

INSPECTION REPORT

CALVELEY PRIMARY SCHOOL

Calveley, Tarporley, Cheshire

LEA area: Cheshire

Unique reference number: 111071

Headteacher: Mrs C Harvey

Lead inspector: Mr D Hardman

Dates of inspection: 27th – 30th June 2005

Inspection number: 266550

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: 5 – 11
Gender of pupils: Mixed
Number on roll: 97

School address: Calveley
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Cheshire
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Appropriate authority: The governing body
Name of chair of governors: Dr D Kelly

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

Calveley Primary School is a much smaller than average sized school, with 97 pupils on roll including 6 children in the reception class. There is a broad social mix in the school and the full range of ability is represented. Children enter school with greatly varying levels of attainment, however, overall it is broadly in line with the average. There are no pupils from minority ethnic groups or who speak English as an additional language. There are few pupils eligible for free school meals, which is below the national average. Nearly ten per cent of pupils have been identified as having special educational needs, this is well below the national average and very few have statements of special educational need, which is below the national average. The school won a Healthy Schools Award in 2004. A significant number of pupils joined the school during Years 5 and 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	Mr D Hardman	Lead inspector	English
			Science
			Information and communication technology
			Art and design
			Design and technology
			Music
			Special educational needs
			English as an additional language
9652	Mr C Herbert	Lay inspector	
18027	Mrs S Mawer	Team inspector	Mathematics
			Religious education
			Geography
			History
			Physical Education
			Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many strengths. Pupils' achievements are good throughout the school. The headteacher provides very good leadership and clear direction for the work of the school. The potential barrier to improvement of small, fluctuating numbers in each year group is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work very hard to make sure they get the best from their time in school. Despite the above average cost of educating each pupil, often found in small schools, the school provides good value for money.

The school's main strengths and weaknesses are:

- Throughout the school, teaching is never less than satisfactory. In Years 2 to 6, teaching is good and often very good. As a result, by Year 6, pupils achieve well in English, mathematics, science, religious education and information and communication technology (ICT).
- Leadership and management by the headteacher and governors are very good.
- Curriculum provision is good and the provision for pupils' social, moral, spiritual and cultural development is very good.
- Accommodation for the Foundation stage is unsatisfactory. In addition, children in the Foundation Stage do not always receive an effective, balanced provision between teacher led tasks and opportunities for them to choose to learn through play.
- Inclusion is very good because of the way the staff seek pupils' views and involve them in all aspects of school life, this encourages pupils' very good attitudes and behaviour.
- There are very good links with parents and excellent links with the community, which enhance the education of all pupils.

Improvement since the last inspection is good. Leadership and management have ensured that the full curriculum is carefully planned and taught to all pupils. The quality of the curriculum and the teaching of ICT have improved, as a result, pupils' skills have improved significantly. The morning session in the school has been re-organised to provide three teaching periods which has significantly improved the time available for all subjects. Pupils' skills in investigative work and problem solving have improved because of the focus given to these aspects, particularly in science. Parents are now well informed of their child's progress both in written reports and during regular discussions with teachers and targets are set for pupils' future developments. The "open door" policy of the school means that parents frequently talk to staff and, at the meeting with parents before the inspection, they spoke very highly of the school's links with both parents and the community.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A*	A	C	C
mathematics	A*	A	E	E
science	A*	A	E	E

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

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

Pupils' achievements in Years 1 to 6 are good. By Year 6, pupils' standards are above the level expected for their age, in mathematics, science and religious education. Standards have risen since the National Curriculum tests in 2004 but national comparisons are not yet available. Standards are well above average in English. However, there are very few pupils taking the tests each year, so the results can vary widely year on year, so they need to be treated with caution. In

addition, the latest test results compared to similar schools must be treated with extreme caution because of the number of pupils in the year group who had special educational needs and the significant number who joined the school during Years 5 and 6 and so did not benefit from the early education provided by Calveley School. In Year 2, pupils' achievements are good in speaking and listening, reading, writing, mathematics and science. Currently, in Years 2 and 6, pupils' attainment in ICT is in line with the level expected for their age. In religious education, pupils' attainment in Year 2 is in line with the level expected in the Locally Agreed Syllabus. Achievements and standards in the reception year are satisfactory. However, in their spoken language and ICT skills most children exceed expectations for their age.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are very good; their relationships with others are also very good. Attendance is satisfactory and pupils' punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good and often very good overall, as a result pupils' learning is good and their skills, knowledge and understanding improve as they move through the school. The teaching for children in the Foundation Stage is satisfactory. However, in the Foundation Stage, assessment is not used well enough to ensure that all children achieve as well as they could because activities are not always tailored to their individual needs. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress in English, mathematics, science and ICT is good and the results of these assessments are used well to tailor work for pupils of different ability. Very good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance pupils' learning. The provision for care, guidance and support is very good. The partnership with parents is very good and with the community, it is excellent.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The sense of purpose and high aspirations of the headteacher are excellent and a major factor in the quality of teamwork in the school. The monitoring of teaching and learning by the headteacher is bringing about improvement and so raising standards. The governance of the school is very good and governors ensure that all statutory requirements are met. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak very highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on the activities they undertake.

IMPROVEMENTS NEEDED

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

- Ensure that the accommodation for the Foundation Stage is improved. In addition, in the Foundation Stage ensure that assessment is used to provide activities that are tailored to children's individual needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements in Years 2 and 6 are good and, by Year 6, they achieve standards that are well above the levels expected for their age in English and above the level expected in mathematics, science and religious education. In ICT pupils' standards are in line with the level expected. Standards have improved since the last inspection, particularly in ICT. Children's achievements in the reception class are satisfactory in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development.

