

INSPECTION REPORT

FARNDON PRIMARY SCHOOL

Farndon, Chester

LEA area: Cheshire

Unique reference number: 111107

Headteacher: Ms Janet Davies

Lead inspector: John Ayerst

Dates of inspection: 27th – 30th June 2005

Inspection number: 266816

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 193

School address: Churton Road
Farndon
Chester
Cheshire
Postcode: CH3 6QP

Telephone number: 01829 270736
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Appropriate authority: The Governing Body
Name of chair of Mrs Susan Rowlinson
governors:

Date of previous 8/2/1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Farndon Primary School is of average size. Most of the pupils come from the surrounding residential area, which is an area of social and economic advantage, and a number come from further afield. The number of pupils joining or leaving the school, other than at the normal times, is above average. The percentage of pupils eligible for free school meals (1.5%) is well below average. There are presently few pupils from minority ethnic backgrounds and none whose first language is not English. The percentage of pupils identified as having special educational needs (6.2%) is well below the national average, and the percentage of pupils with a statement of special educational needs (0.5%) is below average. Pupils with special educational needs are identified as needing help with moderate learning difficulties or with social, emotional and behavioural difficulties. Some have speech or communication difficulties and some specific learning difficulties (dyslexia). Pupils' attainment on entry to the Reception is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3832	John Ayerst	Lead inspector	English, art and design, music, English as an additional language.
9189	John Horwood	Lay inspector	
27242	Enid Rice	Team inspector	Science, Foundation Stage, citizenship, physical education, geography, history.
22881	George Halliday	Team inspector	Mathematics, information and communication technology, design and technology, religious education, special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that provides good value for money. Pupils enter with above average levels of attainment, they achieve well, and leave at the end of Year 6 with standards in English, mathematics and science that are well above average. Teaching and learning are generally good. The leadership and management of the school is good overall.

The school's main strengths and weaknesses are:

- Good management by the headteacher has ensured good improvement.
- Pupils' attitudes to school and to learning are very positive and their behaviour is very good.
- The curriculum is enriched by a high level of visits that stimulate pupils' learning.
- Pupils' individual targets are not used consistently to improve their work.
- The school's relationships with some of its parents are not as effective as they could be in dealing with concerns and anxieties.
- Some of the portable classrooms are too hot for effective learning in very warm weather.

Since the inspection report of 1999 the school has successfully addressed the issues raised at that time and has continued to work to improve the quality of its provision. The provision for information and communication technology (ICT) has improved and standards have risen. Monitoring of attendance now complies with requirements. Overall the school has made good improvement and has maintained the high standards reported at the last inspection.

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*	B	B	D
mathematics	A	A	A	C
science	A*	A	A	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils **achieve well** throughout the school. The table shows that, for the most part, standards at the end of Year 6 in 2004 were above average or higher. Lower results in English have been addressed this year and for the current year test results are high; about 60% of the pupils attained level 5 in English and mathematics and nearly 70% in science. Standards in English, mathematics and science are also well above average in the present Year 6. The 2004 tests for Year 2 show very high standards, which are in the top 5% nationally, in reading, writing and mathematics. The work of the current Year 2 class is well above average in mathematics, reading, writing and science.

Children enter the Foundation Stage with above average attainment overall and they make good progress, so that when they enter Year 1 attainment is above average and almost all achieve, and many exceed, the goals children are expected to reach by the end of Reception. Standards improve steadily in Years 1 to 6 to enable most pupils to reach well above average results by the time they leave school. Pupils with special educational needs also make good progress and most achieve average standards by the time they leave the school. The few gifted pupils in the school also achieve well.

