esteem.
30. Teaching and learning overall are very good in all areas of learning, particularly in the Nursery. High expectations are set and a very imaginative curriculum meets children's needs extremely well. Provision is very good. As a result, children achieve very well. Very good leadership and management have kept the department on an upward track, managing change and improvements skilfully through very good procedures in planning, monitoring and assessment. Work is planned very well at the correct level for all children, including those with SEN. Overall, accommodation is very good with excellent outdoor provision and high quality resources. Children have an exciting place in which to learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults create an atmosphere of highly effective learning.
- A warm secure atmosphere is generated in which the children feel valued and enjoy coming to school.
- Daily routines incorporate high expectations of behaviour. The children respond very well.

Commentary

31. This area of learning has a suitably high profile in the Nursery and Reception Class. The adults are very effective in nurturing pupils' personal and social skills and generate a warm and secure atmosphere. Classroom routines are quickly and securely established. They provide very good opportunities for children to develop independence and show responsibility in simple matters of routine. From the outset, staff teach children the 'golden rules' and responsibilities. This promotes very good understanding of the moral and social issues that affect the children's lives. Interesting activities lead to very good work habits because they are designed to sustain children's concentration. Children are well motivated and co-operate sensibly when sharing equipment. Good links with parents both before their children start school and when they are in

school, along with the school's caring provision, support children's development very well. Most achieve the expected goals in this area of learning by the end of the Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very effective teaching of reading and the wide range of activities on offer result in very good achievement for most children.
- There are very good opportunities for children to express themselves orally.
- Writing skills are less well developed.

Commentary

32. The children achieve very well in most elements of this area of learning, although a small but significant number are unlikely to achieve the levels expected by the end of the Reception Year, particularly in writing. This is due to their lower than expected level on entry to Nursery in this particular aspect of their work. Achievement is very good because of teachers' thoughtful questioning, sensitive listening and the many varied opportunities that children have to talk, listen and read. Speaking and listening skills are taught very well and reinforced through a wide range of other activities, such as the home corner in the Nursery. For example, children dressed up in bear costumes and re-enacted the story of 'Goldilocks and the Three Bears' that they had just been told. Father Bear knew to put on the costume with D for daddy and Mother Bear the costume with M for mummy. The children are beginning to recognise one or two individual sounds and make good attempts to draw the letter shapes in the air. Children enjoy stories, handle books with care and enjoy listening to tapes of their favourite stories. Most recognise their name cards. In Reception, special discussion time has been used to encourage the children to talk to each other whilst observing the rules of speaking-in-turn and listening to each other. They make good attempts to write by making marks on paper and on the writing board in the outdoor covered area. They are beginning to associate sounds with letters as they make their own labels to display with the models they have made. Higher attaining children make good attempts to write their names and to write a sentence unaided. They take their library books home regularly and are at the early stages of reading. They turn the pages correctly and tell a story in their own words. When working with the teacher and reading from the big book, some children anticipate words that are repeated through the story, such as 'big' or 'medium'. Many children understand clearly the term title, author and illustrator.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers grasp opportunities in all activities to promote children's mathematical understanding.
- Very good equipment and activities help children to achieve very well.
- Well chosen resources are used effectively to motivate children in independent work

Commentary

33. The very good quality teaching of practical activities, including counting, sorting, recognising relationships and working with different shapes makes a significant contribution to children's achievement. In the Nursery and Reception Class, adults support children very well and make learning fun. The very good adult support helps children in the Nursery to develop confidence in mathematical activities. For example, when exploring shape, the children identified circles and used various size circles to make a teddy. Children use computer programs to match triangles,

squares and circles. In the Reception Class, children know their colours as they choose paper 'socks' to colour. Most know the term 'large', 'medium' and 'small'. Higher attaining children use vocabulary such as 'smaller than' and 'bigger than'. Most children are on course to achieve the goals expected of them by the end of Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff plan a very good range of interesting activities that lay a strong emphasis on practical investigation. This makes learning interesting and exciting.
- The very well-planned outdoor activity area enables children to have regular access to very effective experiences.
- Opportunities to learn about multicultural issues feature highly in the planning.
- Children are introduced to ICT at an early stage and use computers regularly.