Main strengths and weaknesses

- In the Foundation Stage class, there are not enough opportunities for the children to learn through play and to choose some of their own activities.
- In Years 2 and 6, pupils achieve well because of the good use of assessment to ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

Commentary

1 There are very few children in the Foundation Stage and their achievements in personal, social and emotional development, written language, mathematical development, knowledge and understanding of the world and physical development are satisfactory. Judgements are not made in creative development because this area was only sampled during the inspection. The teaching is satisfactory in all of the areas of learning that were inspected and there are some good features. The main weakness is in the lack of balance between teacher led tasks and the opportunity for children to initiate their own learning through play. The many unsatisfactory aspects to the accommodation compound the situation and make it difficult for the staff to provide enough opportunities for structured play. The headteacher has been very proactive in successfully seeking funding to develop the Foundation Stage further. There is regular monitoring of the provision in the Foundation Stage and the headteacher is fully aware of the strengths and weaknesses and is taking a strong lead in improving the provision further.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.5 (17.2)	15.8 (15.7)
writing	15.6 (16.1)	14.6 (14.6)
mathematics	16.9 (15.9)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

2 The table for National Curriculum test results shows pupils' results in 2004 in reading were well above average and above average in writing and mathematics. Trends in results over time are above the national trend but comparisons are not statistically sound because of the small numbers taking the tests each year. In the present Year 2, pupils' attainment is above the level expected for their age in reading, writing and mathematics and in line with the level expected in science, religious education and ICT. These standards represent good achievement for the present Year 2 pupils because teaching is good and assessments are used well to set challenging targets for all pupils, whatever their ability. Although year groups vary quite considerably because of the number of pupils with special educational needs, the school makes good use of the analysis of pupils'

performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

3 The table below shows pupils' results in the National Curriculum tests in 2004 to be average in English and well below average in mathematics and science. However, for a small school a significant proportion of pupils arrive or leave between Years 3 and 6 and as there are relatively few pupils taking the tests this can have an adverse affect on results. In addition, in the group of pupils taking the tests in 2004 there were a higher number of pupils with special educational needs than in previous years. This fact also affects the trends over time that are below the national trend. Currently, by Year 6, pupils achieve well in English and their attainment is well above the levels expected for their age in speaking and listening and reading. In mathematics, science and religious education their attainment is above the levels expected for their age. They use their language and mathematical skills well in scientific experiments. Scrutiny of pupils' present and past work shows they develop and improve their skills well because of very good teaching. In ICT, pupils' attainment is in line with the level expected and they achieve well, especially when using their skills in word processing stories, using the Internet for research and producing graphs to show the results of experiments in science. Teaching is good and often very good because assessments are used well to ensure challenging work is set that extends pupils of all abilities. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about achievements.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.6 (28.5)	26.9 (26.8)
mathematics	24.9 (28.3)	27.0 (26.8)
science	27.0 (31.0)	28.6 (28.6)

There were 17 pupils in the year group. Figures in brackets are for the previous year

4 Pupils with special educational needs achieve well because the work they do is well matched to their particular needs and they receive very good support. Pupils' difficulties or additional talents are identified early and this has a significant impact on their good achievement. All pupils are special in this school and they thrive in a very good learning environment that values each pupil and their individual qualities. The quality of individual education plans is good. They enable pupils to progress in small, well defined stages. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented, as their skills are assessed and appropriate work is provided to challenge and extend them. Throughout the school, parents' comments show that they feel their children are achieving well and making good progress. The inspection team supports this, for example, pupils use their language, literacy and numeracy skills well in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good and have a very positive impact on their achievement; they mature very well during their time in school. This is due to the very good provision for the development of pupils' personal qualities, including their social, moral, spiritual and cultural development. There were no exclusions in the last year and attendance is in line with the average with the majority of pupils arriving at school on time.

Main strengths and weaknesses

- The very positive attitudes and behaviour of pupils enables them to achieve well.
- The very strong relationship between pupils and their teachers allows them to flourish and enjoy all that the school has to offer.

- Pupils very confidently take on responsibility in Years 1 to 6 because they are encouraged to do so in all aspects of school life.
- Children, in the Foundation Stage, are not always given enough opportunities for independent learning through play.
- The provision for spiritual, moral, social and cultural development contributes very effectively to pupils' personal development, confidence and self-esteem.

Commentary

5 Pupils are very keen to come to school and eager to learn. Virtually all children in their questionnaire said they enjoyed school. Parents are pleased that their children are happy at school. Pupils display a strong interest and enthusiasm in lessons and other activities. They work very hard and are eager to learn. For example in a numeracy lesson in Years 5 and 6, pupils showed a remarkable enthusiasm to discover more about factors up to a hundred. They remained focused and attentive throughout, valuing the opinions of others and not wanting to stop working at the end of the lesson. This enthusiasm for learning is the result of often very good teaching where all pupils are given stimulating tasks that are planned to take account of the different ability levels.

6 All pupils respond very well to high expectations regarding their conduct at all times. They draw up, agree and observe their class rules and maintain very good levels of behaviour around the school. Meal times are particularly calm and orderly occasions in which pupils show considerable self-control and consideration for others. The very good behaviour of nearly all pupils is an important element in the very good ethos that surrounds the work of the school. Pupils say that bullying is extremely rare and there have been no exclusions at all in the school.

7 Relationships thrive and flourish in this happy and purposeful school. Pupils' confidence and self-esteem is very high and they willingly take on responsibility for their own learning. For example, at the end of most lessons, they review how well they have done in their learning. An informal "buddy system" works very successfully in supporting new pupils to the school and helping them to settle quickly. In and around the school numerous examples were seen of pupils caring for each other without prompting. A well established school council gives pupils more responsibility in the work of the school. Pupils who are members of the school council take their duties very seriously and respond positively to the opportunities provided. They recently had a lot of input into the improvements to the outdoors. However, the same degree of responsibility is not always given to children in reception. This is because there are not opportunities for children to initiate their own learning and become more independent.

8 Pupils' spiritual, moral, social and cultural development is very good. The school's well-established personal, health and citizenship programme is central to pupils' social and moral development and is very successful. In particular, there is a very strong focus on healthy eating. The school's involvement in the local community is outstanding. They draw on the expertise of parents and the wider community on every occasion and as a result, pupils fully appreciate their own culture and the wealth of opportunities that it provides. Pupils also have a very good awareness of other cultures through the study of different faiths and the celebration of major festivals. A recent visit to a local Jewish museum significantly enriched the understanding of Judaism for the pupils in Years 3 and 4. Assemblies and many lessons, especially in music, art and design and literacy, are used to foster a greater spiritual awareness. In particular, the recent developments to the outdoor area have provided pupils with quiet and restful places in which to sit and reflect and a stimulating environment in which to learn.