Pupils' personal qualities are very good. Their behaviour and their attitudes to learning are very good. The school works hard to maintain levels of attendance that are well above average. Pupils' spiritual, moral, social and cultural development is good.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good. The ethos of the school provides good opportunities for pupils to learn effectively. Assessment is good overall and teachers monitor pupils' progress well in English, mathematics and science, although monitoring could be more usefully diagnostic in English. Teachers are developing effective assessment systems in other subjects using ICT. The assessment arrangements for pupils with special educational needs are good and they are well supported by effective support staff. The curriculum is of good quality. It is distinguished by frequent and wide ranging visits to stimulate pupils' learning. Pupils are well cared for. Links with the community are good, but a significant proportion of parents feel unhappy about approaching the school with concerns and suggestions.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher, with good support from the deputy headteacher, sets high expectations, with a clear vision for the school and a strong sense of common purpose and direction, so that staff and pupils strive for high standards. The senior team manage the school well, and the leadership of subject co-ordinators is variable, but satisfactory overall. Good systems are established for monitoring provision in English, mathematics and science, but monitoring in other subjects is under development. The governance of the school is sound and all statutory requirements are met. Governors are aware that a minority of parents are unhappy about approaching the school and are working with the headteacher to resolve the matter.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the teaching staff and a significant number of parents are actively involved with the school. A significant minority, however, feel insufficiently consulted and listened to. They report that they are unhappy about approaching the school with concerns and suggestions. A number of parents also expressed concern about bullying, but inspectors found no evidence to support this concern. Pupils' comments told us that they had no worries about bullying and were confident in the school's measures to deal with any issues, should they arise.

IMPROVEMENTS NEEDED

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

- Make better use of pupils' individual targets by referring to them in marking more consistently.
- Improve the partnership with parents so that they can all readily share their concerns and anxieties and be confident that the school listens to them.
- Seek means of reducing the temperature in the portable classrooms in very warm weather so that effective learning can take place.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well as they move through the school. All groups of pupils improve on the above average attainment evident on entry to the Foundation Stage and reach standards that are well above average in English, mathematics and science by the time they leave school.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science by Year 6.
- Standards in writing have improved this year.
- Children in the Foundation Stage achieve well.
- Pupils with special educational needs make good progress.

Commentary

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

Standards in:	School results	National results
reading	19.3 (17.3)	15.8 (15.7)
writing	17.3 (17.5)	14.6 (14.6)
mathematics	19.0 (18.5)	16.2 (16.3)

There were 28 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 2004

Standards in:	School results	National results
English	28.0 (28.0)	26.9 (26.8)
mathematics	28.8 (28.6)	27.0 (26.8)
science	30.8 (30.9)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. The results in 2004 for Year 6 were well above average in mathematics and science, and above average in English. In comparison with similar schools the results were above average in science, average in mathematics and below average in English. In the tests for Year 2 in 2004, results in reading, writing and mathematics were very high in comparison with all schools and were in the top 5% nationally. In comparison with similar schools, results in reading and mathematics were very high and also in the top 5% nationally. In writing the results were well above average in comparison with similar schools.
2. Following these results the school identified writing as an area for improvement, particularly in Years 3 to 6, and pupils and teachers have been working hard and successfully to improve writing. The tests results for the current Year 6 show standards that are well above average. In both English and mathematics about 60% of the pupils

achieved level 5 and almost all of the remainder achieved the national expectation of level 4. These results are broadly similar to those reported in the last inspection.

3. In work seen during this inspection in Year 6, standards are well above average in English, mathematics and science at all levels. This represents good achievement for pupils at all stages in comparison with their levels of attainment on entry. When children enter the school, the school's assessment records indicate that levels of attainment are above average. They achieve well during their time in the Reception class, so that by the time they enter Year 1 attainment is high and almost all reach, and many exceed, the standards expected for children of that age. The good achievement throughout the school is due to the good teaching in most lessons, very good behaviour and pupils' very good attitudes to learning.
4. Pupils with special educational needs achieve well because of the very good support across all areas of the curriculum. There are no pupils for whom English is an additional language at present.
5. The school has good strategies for developing literacy across the curriculum and pupils' skills are used well. Numeracy is used well in ICT and science, but opportunities are missed in other subjects. The use of ICT across the curriculum is satisfactory.

Pupils' attitudes, values and other personal qualities

Attitudes to learning are very good. Behaviour, in and out of classrooms, is very good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour make a significant contribution to their good learning.
- Pupils are confident and articulate.
- Parents and carers try very hard to ensure the very good attendance and punctuality of their children.