Commentary

34. Teaching and learning are very good and help to ensure that all children achieve very well and meet the Early Learning Goals by the end of their time in Reception. Children are provided with a wealth of opportunities to learn about their world. Activities are interesting and are very well planned with a strong emphasis on investigation. Very good use is made of the outdoor area. For example, children in Nursery became very involved as they searched for 'hidden rabbits'. They spent a considerable amount of time searching and meticulously counting the rabbits that they found. In the sensory garden, children take part in digging, planting and watering their plants. Reception children learn, amongst other things, about the Jewish faith and are busy making Jewish New Year cards. This contributes very well to the children's cultural development. Regular lessons in the computer room result in children in Nursery working individually on a computer. There are squeals of delight and cries of 'I've done it' as children managed to control the 'mouse' and clicked on the button that makes the hen in 'Old Mac Donald's Farm' lay eggs. Higher attaining children know how to close down their computer program. Staff in Reception provide well-chosen ICT programs that reinforce the children's basic skills, for instance, counting, matching, learning numbers and recognising letters.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because there are many opportunities for them to develop their skills, particularly in the very well resourced outside play area.

Commentary

35. Teaching and learning are very good. School data shows that children are on course to achieve the expected targets in this area of learning. As such, they are achieving very well. Their skills in handling pencils, scissors, brushes and other tools are at the expected levels because of the high focus on developing these skills. Nursery children squeeze and roll dough, using the rolling pin with increasing control. The outdoor areas and resources are of a very high standard and provide children with very good opportunities to develop skills, such as balancing. The children are trustworthy, use equipment sensibly, and jump, crawl and climb with high levels of confidence. Large-wheeled toys are handled competently and children use balls and small equipment very well to develop manipulative skills. In an ICT lesson, the children listened to

music and made good attempts to move in time to the music. Children were successful in expressing views about the music and the dance.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very well planned and imaginative activities encourage creativity and contribute very well to the children's language development.
- Children are given very good opportunities to express their imaginative ideas in a wide variety of materials.
- Children enjoy music and sing well.

Commentary

36. The children achieve very well because of the overall very good teaching. They work with a wide range of materials and media including recycled materials. They mix and blend colours boldly to create bright paintings and collages with pastels, chalk and pencils. All the children enjoy singing and making music. Reception children enjoy matching movement to music; for example, music from India. Children learn very well from role-play. Their responses indicate that they are observing and remembering real-life situations well. An example of this was when Nursery children went through the actions of making an imaginary cake so convincingly that everyone present could almost 'taste the chocolate' in it.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- Achievement is very good overall. This includes the achievement of pupils who have SEN.
- The school sets very appropriate targets both for individuals and groups of pupils. These promote very effective learning. Target setting, together with the school's effective analysis of pupils' performance data is having a significant impact on raising standards.
- Pupils have very good opportunities to develop and use their literacy skills in other subjects besides English.

Commentary

37. Standards in reading in comparison with schools nationally in 2003 were above average by the end of Year 2. Standards were below average in writing. By the end of Year 6, standards in English were well above average. Although standards in comparison with other schools are not yet known for 2004, pupils' attainment and achievement are much stronger. Standards at the end of Year 2 are above national expectations and have remained well above expectations by Year 6. This represents very good improvement since the last inspection. Taking into account pupils' low attainment on entry to the Nursery in communication, language and literacy, this represents very good achievement overall. By Year 2, pupils are developing appropriate reading skills. Higher attaining pupils read with fluency expression and understanding and predict what might happen next. Year 6 pupils are enthusiastic readers; some belong to the local library and regularly borrow books. They have favourite authors and are eager to express their opinions, for example, regarding the interpretation of books in films. Reading is developing very well throughout the school, strongly supported from home. Writing is an area for development throughout the school. Many strategies have been put in place to help the pupils improve their writing. These are paying off. There are focused teaching groups with extended sessions to give pupils time to develop their writing skills. Emphasis has been placed, for example, on role-play to give pupils time to articulate their ideas before committing them to paper. A focus on developing speaking and listening skills is resulting in the raising of standards and the pupils' confidence. The use of expressive and imaginative language is an area that the school is working hard to develop. Pupils' spelling in Years 1 and 2 is generally phonetically correct and their print is clear. Throughout Years 2 to 6, spelling is improving progressively and handwriting is developing into a neat cursive style, which is becoming very well presented.
38. Teaching and learning are very good overall. Planning is very detailed and matched very clearly to pupils' needs. Lessons are challenging. The pace and level of demand placed on pupils is very good. Learning objectives are shared very clearly with pupils at the beginning of lessons and are referred to as lessons progress. In the most effective lessons, pupils are encouraged to evaluate their work against the learning objectives. Extended lessons give the pupils time to develop good quality pieces of writing through a very skilful mix of activities. This was observed in an excellent Year 6 lesson. Pupils had been investigating nautical myths. The teacher took on the role of an old fisherman, and, to very appropriate background music, talked to these 'young fishermen'. This inspired them extremely well with their imaginative writing. Pupils are given time to think about questions and the time to reflect upon their answers. Teachers have a very good understanding of the needs of the pupils and very good strategies are in place to support the pupils, particularly those who find their work hard.