Exclusions

There were no exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	97

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is very good provision for pupils in English and good provision in mathematics, science, religious education and ICT. There is also very good provision for pupils' personal development. Links with parents are very good and the links with the community are excellent.

Teaching and Learning

The quality of teaching in Years 2 to 6 is good and often very good. This has a positive impact on the quality of pupils' learning which is good. Teachers know their pupils very well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is good. The quality of teaching has improved since the last inspection.

Main strengths and weaknesses

- Assessment information is used well to tailor the work for different attaining pupils, including those with special educational needs and those who are gifted and talented.
- In the Foundation Stage, there are not enough planned opportunities for the children to learn through play and so improve their achievements.
- Most teaching is good and lessons are interesting for pupils. As a result, they enjoy coming to school and try very hard in their work.
- The management of behaviour is very good and all pupils, whatever their ability, are given equal opportunities to succeed.

Commentary

9 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by all staff. Pupils gain sufficient information on how well they are achieving and there are clear targets for what they must do next to improve.

10 Although the teaching in the Foundation Stage is satisfactory the main weakness is the lack of balance between teacher led tasks and the opportunity for children to initiate their own learning through play. The unsatisfactory aspects of the accommodation make it difficult for the staff to provide enough opportunities for structured play. For example, the indoor accommodation is cramped and space is very limited for play.

11 Most teaching is good. The headteacher and co-ordinators have undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. Literacy and numeracy are taught well and, because of this, pupils' achievements are good in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond very well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving. The quality of teaching has improved since the last inspection report.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	10	4	0	0	0

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

12 In Years 1 to 6, the teaching of basic skills is good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have very good relationships with teachers and adults in the classroom, which means that pupils are keen to please teachers and do well. Teachers plan effectively and lessons are challenging and interesting. For example, in an English lesson for pupils in the Year 5/6 class, they were challenged very well to use their knowledge to write their own African tale. Comments for the final paragraph were often imaginative, for example, "As he reached the top of the mountain, his feet blistered and swollen, he heard the most beautiful girl in the world singing".

13 In Years 1 to 6, teachers know and manage their pupils very well and provide very good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with special educational needs is good because teachers plan activities well and ensure these are closely matched to pupils' needs.

The curriculum

The curriculum is good, and is considerably enriched by a wide range of clubs. The needs of all the pupils in Years 1 to 6 are met and teachers' planning ensures that they build on skills and knowledge effectively as they move through the school. The opportunities that the school creates to enrich the curriculum are very good. While resources and accommodation are both satisfactory, they have improved greatly in the past two years.

Main strengths and weaknesses

- The well planned curriculum supports pupils' good achievement in Years 1 to 6.
- Some aspects of planning for the Foundation Stage do not always lead to the most effective learning and achievement.
- A wide range of additional activities enriches the curriculum very successfully.
- Significant improvements have been made to the outdoor areas, although they are not always appropriate for children in the Foundation Stage.

Commentary

14 Good improvements have been made to the curriculum since the last inspection. In particular, timetables and planning have been reviewed to improve teaching time and to provide a better balance of subjects within the curriculum. The introduction of an ICT suite and the purchase of computer based whiteboards for each classroom have strengthened the subject further. It has also ensured that all aspects of ICT are now covered as well as enhancing many other subjects. The key skills of literacy, numeracy and science are emphasised well and good progress has been made in developing meaningful links with other subjects to enrich the learning further. Regular action plans by subject co-ordinators and very effective monitoring by the headteacher ensure that the good curriculum is maintained and continues to improve.

15 The curriculum in Foundation Stage, although adequate, has some shortcomings. It is not sufficiently balanced to provide enough opportunities for the children to choose and to learn through play. Outdoor activities, especially for physical development, are very limited because there is no designated outdoor area. However, very good plans have been prepared to provide a secure

outdoor area and the indoor accommodation is being remodelled to provide more space for structured play. Building work is due to start shortly.

16 Pupils benefit from a very good programme of additional experiences and activities that complement and enrich the work in the National Curriculum. Recently, a very successful music week was celebrated which included workshops of African percussion music and the opportunity to hear a brass band. Pupils of all ages enjoy a very wide range of clubs after school. Sporting activities are well represented and the close links with neighbouring schools ensure the regular playing of tournaments and friendly matches. Residential experiences are also offered as well as a wealth of visits and visitors. Parents are very supportive of the wide range of activities provided by the school.

17 Improving levels of resources, refurbished classrooms and a bigger hall are having a very positive impact on pupils' good achievements. Substantial improvements and additional equipment to the outdoors have provided pupils in Years 1 to 6 with a significantly enhanced learning environment that is used effectively for most subjects and especially for science, geography and physical education. These additional facilities are also used at break times and further enhance the very good behaviour and co-operation among pupils.

Care, guidance and support

Provision for care, guidance and support is very good and has been maintained since the last inspection. The school offers its pupils a very caring and supportive environment where all are valued and respected and there are very good procedures to seek their views in all areas of school life. There are very good procedures relating to child protection, health and safety.

Main strengths and weaknesses

- Staff know pupils very well and take good care of them because of the very good relationships established in the school.
- Pupils' views are taken into account very well and they contribute ideas in many aspects of school life.
- Staff help pupils to be aware of their strengths and weaknesses and what they need to do to improve.

Commentary

18 Teachers develop very good relationships with pupils based on trust and respect so that they provide very effective care and support for all pupils. Governors have established very good procedures to ensure pupils' health, safety and protection and the school makes appropriate arrangements to care for pupils with special medical needs. Very good links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.

19 Pupils are welcoming to visitors and there is a very friendly atmosphere in the school. Pupils feel that through the School Council as well as discussions in classes and in assemblies their views are considered and valued. Pupils report that they experience very little bullying and that the staff deal with any issues quickly and effectively.

20 Teachers know their pupils very well and provide very good educational support and guidance. They ensure that pupils begin the lesson by understanding the aims of the lesson and evaluate their own success in meeting those objectives at the end. Other strategies include pupils discussing test results so they judge their own progress and try to explain peaks and troughs in performance. Teachers discuss pupils' strengths and weaknesses with them, use targets effectively, review them regularly and communicate to pupils the levels they have achieved for selected pieces of work.