Commentary

6. Pupils' very good attitudes and behaviour are a considerable strength. There is a calm atmosphere that encourages good teaching and learning. Pupils concentrate hard and are very interested in their work. Children in the Foundation Stage are well on course to achieve the expected standards for personal and social development by the end of the Reception Year. As they grow older, they develop high levels of confidence and self-esteem. This is evident in the way they want to answer questions, give information and play a full part in the life of the school. Relationships between pupils, and between pupils and staff, are very good. The school's approach to discipline is consistent, based on firmness and positive relationships. On the rare occasions when pupils are unable to meet the stringent requirements for good behaviour, staff reason with them sympathetically and firmly. This policy is successful and, as a result, standards of behaviour have been maintained since the last inspection. Any incidents of bullying are dealt with effectively, and pupils understand this. The school has a very good record of freedom from bullying and harassment. There have been no recent exclusions.

7. Pupils' spiritual development is good. Its foundation is laid in collective worship and reinforced in religious education and other special lessons, such as "circle time". Pupils' moral development is very good. This is because staff give them a very clear understanding of what is right and wrong and demonstrate this in their relationships with others on a daily basis. Pupils' social development is good. Staff give pupils greater responsibilities as they get older. By the time they are in Year 6 they take them very seriously, such as in looking after younger pupils. They get on together very well and the many opportunities on offer during and after the school day mean that pupils from different year groups meet and interact socially. They have a good understanding of their own culture and a wide programme of visits and visitors gives them many interesting experiences. Equally good is their multi-cultural awareness. The school takes care to invite guests, such as African musicians and dancers, and to arrange visits to a synagogue and a Hindu temple.
8. Pupils are articulate. In lessons, teachers encourage pupils to speak clearly in discussions and in presentations of their work. A very good example of this occurred in Year 5, when pupils debated environmental issues with clarity and strong feelings.
9. Pupils clearly enjoy coming to school. Parents are very supportive of children in getting them to school on time and maintaining a level of attendance well above the national average. Lessons start promptly and teachers make good use of time during registration. For instance, pupils automatically get on with reading or a problem-solving task. If a pupil is unexpectedly absent, parents almost always contact the school to give the reason.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.1
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good. The curriculum is good with very good opportunities for enrichment. Pupils are well cared for. Links with the community are very good. Links with parents are satisfactory, but there are some shortcomings in this area.

Teaching and learning

Teaching and learning are good throughout the school, so that pupils achieve well. Assessment is good overall.

Main strengths and weaknesses

- Teachers have high expectations of their pupils so that learning is rigorous.
- Teachers in all years are very good at encouraging and engaging pupils, which helps to create the very good attitudes to learning and very positive relationships evident throughout the school.
- The assessment of pupils' learning is good overall, but not enough use is made of

pupils' individual targets and, in English, assessment could be more diagnostic.

Commentary

Summary of teaching observed during the inspection in 30 lessons

(One visit was too short to be graded)

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	19	2	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. In good and very good lessons, teachers plan carefully for the different groups in the class. The lessons are challenging for pupils because teachers have high expectations and learning is rigorous. In the best lessons, pupils become excited about their learning because teachers make learning fun.
11. Teachers generally have good knowledge and understanding in the subjects that they teach so that they are effective in supporting pupils' learning. In all lessons seen, teachers gave encouraging responses to pupils' efforts, which promoted the very good attitudes to learning because pupils felt successful. Teachers and pupils enjoy very good relationships with each other. Teachers take good care to ensure that work for pupils who have special educational needs is matched closely to their needs. Pupils' independent education plans are of good quality and set clear, manageable targets for them to reach. Teachers and support staff work together closely to plan work and teach pupils, so that their needs are met well. As a result, pupils achieve well.
12. Overall, assessment is good. It is good in the Foundation Stage and for pupils with special educational needs. In mathematics and science, assessment and its use for tracking the progress of pupils are also good, and this helps pupils to achieve well. In English, assessment is satisfactory, but could be more diagnostic to show more clearly pupils' strengths and weaknesses. In other subjects the teachers are developing a computer-linked system that measures the acquisition of key skills against National Curriculum attainment targets.
13. Marking of homework is conscientious, accurate and up to date. Good suggestions for improvement are included in the marking. Targets for pupils to work towards are well made and pupils are involved in forming the targets. Little reference is made, however, to pupils' individual targets in the marking. Consequently, the targets are not being used to full effect because pupils are not consistently working to them.

The curriculum

There is a good curriculum throughout the school. Many very good opportunities are provided for enrichment, for example, through extra-curricular activities in the arts and sport in particular. The accommodation is satisfactory overall and meets the curriculum needs adequately, but there are weaknesses. Resources are generally good.