39. Subject leadership and management are very good. Detailed analysis of test results and assessment identifies pupils who would benefit from additional support. This helps deploy staff effectively and is a contributory factor to raising standards. Staff have correctly identified the development and promotion of pupil' speaking and listening skills as being central to the further raising of standards in all areas of English, particularly in Years 1 and 2. The assessment of pupils' work indicates that the associated strategies linking speaking and listening with the development of reading and writing skills are already being effective.

Language and literacy across the curriculum

40. Pupils use their reading and writing skills very well in other subject areas. This aids their learning significantly. For example, Year 6 pupils competently used informative writing when they wrote about the Second World War. Also, they wrote persuasively to encourage people to live in Sparta as part of a history project. Poems of 'Joy and Patience' were written in a religious education lesson. The use of technical and subject specific language is encouraged across the school. For example, pupils learn to use the correct specific mathematical and scientific language. Information and communication technology and literacy are inter-linked very well to aid the pupils' work and for them to research and record their work using very well developed word processing skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teachers ensure that pupils are very clear about what they have to achieve in lessons, both in work and in their relationships with one another.
- Lessons are very carefully planned and taught so that all pupils' needs are very well met. This is because staff know where all pupils are up to in their work and recognise anything they find difficult.
- The school's drive to improve teaching and learning results in constant improvement in pupils' achievement.

Commentary

41. Standards in mathematics in 2003 were well above average by the end of Year 2 and in the top five per cent nationally by Year 6. The Year 6 pupils achieved exceptionally well. Although standards in comparison with other schools are not yet known for 2004, pupils' attainment and achievement is even stronger at both Year 2 and Year 6. Pupils' current attainment well exceeds expectations. Considering many of the pupils started in the Foundation Stage in the school at a level that was just below that of similarly aged children, this is very good achievement. This includes pupils with SEN and those who are identified as gifted and talented regardless of ethnic background. There is no significant difference between the achievement of boys and girls.
42. This very good improvement is due to improvement in the quality of teaching and use of assessment. Throughout the school, staff are very aware of pupils' individual needs and levels, which are targeted very well. By the end of Year 2, most pupils have developed a very good understanding of basic number activities, such as counting on and back in tens or recognising odd and even numbers and sequences. They know simple fractions, learn the names and properties of two-dimensional shapes and identify lines of symmetry. They accurately double numbers such as four, six and 13, although where answers are in tens and units, some lower attaining pupils reverse their numbers such as 26 written as 62. In Years 3 to 6, pupils of all abilities continue to build very well on their mathematical understanding. By the time they are in Year 6, most pupils have a very good understanding of place value, which they put to good use in making mental calculations. They use written methods of addition, subtraction, short

multiplication and division in, for example, dealing with metric distance calculations or areas and perimeters of regular and irregular shapes. Higher attaining pupils round decimal numbers up and down in order to give an approximate whole number. They are very clear how to turn perimeter measurements into simple algebraic equations.