Partnership with parents, other schools and the community

The school has developed very good links with parents and excellent links with the community. The links with other schools and colleges are very good. These partnerships make a very good contribution to pupils' learning. There are very good opportunities for pupils and parents to be involved in the work of the school. These aspects have improved since the last inspection.

Main strengths and weaknesses

- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community makes a very good contribution to the curriculum and pupils' personal development.
- Links with other schools in the area extend opportunities for pupils' learning very well.

Commentary

21 The school plays an important part in the life of the community and has built very strong links with parents. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with all aspects of the school and particularly value the role it plays in the community. Parents expressed their full support for the school in the questionnaires and at the parents' meeting prior to the inspection. The school takes seriously and deals effectively with any concerns from parents. There is a very active parents and friends association that raises funds for the school and provides a wide range of social activities. These very positive links have been improved since the last inspection. Many parents are very involved in the school and help in a variety of ways. The school provides parents with very good quality information when their children start school and frequent bulletins about current events and issues. Teachers provide very good information on their children's progress.

22 The very good links with the community include a range of visits and visitors who enhance the pupils' learning. The excellent outdoor facilities are used regularly by the community which helps to ensure that the school is fully involved in local affairs; for example the links with the Woodland Trust show plans that are well established to develop the pond and wildlife area close to the school. A very good range of information is provided for parents through the school prospectus, regular newsletters and annual reports on children's achievements. These annual reports provide information both about what the children have done and about how well they are achieving. Targets for future development are clearly expressed so that parents are in a good position to help their children reach these. The school has very good links with the local high school, through the bridging programme and visits by the Year 7 staff. The school joins the other schools in the area in a residential visit when staff from the local high school have a chance to get to know future pupils. The governors have initiated an excellent link with other schools and local farmers in the initiative to buy local produce to encourage healthy eating in schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Leadership by the headteacher is very good and by key staff good. The involvement in and governance of the school by the governing body is very good. The leadership and management of the school have improved since the last inspection. The school overcomes well the potential barrier of very small, fluctuating numbers in each year group and pupils' achievements are not adversely affected.

Main strengths and weaknesses

- The headteacher provides an excellent sense of direction for the school enabling a strong drive to improve pupils' achievements.
- The whole school shares the headteacher's clear commitment to inclusion.
- The governing body has a very good understanding of the strengths and weaknesses of the school and assists in shaping a clear vision for its work.

Commentary

23 The headteacher and staff meet regularly to discuss common issues and oversee work in the different aspects and subjects of the school. In Years 1 to 6, an approach involving an assessment of each pupil's knowledge, skills and understanding and using the information to plan the next step in their learning has been firmly established. This process has been instrumental in improving pupils' achievements. An excellent sense of direction is apparent and pupils achieve well when compared to their previous attainment. The provision for pupils with special educational needs is well managed by the school's special educational needs co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues and checks on provision. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in the school and all pupils, whatever their ability, are fully included in the life of the school.

24 The headteacher's very good leadership ensures that any difficulties are identified and dealt with as they arise. This is shown in the way the headteacher and subject co-ordinators monitor their colleagues' teaching, check lesson plans and scrutinise samples of pupils' work. All teachers have their literacy and numeracy lessons observed regularly, as well as lessons in other subjects as they become the focus of the school improvement plan. Teachers receive detailed feedback on the quality of their lessons and areas for improvement are identified. At a subsequent time, the headteacher follows up the areas for improvement and ensures that these are part of the performance management targets.

25 The governing body meets all statutory requirements and is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last inspection report have been addressed. They have a clear idea of the school's standards in English, mathematics and science because they regularly watch lessons and prepare reports on school activities. They accept that with very small numbers the comparisons with national figures are not always a reliable guide to pupils' achievements and so use the information from the school's tracking systems to judge pupils' progress. There is written monitoring information on the budget that governors discuss to ensure that expenditure is closely monitored. As a result, despite the above average cost of educating each pupil commonly found in very small schools, the school provides good value for money. The high carry over figure, shown below, from the previous year came from funds allocated to the school late in the financial year to help with refurbishment work and to improve the accommodation and outdoor provision in the Foundation Stage. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to appoint governors to different classes. The headteacher provides regular, clear reports on the progress of all aspects of school life.

26 A particularly strong aspect of the governors' involvement in the school is the initiative to form a partnership with local farmers to provide healthy food for the pupils. This unique experiment is being followed very closely by the Education Authority with a view to expanding it to other schools. This type of initiative shows how governors provide a tremendous amount of effort not only supporting the school but also bringing new developments that are aimed at improving the service the school offers to pupils, parents and the community.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£257,971
Total expenditure	£251,047
Expenditure per pupil	£2,588

Balances (£)	
Balance from previous year	£42,670
Balance carried forward to the next	£49,594

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- The children receive very good levels of care and welfare.
- There are some weaknesses in teaching by not providing enough opportunities for children to learn through independent play and so raise their achievements.
- The accommodation for the Foundation stage is unsatisfactory.
- The curriculum is enriched with a good range of visits and visitors.
- ICT skills are developed well.

Commentary

27 It was not possible to judge attainment in **creative development** as little evidence was seen during the inspection. Most of the children's artwork on display reflects good support from adults in helping them to extend their skills in drawing, painting and model making. However, most of the ideas and materials have been chosen by adults and there are few occasions when the children paint or draw freely and develop their own ideas. Because of the cramped conditions in the classroom, painting materials and easels are not available throughout the day. Teachers' planning shows that the children learn and perform a good range of songs and add accompaniments with instruments. However, they miss out on the opportunity to engage in "free choice" music making activities, because of a lack of space.

28 The six children in reception are taught in the same class as twelve Year 1 pupils. Their attainment when they start school spans the full range of ability and is average overall. By the end of the reception year, children reach the required standards in all of the areas of learning that were inspected. In their spoken language and ICT skills, most exceed expectations. Their achievement overall is satisfactory. The challenge in mathematical development has improved and assessment is better than in the last inspection.