Main strengths and weaknesses

- The curriculum is well planned, broad, balanced and practically orientated at all stages.

- The provision for pupils with special educational needs is good.
- The number of support staff is high, and they are used well so that they make a good contribution to the pupils' achievements.
- Very good strategies for enrichment are used throughout the school.
- Although there is no computer room, every effort is made to improve resources and organize them effectively in ICT.
- Space is limited both inside and outside the school.
- In hot weather the portable classrooms become unbearably hot.

Commentary

14. The curriculum is well resourced in terms of staffing and learning resources. Accommodation is satisfactory and teachers make good use of the limited space available. Outside classrooms, however, become very hot in summer and often pupils have to be taken into the shade to cool down. This is a constraint on learning.
15. Teachers are quick to intervene to improve pupils' work throughout the school. Planning is clear and indicates that all areas of learning receive the appropriate emphasis. Practical bias is echoed in the Foundation Stage and in science lessons throughout the school, where strong attention is given to investigation and practical experiments. Such strategies help pupils to understand their work as well as enjoy it.
16. Numbers of support staff are high, which is a well-planned use of funds. This is effective as they are making a significant contribution to pupils' achievement throughout the school. Resources are good.
17. Extra-curricular provision is strong. After-school clubs cover sport and creative work. Visits are made which enrich the curriculum. For example, trips are made to museums, and older pupils have the opportunity for residential visits. Good community links have been formed and visitors often come into school to talk to pupils. Suitable health education programmes are in place to prepare pupils for adult life.
18. Provision for pupils with special educational needs is well planned. The curriculum is adapted well for them, particularly in literacy and numeracy. The pupils work towards targets that are well focused to develop personal and academic skills that have been identified for improvement. There is a good range of resources for pupils to use in literacy and numeracy, and this helps to raise their standards. The good management of the co-ordinator for special educational needs ensures that, when necessary, the pupils receive specific support from outside agencies. However, the waiting time for help from outside agencies is somewhat lengthy in some instances. Currently, there are no pupils for whom English is an additional language, but when there are the school makes use of the good resources provided by the local authority.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. Provision of support, advice and guidance is good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The very good relationships within the school ensure that all pupils have a good and trusting relationship with at least one adult.
- The good induction processes ensure that pupils settle quickly into the school and its routines.
- Whilst the health and safety procedures are very good, their effectiveness is limited because of the layout of the site.
- There is good provision of after-school care and activities for pupils.
- Pupils are being given an increasing number of responsibilities within the school.

Commentary

19. The good level of care has been maintained since the last inspection. The health and safety procedures within the school are very good with appropriate attention given to risk assessment. Much of the health and safety audit provision is 'bought in' from the local authority but governors and the headteacher are fully involved. All the required checks and inspections are carried out. At the end of the school day the school provides a facility for pupils to be looked after and for them to participate in activities until 5.30 pm.
20. Child protection procedures are fully in place with responsible people identified and all staff appropriately trained. There is a sufficient number of trained first aid staff in the school to ensure that treatment is always available. Whilst supervision is good at all times, the layout of the site is such that if pupils have a very minor injury which they choose to clean themselves and not report to an adult, it could go unnoticed by the staff. Good records are kept of all injuries and treatment carried out by staff.
21. Relationships throughout the school are very good and the teachers and other staff know all the children. As well as ensuring that they are a point of contact for pupils who have any concerns, this enables them to provide good support within lessons. Pupils are fully involved in setting their targets but these are not always used to full effect. Pupils are well behaved and keen to learn and this enables teachers to make full use of registration periods to offer support and guidance to individual pupils when necessary. The good assessment systems in the school enable teachers to base their advice on accurate information about progress and understanding.
22. There are good induction processes for children who join the school. Parents of new pupils are encouraged to visit the school whilst pupils are in school and then have a meeting where they are given presentations and literature about the school. New pupils will spend two half days in school in the summer term and parents have the choice of their child attending full or part time for the first month. Pupils who join year groups other than Reception are allocated a 'buddy' to support them.
23. Responsibilities for pupils and their involvement in school life have been considerably developed in recent years. The original class committees have been replaced by a whole school council with a formal election process for membership. Other responsibilities include the older pupils bringing the younger ones in from the playground after break and the Year 6 pupils doing short periods of shared reading with the younger pupils. The Year 5 pupils also write to the pre-school pupils to help them get to know the school and have someone to whom they can talk when they arrive.