43. The teaching of mathematics is very good overall in all classes. Teachers provide very stimulating, well-prepared lessons and explain the work very well so pupils are clear what is expected of them. Teachers are very clear about what their pupils know and can do, and what they need to do next. Pupils have clear targets. In lessons, teachers explain what needs to be learned and then check later to see if pupils have been successful. In the very best lessons, teachers challenge their pupils with a lively pace of work, and inspire them to try harder. In just such a Year 3 lesson, pupils described and classified two-dimensional and three-dimensional shapes, using a computer program they had first encountered only briefly the previous day. Pupils put to very good use key terms they had learnt to describe shapes such as sides, edges, faces, angles, and vertices. Pupils were so involved in devising and asking questions to differentiate between shapes that they were disappointed when the lesson came to an end. Additional teaching and support staff ensured that for those pupils unable to work on a computer at any one time because of the mismatch between the number of computers and pupils, other work was readily available until it was their turn. The teacher's very lively approach, and excellent teaching methods, ensured that exceptional learning took place. Pupils' work is generally well marked, so pupils know how well they have done. Homework is used to good effect. Teaching assistants provide very helpful support for those who need it and they make a valuable contribution to learning. This support takes place in class and is effective in building pupils' confidence. This approach means that pupils are developing a very broad and secure understanding of mathematical concepts.
44. The subject is very well managed by the co-ordinator. The quality of teaching and learning is checked on in classrooms and pupils' work is analysed extensively. This data is used to identify pupils to target in booster groups, which is having a positive effect on raising standards. The success of the targets set for all pupils to achieve is thoroughly checked on in a drive to ensure pupils' achievement becomes consistently very good across the school and thus, not relying on booster work in the run-up to national assessments. Staff are confident in the use of ICT to enliven pupils' learning. This was evident in most lessons seen during the inspection.

Mathematics across the curriculum

45. The development of pupils' mathematical skills in other subjects is very good. Teachers identify occasions when pupils need to use their mathematical knowledge. For example, in shape and space work in physical education at Year 1, in data analysis in Year 6 science when finding the mode of a set of figures and in graph and timeline work in geography and history respectively. Invariably, pupils' mathematical and ICT skills are combined very well to produce printouts of data in a variety of graphs or charts.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above expectations at the end of Year 2 and well above by the end of Year 6. Pupils achieve very well overall.
- Teaching and learning are very good overall with a strong focus on independent learning through investigation.
- Pupils have very good attitudes to learning and display enthusiasm in their investigations.

Commentary

46. By the end of Year 2, all pupils tend to attain the expected standards for their age, with a significant number above. This was the case in national assessments in 2003 and strengthened further in 2004 with the number of pupils exceeding national expectations. This is extremely good in comparison with other schools. As the pupils move through the school, they continue to achieve very well so that by the end of Year 6, they reach standards well above those expected for their age. Since the previous inspection, pupils' high standards have been maintained. The emphasis that the school places on practical and investigative activities is a key factor leading to the high standards. The very good quality of the teaching ensures all pupils achieve highly. For example, by the end of Year 2, pupils have conducted experiments to find out whether changing the height of a ramp will change the distance a toy car will travel when rolled down it. They know, understand and have made sure that their tests are fair. Year 6 pupils are encouraged to think creatively to explain, for example, the difference between living and non-living things and to establish a connection between cause and effect. When conducting a microbe experiment, one pupil hypothesised that 'dark, wet and warm places' are best for microbes to grow because, for example, peoples' throats are dark, wet and warm. The results supported some of the predictions and, as a result, the pupil reflected and considered the next step in the investigation.
47. The emphasis on learning through first-hand experiences was also evident when Year 6 pupils were asked to investigate how long an amount of sweetener would take to dissolve in different temperatures of water. Because findings showed big discrepancies in the time taken, pupils were asked to consider how they could improve their investigation in order to avoid such differences. This emphasised the need to repeat experiments and to ensure that tests are fair. This was a very good lesson. A computer package was used competently to form a graph displaying the pupils' findings. The teacher was very confident in her subject knowledge and fostered extremely good relationships with and between the pupils. The lesson reinforced the pupils' understanding of scatter graphs and mathematical terminology like 'mean'. Higher achieving pupils were able to explain to others the need to repeat the experiment in order to find the 'mode'.
48. The subject is very well led and managed. Staff are very clear how well pupils are progressing in their work. This is tracked closely. Teachers' planning for lessons and pupils' work is checked to make sure that lesson objectives are achieved. Lesson observations by the headteacher and the deputy headteacher resulted in training for staff to promote investigative and experimental work. This is another example of the school improving its provision in a subject that is already doing very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Standards are well above average throughout the school.
- Very good teaching and learning mean pupils achieve very well.
- Leadership and management of the subject are very good

Commentary

49. Standards are well above average throughout the school and higher than at the last inspection. The school keeps abreast of initiatives and manages to improve its provision constantly so pupils reach very good standards. The school has a modern suite of computers, although careful planning by teachers is needed to ensure maximum benefit because a class of pupils cannot be fully accommodated all at once. Up-to-date software has been purchased in order

that a full curriculum can be delivered. The very good planning and the range and quality of pupils' work are all strong indicators of very good achievement. Improvement has been very good since the last inspection.