29 Teaching is satisfactory in all the areas of learning that were inspected and there are some good features. The main weakness is in the lack of balance between teacher led tasks and the opportunity for the children to initiate their own learning through play. The many unsatisfactory aspects to the accommodation compound the situation and make it difficult for the staff to provide enough opportunities for structured play. For example, there is no secure outdoor area in which to accommodate the full range of apparatus needed for physical development and other areas of learning. In addition, the indoor accommodation is cramped and space is very limited for structured play. The situation is set to improve greatly with the remodelling of the reception classroom and the creation of a designated outdoor area. Although the curriculum overall is satisfactory, at times the planning is more suited to the larger group of pupils who are in Year 1 and results in the reception children having to sit too long on the carpet with the older pupils. Their learning is significantly enhanced when they are given time on their own with an adult to learn through structured play activities.

30 The leadership and management of the Foundation Stage are satisfactory. The headteacher, since her appointment three years ago, has been very proactive in successfully seeking funding to develop the Foundation Stage further. She has regularly monitored the provision, is fully aware of the strengths and weaknesses and is taking a strong lead in improving the provision further. The school development plan clearly reflects identified areas for improvement.

31 In **personal, social and emotional development**, children have positive attitudes to their learning and are keen to do well. They reach the level expected for their age in this area of learning. Children are helped by good arrangements for introducing them to the school, so they quickly settle to the routines of the classroom. Relationships are very good between adults and

children and the teaching and support staff provide very good levels of care. Children benefit from working alongside the older Year 1 pupils who set a good example through their own behaviour which the reception children copy. Although the children show good levels of confidence when they work on new tasks, there are not enough opportunities for them to make choices and decisions about their work. In a lesson on looking at different designs of spectacles, for example, children were asked to make their own spectacles. However, all the materials had been prepared for them beforehand and their task was simply sticking coloured paper on to a cut out template. Although children are quite capable of choosing their own materials and working independently, they are not always given the opportunities to initiate their own learning and this is the main reason why standards and achievement are not higher in this area of learning.

32 In **communication, language and literacy** there is a strong emphasis on gaining language skills across all areas of learning and, as a result, children's spoken language is well developed. They exceed the level expected for their age in this area of learning. Most already express their views confidently in discussions and broaden their vocabulary to increase the detail and clarity of their speech. Listening is not quite as well developed as some children find it hard to listen to others and wait for their turn to speak. In reading and writing, the literacy lesson is well planned and taught soundly with some good features, especially when the teaching assistant supports the reception children during the whole class sessions with Year 1. Letter sounds are practised regularly, this helps children to quickly learn the strategies to read words and short sentences from a variety of books and to spell simple words correctly in their writing. Children receive good support at home with reading and this contributes positively to their learning and achievement. The promotion of early writing skills is satisfactory and receives a good focus in lessons. A good range of stories and traditional tales are used to help children to write for different purposes, although there are fewer occasions when they are given the choice to write freely, as there is no writing corner in the classroom. They all write their names and most children confidently write stories, picnic lists, weather diaries and instructions for getting ready for school using a mixture of emergent writing and recognisable words. One of the higher attaining children is beginning to have an awareness of punctuation.

33 In their **mathematical development** children have a good understanding and knowledge of numbers, shapes and measures. They reach the level expected for their age in this area of learning. Many of the higher attaining children record addition and subtraction number sentences formally to 10 and recognise odd and even numbers to 20. The lower attaining children are reasonably secure with numbers to 5. Children sometimes find the session at the beginning of lessons too long to concentrate and begin to lose interest. Although the teaching assistant supported the reception children well in the independent tasks when they matched coins to amounts of money, there were missed opportunities to learn about money meaningfully in a practical situation such as buying and selling in a "shop". Because of the constraints of the building, there are limited opportunities to regularly explore aspects of shape and space with sand and water, but useful weighing activities take place using a variety of different objects and with a good focus on estimating.

34 In **knowledge and understanding of the world**, children are provided with good opportunities to learn about the world through many visits and visitors. They reach the level expected for their age in this area of learning. They are currently learning about people who help us and this has included a visit to both the fire and police stations. Although their experiences are further heightened through some opportunities to carry out role play in the classroom "fire station", there are too many examples in the children's books of coloured in work sheets that do not let them find things out for themselves through structured play. In particular, there is less focus on children carrying out practical investigations in science such as finding out about growth and change. Children's knowledge and understanding of ICT is good and they exceed the standards expected for their age. This is because the computer is used regularly in the classroom and children use the school's computer suite. During a lesson using an art program, children used the mouse confidently to experiment with different colours, patterns and shapes. They made their own pictures and printed out their work. In religious education, they celebrate different festivals, especially Christmas and Easter. Recently, after listening to some stories that Jesus told, they acted out the story of the lost sheep.

35 In terms of their **physical development**, children's attainment and achievement are satisfactory. However, it is restricted by the lack of access to a designated play area with the opportunity to move freely and play with large apparatus and equipment. Because of this, the provision is unsatisfactory at present. Although there are a few wheeled toys, there are no lines or tracks on the playground to make the learning more meaningful. The children benefit from a more formal lesson each week in physical education with Year 1. In the lesson observed they gained some useful skills in improving their throwing and catching of balls and beanbags. Fine motor skills are taught well and the children use pencils, scissors, brushes and other tools confidently.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are often very good. As a result, in Year 2, pupils' attainment is above the level expected for their age. In Year 6, it is well above the levels expected in speaking and listening and reading.
- Pupils behave very well and try hard in their learning.
- Teaching assistants work effectively with small groups and individuals, particularly those with special educational needs.
- Teachers use assessments well to plan a very good range of language activities.
- Leadership and management of the subject are very good.
- Teachers plan very well to promote pupils' language skills in other subjects.

Commentary

36 In Year 2, pupils' attainment is above the level expected for their age. In Year 6, it is well above the levels expected in speaking and listening and reading. This is because teachers encourage these skills through questioning pupils about their work and pupils are encouraged to discuss their work with each other. Pupils' achievements have been maintained since the last inspection. Pupils are expected to be attentive to teachers and each other and teachers plan a very good range of language activities, such as taking part in plays and giving ideas in discussions. For example, in a Year 1/2 lesson, pupils discussed how to improve the quality of their writing by using imaginative words. One pupil came up with the fascinating idea of "creamy, curvy cornflakes" as an example of alliteration. They were challenged very well to use these ideas in their own stories. By the time they are in Year 6, pupils talk maturely; this was evident in discussions with pupils about their work in a lesson using language imaginatively to set the scene for their own writing on African legends.