24. Support and guidance for pupils who have special educational needs are good. Teachers and support staff know their pupils well and show genuine concern for their welfare. Other pupils also show concern and are always ready to offer help. Much of the work pupils undertake is relevant to the targets identified in their independent education plans. Targets are regularly reviewed and teachers and support staff check pupils' progress towards them, then set new targets as necessary.

Partnership with parents, other schools and the community

The school has very good links with other schools and good links with the community. Overall the partnership with parents is satisfactory.

Main strengths and weaknesses

- Parents have very positive views of the teaching staff and a significant number of parents are actively involved with the school.
- The very good links with the partner high school provide mutual benefit for their pupils.
- Pupils' progress reports are insufficiently focussed on actual achievement and how to improve.
- Parents feel that the school does not consult nor listen to them sufficiently.

Commentary

25. The parents' questionnaires and comments made at the parents' meeting show that parents are very pleased with most aspects of the school, and especially that the children like being at school, where there is a good range of extra-curricular activities, teaching is good, the arrangements to help them settle are good and that the staff help their child mature. There were, however, concerns about bullying, the lack of consultation with parents and the fact that they were not always comfortable in approaching the school with concerns. A significant number of parents made written comments with roughly an equal number of positive and negative comments. Whilst most comments were about individual issues there were a significant number of consistent concerns about consultation with parents and the approachability of the school. All parents' comments were considered as part of the inspection and contribute to the report. The concern about bullying was not confirmed during the inspection and the other issues are discussed later.
26. Information for parents about progress and their child's education is satisfactory. All parents have the opportunity to attend two parents' evenings each year and they receive an annual report at the end of the year. Whilst the reports contain good quality individual comments they tend to concentrate on what the child has done rather than the child's progress. The reports do not enable parents to identify how well their child is doing compared to expectations or contain information on how to help their child improve. Parents are notified of pupils' targets and are involved in the target setting process. Information about the school and activities is very well provided through the prospectus and governors' annual report, both of which are helpful documents and meet requirements, supplemented by regular newsletters. The school does not have a web site.
27. Many parents have significant involvement in the school and make a good contribution to learning. Parents are regular helpers in the lower year group classes and also help with the library. Attendance at parents' evenings is very good and many parents help

on school trips. To help parents support their child at home the school organises curricular information evenings and sends home termly curricular newsletters. Parents can also attend 'parenting' sessions organised by the school and delivered by the local education authority.

28. Parents have been consulted on specific issues, but the school does not have a regular survey of all parents about whole school issues. Parents do have the opportunity to talk to staff at the end of the day and parents can always make appointments to see the headteacher. A significant number of parents consider the consultation process inadequate and also think that they are not 'listened to'. The inspection team agree that consultation is a process that the school should improve so that all parents do feel a part of the school and that they should be given feedback on the surveys so that they all become confident in the leadership of the school.
29. Partnerships with other schools are very good and they support the smooth transfer of pupils between educational phases. Most pupils transfer to one local high school where there are very good curricular, sporting and staff liaison links. The headteacher is also on the governing body of the high school. Other links include working with six Chester schools on a government pilot scheme for cookery clubs, working with a group of headteachers on inclusion issues in the area, and a local network working towards the certificate for the teaching of PSHE. Good links have been established with higher educational establishments in the area.
30. Partnerships with the community are good. The school is in a rural area, which limits opportunities for business links, but has developed good links with a local garden centre, local shops and nearby stores. Pupils benefit from a good range of visitors from the community to support the curriculum and pupils support the community by fund raising and visits to, for example, a nearby residential home. The school also benefits from financial support from organisations in the community and the expertise of some parents who can themselves contribute to the curriculum.
31. The general level of the quality of partnerships is similar to that at the time of the last inspection. The consultation and involvement with parents have, however, not kept pace with their expectations and this has resulted in significant parental concerns.
32. Parents of pupils with special educational needs are closely involved from the beginning of the process of identification. They are kept informed regularly of their children's learning at all stages. With the school's encouragement, most parents take part in the reviews of their children's progress.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides good leadership and brings a strong sense of purpose to the good ethos of the school. The leadership of other key staff is good overall. The governance of the school is sound.