50. All teachers, including support staff, have been trained very well. The secure knowledge that staff now have enables them to teach very well and, consequently, pupils enjoy their lessons and learn rapidly. All pupils' work is regularly assessed and lessons are planned carefully to meet their needs. Pupils are already becoming confident in using a computer in the Foundation Stage. By the end of Year 2, they develop and record sequences of instructions to control a floor robot. They edit their written work through the use of 'full stop', 'space bar', 'capitals' and 'back space delete keys'. By the end of Year 6, pupils organise, refine and present a set of linked multimedia presentations, including hyperlinks as part of a geography topic.
51. The subject is very well led and managed. This is reflected in the well above average standards that are continuing to rise. The subject co-ordinator guides and advises colleagues so that their confidence is growing and their skills are increasing. Consequently, computers are very well used because staff are confident that both software and hardware will fulfil their needs. As a result, work closely matches all pupils' needs, including those with SEN, and lower and higher attaining pupils.

Information and communication technology across the curriculum

52. Information and communication technology is used very well in many subjects. Literacy and numeracy are supported very well in Years 1 to 6 through efficient timetabling of the computer suite and the use of laptops and electronic notebooks within the classroom. Many lessons are presented using a computer display projected onto a white board. Examples of very good use of ICT was found in Year 1 where pupils used the 'dazzle' program to draw and colour their picture of 'Max', the African snail. They then used a word processing package to write about him as part of a science topic. In Year 3, pupils used computers to investigate two and three-dimensional shapes, whilst in Year 4, pupils used laptops during their numeracy lesson to research and draw Islamic symmetrical patterns. In an excellent Year 6 lesson, pupils used notebooks and laptops to write their first draft of a myth based on the legend of 'The Asrai'. This enabled them to edit their work more easily. Using these types of activities to support work in other subjects also improves their ICT skills very successfully and enables pupils to achieve very well.

HUMANITIES

In this school, a separate section 23 inspection is carried out for denominational religious education. As such, religious education is not reported in this inspection. No judgements were made in geography because it was not part of the focus of the inspection. From checking work in pupils' books, it is clear that an acceptable curriculum is in place.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Learning is brought alive very well by the use of artefacts, role-play and discussion.
- Pupils apply the knowledge they know very well to new situations and discussions.
- All pupils are involved in learning at a level that is right for them.

Commentary

53. By the end of Year 2, pupils' standards are as expected. They are above expectations by Year 6. Achievement is very good for all pupils. Overall, this is good improvement since the last

inspection. The strengths of achievement by Year 6 have been retained and it has improved for pupils in Years 1 and 2 and for those with SEN. Their achievement was judged as satisfactory at the last inspection. Overall, teaching and learning are very good. Lessons are brought alive by staff such as:

- In a Year 2 lesson about Florence Nightingale, a pupil was dressed as Florence Nightingale ready for when the other pupils entered the room after break time. The resultant unscripted discussion between the teacher who played various historical roles and Florence Nightingale was outstanding. Florence Nightingale drew upon all of her knowledge and nerve to explain why she needed better resources and conditions to help care for the soldiers in her charge. This was active citizenship at its best.
 - In a Year 5 lesson about ancient Egypt, realistic clothing borrowed from a pupil's grandparent sparked very good discussion about why such clothes might have been worn. Together with pictures of the pyramids, feluccas, the Sphinx and the River Nile, pupils discussed the quality and significance of sources of evidence.
 - In a Year 6 lesson about ancient Greece, through the use of pictures and plans, pupils drew on their knowledge to investigate and discuss the various parts of an Amphitheatre. They considered very well the similarities and differences with theatres today in this country. One strand of discussion led onto how theatres make bargain offers to encourage audience attendance and about the accommodation arrangements that have to be made to ensure access for the disabled. This was another very good example of citizenship built into learning.
54. Leadership and management of the subject are good. The co-ordinator recognises that a very lively approach by teachers to learning results in very good attitudes by pupils. This in turn improves pupils' achievement. The school is clear about the next steps it wishes to take in improving the subject. This is through strengthening even more how well staff check on pupils' achievement. The school also intends to encourage more role-play and to increase even more the exciting resources. Most classes go on visits to places relevant to their topics. These include Bramhall Hall when studying 'The Tudors' or checking-out Victorian toys and costumes at the Macclesfield Silk Museum. Visitors into school do not yet feature as highly. This is an area the school is rightly planning to develop.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were not part of the inspection focus. Examples of pupils' work and subject planning point to curriculum provision that is fully in place. No judgements were made about these subjects. In **art and design**, work displayed around the school showed good use of colour, different materials and design techniques. All indications are that standards of work have improved since the time of the last inspection. Designs and plans in **design and technology** indicate that the subject is taught in full. **Music** has a high profile in school. Year 6 pupils talked confidently about the work they have been doing in their music lessons. They have good opportunities to appreciate a range of music. The pupils enjoy singing in assemblies where they sing tunefully and confidently without accompaniment. The instrumentalists and the choir have many opportunities to perform outside school in music festivals. Visiting musicians make a positive contribution to the pupils' cultural development because there are opportunities to experience music from other cultures as well as their own.