37 Pupils enjoy the quiet, daily reading sessions. Many pupils are supported very well in their reading at home, as part of their homework. In Year 6, pupils are very confident readers. Those pupils heard reading aloud, read very expressively and fluently. Pupils achieve well because teachers regularly check their progress and make sure that pupils are challenged very well in line with their differing abilities. There are plenty of good quality books to read, including graded fiction books to match pupils' differing abilities, and attractive reference books. Teaching assistants support different groups during these sessions very effectively. Pupils achieve well in writing and spelling. Pupils know how to use "word" books and dictionaries. Older pupils confidently use dictionaries to find the meaning of words using alphabetical order to the fourth letter. As they move through the school, pupils use an increasing range of punctuation and varied vocabulary to make their writing lively. This is the result of teachers' very effective planning to meet the individual needs of pupils. Pupils are taught to join letters before Year 2 and, as a result, by Year 6 handwriting is joined, fluent and legible. All pupils take care with the presentation of their written work.

38 Teachers use the assessments of pupils' work very effectively to plan lessons that are both interesting and challenging. Literacy lessons are taught very well and learning is often very good. Teachers are confident in their planning, basing their lessons on the National Literacy Strategy, but modifying what is taught carefully to meet the considerable ability range in each class. The number of pupils with special educational needs varies in each class but all teachers have a calm authoritative approach and maintain a good learning atmosphere. They use questions, rewards and praise skilfully to manage pupils, to maintain their concentration and interest. Relationships are warm and secure and as a result pupils get on well with each other and all adults. Teaching assistants give effective support to small groups and individuals in all classrooms.

39 Leadership and management of the subject are very good. Teachers work closely together and, as a result, pupils make good progress as they move through the school. The quality of teaching and learning is regularly checked by the co-ordinator and the key issue from the last inspection, to improve the use of ICT in English, has been dealt with very thoroughly.

Language and literacy across the curriculum

40 Teachers plan very well to promote pupils' language skills in other subjects and pupils use their writing skills well in subjects such as science, history and geography. Pupils are given very good opportunities to extend their speaking and listening skills when discussing their ideas for African tale. Pupils' independent research skills are encouraged and they regularly use reference books or find information on the Internet. Older pupils clearly understand how to use computers to create a cover sheet for their work. They use graphics and images to add to the good quality presentation of their work. The work samples showed plenty of opportunities for pupils to use their ICT skills to word process their draft writing, then edit and improve it.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All pupils achieve well and reach good standards by the end of Year 6.
- Expectations are high in examples of very good teaching.
- Challenging tasks are well matched to pupils' attainment.
- Leadership provides a clear sense of direction for the school.
- Assessment successfully guides the teaching, but pupils' assessment of their own learning and teachers' marking is not consistent through the school.

Commentary

41 Pupils' attainment in Years 2 and 6 is above the level expected for their age. This represents good achievement by the end of Year 6 from the pupils' average standards when they started in Year 1. The good provision has been maintained from the last inspection. All of the teachers are relatively new to the school and are still settling in. Since the appointment of the headteacher three years ago many changes have been made to the curriculum for mathematics to make it more challenging, especially with regard to problem solving. The new teachers are already making a significant contribution to the developments in provision with their effective teaching. However, the reasons why provision and achievement are good rather than very good at the moment is that these improvements are still being embedded into practice and have yet to impact fully on the achievement.

42 The teaching is good overall, with two very good lessons observed. Lessons were never less than good. Teachers have high expectations of pupils' behaviour and achievement. They deliver stimulating lessons with confidence and imagination and capture pupils' enthusiasm for learning through their challenging questions. They value highly the contributions made by pupils in discussions. As a result, pupils work with very good levels of motivation, their behaviour is often excellent and they have a strong desire to learn. The pace is purposeful; activities are varied and include a lot of problem solving. Every minute is spent productively on helping pupils to learn successfully. Resources, especially interactive whiteboards, are used very effectively to explain ideas and make things clearer. For example, in a lesson in Years 1 and 2, the teacher very skilfully used the whiteboard to teach positional language, by plotting a route across a wild life area.

43 A strong feature of the teaching is the way assessment information is used successfully to plan lessons and match tasks precisely to pupils' abilities. This enables all groups to participate fully in lessons and to use their time productively. It also means that higher attaining pupils are challenged very well in their learning, while those with special educational needs are given work that enables them to achieve as well as everyone else. Pupils with special educational needs are also

helped considerably through the effective support they receive from teaching assistants. The successful use of specific learning objectives gives pupils a good focus for their learning. It also helps them to be clear about what they need to learn in the lesson and to know how well they have done. While assessment is good, self-assessment by the pupils and teachers' marking shows some inconsistencies through the school. Marking is outstanding in Years 1 and 2 in helping pupils to understand what they need to do to improve further, but it is less developmental in the other classes.

44 The subject is well led and managed. It is characterised by effective monitoring of lessons and this has led to a good level of consistency and skill in the teaching. It has also contributed to a clear sense of purpose from all staff, who have high aspirations to continue to raise achievement. In the very clear action plan, the co-ordinator shows a very good awareness of the strengths and weaknesses in provision and has produced clear and manageable targets for improvement.

Mathematics across the curriculum

45 The skills of mathematics are taught well across the curriculum. The good use of ICT to extend mathematical skills is well established in data handling. Some very good examples of data information were seen in geography, including traffic surveys and improvements to the school grounds. Mathematical skills are used regularly in science. For example, as well as preparing graphs to record the findings of experiments, pupils' work shows that good care is taken to ensure that calculations and measurements are accurate. In history, there is a good focus on using time lines to record the sequence of dates in periods of history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a clear focus on investigation and experimentation during lessons.
- Teaching and learning are good because teachers have very good knowledge of the subject.
- The science co-ordinator knows the strengths of the subject very well.
- Although the computer suite is used well to support the subject, there are insufficient computers in classrooms to develop and extend the use of ICT in science.