Main strengths and weaknesses

- The headteacher, with good support from the deputy headteacher, sets high expectations, with a clear vision for the school and strong sense of common purpose and direction, so that staff and pupils strive for high standards and a richness in the additional curriculum.

- Good systems are established for monitoring provision and pupils' progress in English, mathematics and science.

Commentary

33. With good support from the deputy headteacher, the headteacher has effectively set challenging targets and has been successful in motivating staff. The senior team have successfully established a productive climate for learning and for promoting inclusion throughout the school. All in the school have a good sense of teamwork and working towards a common goal. Teachers with curriculum leadership roles take their responsibilities seriously and are working, with varying degrees of effectiveness, to raise the quality of provision in their subjects. In English, mathematics and science they monitor teaching and pupils' work effectively. In some other subjects, however, monitoring is weaker and co-ordinators have a less clear view of the strengths and weaknesses of provision and pupils' progress.
34. The school has good systems to monitor performance in English, mathematics and science, to review its effectiveness and to take appropriate action. Pupils are regularly assessed through tests and in their lessons. The results are collated and analysed. Targets for pupils and teachers are set and adjusted frequently. In this way, for example, standards in writing at Year 6 were identified as an area for improvement and effective action was taken to improve them. Monitoring of teaching by the headteacher and deputy headteacher is well established. It is frequent and rigorous and makes a significant contribution to the school's plans for development.
35. The school improvement plan is an effective tool for development, with a clear agenda for improving achievement, teaching and learning. It sets out clear strategies for the development of the school. The present plan seeks to make the best use of the funds available to support the priorities for school improvement. Effective systems for performance management are in place and learning support assistants are included. The principles of best value are applied well and contribute to the improved cost effectiveness of the school. The headteacher compares the school's performance with that of other similar schools to ensure best value. At present, the school has a higher than usual financial carry forward to cover the cost of some minor building repairs and adaptations.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	407666	Balance from previous year	69774
Total expenditure	392296	Balance carried forward to the next	85144
Expenditure per pupil	2054		

36. Governors are very supportive of the school and carry out their statutory duties satisfactorily. They are committed to the school's principles of inclusion and raising achievement. Most governors visit the school regularly and feed back to their colleagues, so that the whole governing body is well informed about the strengths and weaknesses of the school. At present the governors are working to resolve the issue of improving partnerships with parents.
37. Leadership and management of the provision for pupils with special educational needs are good. The special needs coordinator is knowledgeable and communicates

effectively with parents, staff and, where appropriate, outside agencies. The school fulfils all its statutory duties to comply with the Code of Practice for special educational needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision is good for children in the Foundation Stage and they achieve well. They enter school with above average attainment and leave the Foundation Stage with well above average attainment.
39. The provision is managed well and as a result achievement is at least good in all areas of learning inspected. Teaching during the last inspection was judged as good and has remained consistently good in all areas of learning. The Foundation Stage has continued to develop well. A wide range of practical activities contributes to this, stimulating the children and supporting their learning well. Teaching shows high expectations of the children in the present class. A main strength of the teaching is good, detailed planning for all adults involved in children's activities. The children's progress is also monitored well by the class teachers. Adults manage the children well and the good ratio of adults to children ensures that the needs of all, including those with special educational needs, are met effectively. Good induction procedures are in place and long-term links exist with the pre-school group that is on the school site.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because good teaching encourages them to take responsibility for their own actions at an early age.
- The children reach well above average standards for their age by the end of the year.

Commentary.

40. The teachers and support staff provide a secure environment for learning. Classroom routines are quickly and securely established. All children enter the room quietly and sit politely, listening carefully when the register is taken. They co-operate well with each other in group activities, take turns and work independently when necessary. For example, children reported to the class in a literacy lesson when they had brought items of interest from home and the class listened intently. The teachers provide a good balance of directed and chosen activities in a classroom with a quiet working atmosphere.
41. From the outset, staff teach the children rules and responsibilities. There is a carefully established routine in which children participate. Children with special educational needs are well integrated and receive good support. They are confident, as could be seen with a child who had difficulty in a lesson understanding differences between "light and "heavy," but was ably supported by the teacher's assistant. All children are helped to maintain concentration by the interesting activities offered. As a result, children are able to sit quietly and concentrate well. They well exceed the early learning goal in this area by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teachers and support staff make good opportunities to develop children's language skills and teaching is good overall.
- Early reading and writing skills are taught systematically and well.