Physical education

Provision for physical education is **very good**.

Main strengths and weaknesses

- Pupils are extremely enthusiastic, interested and disciplined team members because of the ethos of the school.

- The curriculum is very good and includes a comprehensive range of extra-curricular activities, which are enhanced by the use of specialist coaching for swimming and games.

Commentary

55. Standards are above average throughout the school because of the school's high degree of commitment to physical development. As a result, pupils have a wholehearted approach to lessons. Pupils achieve very well. By Year 2, pupils show very good control as they find different ways of moving around the hall, using different parts of their body. They move confidently and safely, discussing what they and others have achieved. By Year 6, pupils are developing a broader range of techniques and skills for attacking and defending in ball games. They work together sensibly in pairs as they perfect their skills. Pupils with SEN are particularly well included in lessons in both individual and partner work.
56. Overall, the quality of teaching and learning is very good with excellent examples. The best teaching consistently stresses independence, self-control, team work and gives prompt and constructive feedback to pupils. As a result, the pupils are totally engrossed in the lesson, concentrate and think hard about rules and instructions that they have been given. Demands are sensitively matched to all pupils' needs. Well-directed support staff re-inforce and support learning very effectively. Lessons often show very good links to other subjects, for example, in the Year 1 class where pupils identified their various body parts worked on in science, links to mathematics as they worked on shape and space and to literacy through the use of imaginative and descriptive vocabulary. Provision at the local swimming pool is very effective.
57. Leadership and management are very good. The co-ordinator is new to the school and has very quickly got to grips with the subject. In particular, the school is working towards a consistent system for assessing pupils' skills and learning across all aspects of the subject. It has further plans for monitoring lessons to identify areas of strength and weakness. The curriculum is enriched very well by many extra curricular activities, such as football, lacrosse and netball clubs. These are very well supported by school staff and outside sports specialists. They are well attended by pupils. Improvement since the last inspection is very good. In the last inspection, teaching was judged to be satisfactory. It is now very good overall. Standards were satisfactory and are now very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Provision permeates all aspects of school life.
- Citizenship is built very well into many lessons.

Commentary

58. The very positive and valuing ethos of the school and the strong relationships between teachers and pupils provide extremely well for the pupils' personal development. There is a well-structured programme for PSHCE, taught through designated and other curriculum subjects, such as science. This programme, combined with exceptionally high expectations by all adults, enables pupils to develop very well and underpins their very good attitudes and behaviour. These are exemplary by Year 6.
59. All staff positively re-inforce very good attitudes to the pupils' work and behaviour. Overall, adults in the school provide very good role models for pupils by showing respect for them. Pupils are given a wide range of opportunities in lessons to develop their self-confidence and make the most of their abilities. The older pupils speak with confidence about their learning and their expectations for their future. Pupils are asked regularly for their opinions on the life and work of

the school and feel part of the process of constant improvement. Staff work with pupils in a way that allows them to be aware of what they need to do to improve their performance and develop their abilities.

60. The school sees pupils' personal, social and health development as a very important part of its work and has put in place a programme, which includes work on diet, health, relationships, drugs and personal safety. All pupils are encouraged to take responsibility for themselves and others, make informed choices, celebrate differences between people and cultures and understand how their own actions can affect others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