Commentary

46 Provision has been maintained since the last inspection. By Year 6, pupils, including those with special educational needs, achieve well and improve their knowledge, skills and understanding of scientific processes, because teaching is good and often very good and pupils are keen to learn. Teachers have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils. For example, in a very good lesson in the Year 5/6 class, there was very good pace and the teacher linked the work to experiments using sensors to find the temperature and amount of light in different outdoor habitats. There were skilful and challenging questions asked that reinforced pupils' learning well as they gave ideas on how to measure and record their findings. As a result, in Year 6, pupils' attainment in science is above the level expected for their age. In Year 2, pupils' attainment is in line with the level expected for their age and good in their understanding of life processes and living things. Pupils' achievements in Years 2 and 6 are good.

47 A further strength of the teaching is that work in science is practical and involves pupils in challenging experimental work. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. For example, in discussions, pupils in the Year 3 and 4 class explained how they compared two plants to check if growth was affected when the leaves of one were removed. They discussed how they set up an experiment with two plants to see if water is needed for life and growth. They explained clearly how they were going to make the experiment fair by only changing one aspect of the experiment. Teachers ensure that pupils improve their literacy and numeracy skills well by

encouraging the use of correct scientific language and by recording the progress of experiments accurately before making tally charts, graphs and pie charts to show their results.

48 Pupils' work in Year 2 shows the science curriculum planning is followed, for example, pupils in the present Year 1 and 2 class investigated a range of materials and described their properties accurately. A scrutiny of their previous work shows that there are sufficient opportunities in science for pupils in Year 2 to use their knowledge, skills and understanding. For example, they study how to make simple circuits with a mixture of wires, bulbs and batteries and use switches accurately to turn a light on and off. The science co-ordinator ensures that assessment information is used effectively to set challenging targets for all pupils and this has a positive impact on their achievements.

49 The science co-ordinator is managing the subject very well. A full audit of resources has been completed and new equipment bought to ensure pupils have sufficient for their experimental work. Checking processes that are already in place makes sure that the work carried out in science is effective and, by Years 2 and 6, pupils improve their knowledge, skills and understanding of the subject. Although the computer suite is used well to support pupils' scientific studies, for example when using the computers to monitor the changing temperature of a substance by using a heat sensor, there are insufficient computers in classrooms to extend the use of ICT in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT in the suite is used well in many subjects of the National Curriculum.
- There are insufficient computers in classrooms to further develop and extend pupils' skills in the subject.
- Paired activities in ICT help promote pupils' social skills.
- Pupils' achievements have greatly improved since the last inspection.
- Teachers' planning for the subject ensure all pupils develop their skills systematically.

Commentary

50 Pupils' attainment by Years 2 and 6 in ICT is in line with the level expected for their age. Their achievements are good. Standards have been significantly improved since the previous inspection. There is no significant difference in the attainment of boys and girls. Teaching and learning are good and many pupils use computers confidently. This has a significant impact on pupils' achievements, attainment and attitudes in lessons. For example, pupils in a Year 2 lesson improved their knowledge of how to use a "branching database". The teacher used an interactive whiteboard very effectively to demonstrate how to frame questions so that a yes or no answer was required and pupils then used their skills to create their own simple database. For example, when creating a database of creatures, questions such as, "Can it fly?" reduced the original four creatures down to two and the next question, "Can it sting?" reduced the number to one. Pupils took great pride in their work and were excited when they devised their questions and the program worked successfully. This type of work is developed well in the Year 3 and 4 class when pupils create their own branching data base which they intended to try with pupils in Year 2 to make sure their creations worked with another group in the school. Pupils often work in pairs on the computers and co-operate and share ideas very well. For example, when writing stories they make valid suggestions to each other on the use of interesting language and discuss which pictures to use to illustrate the story.

51 Pupils in Year 2 explain how they save their work and how to print the finished product. In Year 6, pupils use the computer suite to complete science assignments using computers and sensing equipment. This type of work enhances the provision in both subjects. Although the classroom based computers linked to the whiteboards are used by pupils, there are insufficient computers in classrooms to extend and develop pupils' skills further. The co-ordinator is well aware

of the shortfall and has a very good plan to improve resources in the near future. Pupils' attitudes are very good and they talk enthusiastically about using the ICT suite. For example, in a Year 1 lesson, pupils used a simple program to create addition sums on the screen by clicking and dragging numbers and signs into the correct position. They were very keen to show staff their completed work and explain how they achieved success.

52 In some subjects, there is good use of ICT to enhance pupils' work. For example, pupils in Year 6 used the Internet for research into their historical studies of Robert Wragg the founder of Quarry Bank Mill. Discussions with pupils in Year 2 show the good use of computers to enhance their mathematical studies when entering data into a floor robot to make it follow different pathways. They proudly explained how to enter the distance and turns to create a square. Older pupils are confident using ICT and explain how to enlarge an imported picture and to move it around the screen to improve the visual effect of their work. For example, pupils in Year 6 explained how they used a program to describe their own life and they inserted "hyper links" so that they could jump from one page to another.

53 The leadership and management of the subject are very good and there is clear guidance for the subject that teachers follow and a well developed improvement plan to further improve resources. The co-ordinator has ensured that the key issue from the last inspection, to raise pupils' achievements, has been met very well. As a result, by Year 6, pupils' achievements are good in ICT.

Information and communication technology across the curriculum

54 The school is making good progress in developing the use of ICT across the curriculum. Discussions with pupils across the school show they understand how computers can help them in many aspects of their school life, for example, creating graphs in mathematics, using the e-mail facility to improve knowledge of Swaziland for their topic work and recording the results of experiments in science.

HUMANITIES

55 Work was sampled from geography and history and no lessons were seen in either subject. As a result, there is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement.

56 In **geography** a good curriculum is in place. Improvements have been made to planning since the last inspection and this has resulted in more challenging work for pupils and a good range of activities. The local area is used regularly for visits and fieldwork and this helps pupils to widen their knowledge and understanding of their immediate environment and to learn important mapping skills. There is also a good focus on studying developing countries. The recent topic on Swaziland in Years 5 and 6 has been covered in some depth and cultural awareness has been enhanced. Good links are often made with ICT and mathematics and this helps to make the learning more meaningful. For example, traffic surveys are carried out in Years 1 and 2 in the local area and information is presented very well in graphs on the computer and analysed. Environmental issues are explored frequently and good links were made with literacy in Years 5 and 6 when pupils wrote a well constructed, persuasive letter to a local councillor about the parking problems around the school.