Commentary.

42. Children in the Reception class have developed good speaking and listening skills. All adults help by speaking clearly, ensuring explanations of the tasks expected are understood by the children. They describe their work confidently. For example, a child working with a jigsaw used words like “corners” and “edges” to explain how he worked.
43. A structured approach to writing and learning letters and sounds, with well thought out practical activities, gives good support to literacy, which is highlighted in all areas of learning. An example was seen when a group who were cooking gingerbread men used the story of “The Gingerbread Man” as their starting point. Children writing letters used their phonic skills to write complex words and knew that dictionaries could be used to find words. Study of children’s work show that they have experiences of writing for a range of purposes. For example, work resulting from a visit to the village. Most children are on line to exceed this early learning goal well.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The range of well thought out practical activities ensures that early number work is well covered.
- Numbers are used well in other activities to reinforce learning.

Commentary.

44. Teaching and learning are good. The children are provided with interesting tasks that are well matched to their mathematical development. Adults take every opportunity to develop mathematical language, for example in classroom displays highlighting “tall, taller and tallest.” In a lesson on subtraction, children were encouraged to work out answers in their head, having apparatus to use if necessary. A computer program was used to extend their knowledge. Children weighing articles understood how the scales worked and were able to explain their findings. Opportunities for counting occur at other times, for instance during registration. Children are on course to reach well above average attainment by the end of the year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching ensures that children learn well and reach well above average standards by the end of Reception.

- The teachers provide a broad curriculum and a variety of practical activities to promote interest and learning.

Commentary

45. The working area for children in the Reception class is well organised and although it is not very spacious, it is used well. Children use computer programs effectively as an extension to mathematical activities on “subtraction,” showing good control of the mouse. The teachers plan activities well, identifying clear objectives. Children are interested in their work and skilful questioning helps them to solve problems. Good work is celebrated at the end of lessons for all children who had tried hard.
46. Photographs of children at work show that the teachers plan a good variety of activities to develop children’s knowledge and understanding of the world about them. They explored Delamere forest, visited a bear factory and made a garden linked to a “Percy the Park Keeper” story. They built pipes for “Insey Winsey” spider and constructed robots from a range of materials. Children were introduced to celebrations when they made Easter trees and took part in egg rolling activities. They also performed the “Little Fir Tree” in the local church at Christmas time. The weekly “clubs” event enriches this area of the curriculum, giving opportunities for cooking, weaving, experiments with “floating and sinking” and use of the Roamer to plan a “bear hunt”. These activities are well supported by parents who work in the classroom.

PHYSICAL DEVELOPMENT

47. It was not possible to make an overall judgement on provision or standards in this area of learning during the inspection. The children enjoy the aerobics movements that take place in the classroom daily to music. Children respond well, having a good awareness of space both in the classroom and outside. A cross-curricular approach is made with music when children use “curling” and “stretching” to help them to understand changes of pitch. Good opportunities are provided for children to use construction toys and models are displayed in the classroom with appropriate captions. Children use a range of equipment such as scissors, paintbrushes and pencils with good control. No evidence was seen of the use of large toys to develop physical skills and there is no access for outside play. This is an area for development, which the school recognises.

CREATIVE DEVELOPMENT

48. There was insufficient opportunity to make an overall judgement of provision or standards in this area of learning during the inspection, but there was evidence of some good provision. The “seaside” role-play area is resourced well, stimulating learning and providing children with exciting play. It contains sand, a table and chairs and a sunshade. A class book of postcards is available and children have access to a range of picture books relating to the topic. Such role-play gives children time for conversation, the opportunity to play well together and to share their experiences.
49. The children paint pictures of flowers, have made headbands for teddies, explored colour and pattern and had the opportunity to make puppets and use clay. Weaving activities in the “clubs” activity time enriches this area of learning and is enjoyed by the children. The children enjoy making music and listen well to a tape when singing. They respond readily to action songs and show that they have their favourites. Work is displayed in the classroom, giving children the opportunity to celebrate their success.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well throughout the school.
- Following a period when achievement in writing was lower than usual, standards have recently improved and are now well above average.
- Overall, assessment is satisfactory, but more diagnosis of pupils' strengths and weaknesses would better support teachers' planning.
- Teachers plan effectively for the different groups of pupils in their class but they do not usually set out the learning objectives for each group.