57 In **history** a satisfactory curriculum is in place. Since the last inspection there has been much less focus on completing simple work sheets and the writing is much more purposeful and varied. ICT is now often used for research. The visit of Years 5 and 6 to a Victorian mill enriched their learning greatly and this was reflected in the good quality of writing that was produced after the visit. The very expressive writing about conditions for children in the apprentice house showed a strong spirituality and empathy for others. Some good links are made with other subjects. In Years 3 and 4, for example, pupils made Tudor houses as part of their design and technology project.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Consistently good teaching enables pupils to achieve well by Year 6.
- A good balance is achieved between learning about religion and learning from religion.
- Religion makes a very good contribution to pupils' spiritual, moral, social and spiritual development.
- Speaking and listening are promoted very well.
- Further developments are needed to improve assessment procedures.

Commentary

58 Pupils in Year 6 achieve well and work above the expectations of the Cheshire Agreed Syllabus. Discussions with pupils in Year 2 and examination of their books show that standards are broadly in line with expectations and achievement is satisfactory. No judgements were made on standards and achievement at the last inspection but the good progress and teaching have been maintained.

59 The teaching observed in Years 3 to 6 was good. There is a careful balance between the two attainment targets of learning about and from religion, which is a major factor in explaining pupils' achievement. This good balance is also evident in the pupils' written work across the school over the course of the year. Teaching methods used are imaginative and challenging and this engages pupils well and ensures that they learn productively and extend their knowledge and understanding. The good use teacher's make of discussions and demonstrations effectively deepens pupils' understanding and develops their confidence in explaining what they believe. In a Year 3/4 class, for example, pupils recalled in much detail what they had learned about Mother Theresa, Ghandi and Martin Luther King and how their beliefs had influenced their lives.

60 The school has interpreted the Agreed Syllabus well to provide an appropriate balance between Judaism, Islam, Hinduism and Christianity. As a result, pupils have a good knowledge and understanding of the different elements and similarities between religions. The recent visit to a local Jewish museum considerably extended the understanding of pupils. Through this understanding they show a deep respect for different religious practices and beliefs. This respect and understanding of how the principles of different faiths and beliefs influence lives makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

61 Speaking and listening receive a high profile in the subject and there are good opportunities to write in a variety of ways. Leadership and management are satisfactory. The subject leader has only recently been appointed, but has quickly identified the areas for further development. For example, the improvements needed to the informal assessment systems that are currently in place making further links between subjects to enrich the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62 No lessons were seen in art and design, design and technology, physical education or music. It is not therefore possible to make firm judgements about provision in these subjects. Inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

63 In **art and design**, pupils have good opportunities to study the work of other artists. In the Year 5/6 class, they painted poppies in the style of Monet and created very good, imaginative masks linked to their work on Swaziland. Pupils demonstrate good observational skills when they carefully draw and shade different objects, such as fruit or leaves. Pupils in the Year 3/4 class make very good links to their studies in geography when they create fascinating patterns using a wide variety of materials in the style of Aboriginal art. The display of pupils' work in the Year 1/2

class showed good use of shading in their self portraits and effective use of an ICT art and design program to create pictures. This positive picture of art and design has been maintained since the last inspection.

64 In **design and technology**, although no lessons were observed, discussions show that older pupils clearly understand a range of cams to make a range of different moving toys. They explained how their toys worked, completed an evaluation sheet for each one and suggested improvements to their models. Following a visit to Llandudno, Year 6 pupils made very realistic waves out of modrock, a sculpting material. There is a good display of pupils' ideas in Year 3/4 for playground sculptures to improve the grounds. Pupils feel that they work in groups well, there is plenty of discussion and they share the tasks amicably and this has a positive effect on their attitudes.

65 The school provides a good curriculum for **physical education** and a very good range of sporting activities after school for all pupils. Older pupils regularly play in tournaments with neighbouring schools. The much improved outdoor facilities are increasing opportunities to offer a wider range of sporting activities and are used very well. Planning shows that all aspects of the curriculum are covered, although the hall is rather cramped for older pupils to fully benefit from indoor apparatus work and gymnastics. Pupils in Years 5 and 6 have attended regular swimming sessions and all confidently swim the twenty five-metre length of the pool unaided. Swimming is now being offered to Years 3 and 4. Pupils in Years 5 and 6 have the opportunity to attend an outdoor education centre for several days where they take part in a variety of outdoor activities and problem solving.

66 It is clear that **music** is an integral part of the curriculum planned for pupils, though it was only sampled in this inspection. Teachers provide many opportunities for pupils to listen to, perform and compose music in assemblies, concerts and lessons. In assemblies, there is a chosen piece of music for the week. The name of the composer and the title of the music are shared with pupils and they are encouraged to sit and listen to the recording before and at the end of assemblies. In addition, they are asked to find information on the composer each week, for example, "What nationality was Vivaldi?" The curriculum is enriched by visits from musicians and performing bands. Pupils learn about music from other cultures, for example Swaziland.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67 No lessons were seen for **personal, social and health education** and judgements therefore about provision cannot be made. However, it is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons seen in other subjects and through assemblies, the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones and tidy classrooms. At lunchtimes, pupils socialise very well and chat happily to each other. The very high expectations of staff in all lessons and their example to pupils are what lead to the very good relationships in school. Sex education is provided in the science curriculum and the school policy guides staff well in their approach to the subject. In addition, in discussions on the multi cultural nature of life in this country, the school implements very well the clear and effective policy on racial harmony.

68 Pupils develop a sense of **citizenship** through a variety of approaches. For example, a well established school council gives pupils more responsibility in the work of the school. Pupils receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. They are consulted on different aspects of school life, take part in community activities and regularly raise money to support charities. Pupils receive important education on the dangers of drugs. Such opportunities help them with moral decisions in life.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	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	1
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	3
The effectiveness of management	2

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