Commentary

50. National test results for pupils in Year 6 in 2004 show standards that were above the national average, but below the average for similar schools and below that which could be expected for these pupils from their prior attainment. The school rightly identified a weakness in writing; standards in reading are consistently above average. Teachers and pupils have worked hard to improve writing standards and with good result. The 2005 test results show significant improvement with over 60% of pupils achieving level 5 and almost all of the rest achieving the national expectation of level 4. This confirms the well above average standards seen in pupils' work during the inspection.
51. The national test results for the end of Year 2 for 2004 were very high in reading and writing and were in the top 5% nationally. Work seen during the inspection is well above average and confirms the results of the 2004 tests.
52. Pupils' achievement in English is good in Years 1 and 2. When they start Year 1 standards are above expectations in speaking and listening, and in reading and writing. At the end of Year 2 present standards are well above average in all areas.
53. Pupils show good skills in speaking and listening. They respond well to the positive and encouraging climate that teachers set and are keen to contribute in class. Reading skills are well above average throughout the school. Pupils develop a good use of strategies for recognising unfamiliar words from an early age. At the top end of the school pupils often read difficult text with good understanding and recall. Most pupils enjoy reading, but not all read regularly for pleasure.
54. The school has recently focused on the development of writing skills and there is evidence of improvement. Pupils write for a variety of purposes. They take notes, tell stories and write descriptively. Most of their creative writing describes their own experiences, however, and a wider range of imaginative writing could give better opportunity for pupils to explore their creativity.

55. Standards of handwriting, grammar and spelling are generally well above average and pupils are confident in the use of sentence construction. Pupils make good use of ICT in their writing, particularly to redraft their work.
56. Higher attaining pupils achieve well. There are a few gifted pupils in the school and good provision is made for them, with, for example, additional homework tasks to provide more challenge. Pupils with special educational needs also make good progress because their specific needs are effectively addressed. There are presently no pupils who speak English as an additional language.
57. The overall quality of teaching in English is good and promotes a good quality of learning. Relationships between teachers and pupils, and between pupils, are very good. Teachers have good subject knowledge and understanding in English and consequently, expectations are high. They confidently reinforce and extend pupils' knowledge and understanding. On occasions, however, teachers focus on the mechanical aspects of writing, such as the layout of letter writing, instead of promoting the effectiveness and imaginative use of language. On other occasions this is certainly not the case and, for example in a Year 2 lesson, pupils were having tremendous fun, finding outlandish words to contrive "crazy" situations.
58. Assessment procedures are good and pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set. However, the targets are not consistently referred to in teachers' marking, and assessment could give more detailed information if it was more diagnostic. The aims for each lesson are clearly set out, but are not clear for the different groups in the class. Teachers employ a good range of strategies that provide support for pupils at different levels of attainment.
59. The leadership of the subject is good. There is evidence of work to raise and maintain standards and the quality of provision in the subject. Policies and schemes of work are good. Resources and accommodation for English are good overall, and the library supports the subject well.
60. At the last inspection in 1999, attainment in English was above average. Following a dip in Year 6 tests, standards are now well above average, so improvement has been good.

Language and literacy across the curriculum

61. Pupils' literacy skills are used well to reinforce learning in other subjects. Good use is made of ICT in the use of word processing programs to support writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Consistently good teaching enables pupils to achieve well.
- Pupils respond to teachers' high expectations with very good attitudes and behaviour.
- Good leadership and management ensure standards remain high.
- Good assessment procedures enable teachers to plan effectively for pupils' differing needs.
- Pupils are clear about what they have to do to improve.

- Teachers do not thread problem-solving activities through lessons consistently well.
- Links with most subjects need strengthening.

Commentary

62. By the end of Year 2 and Year 6, standards are well above average. There has been good improvement since the last inspection and teachers have done well to maintain such high standards in Year 6 and to raise them in Year 2. This is because they give a good challenge to all pupils.
63. Pupils learn quickly and with much enthusiasm. In Year 2 they have at least a satisfactory understanding of the place value of each digit to at least 20 and order numbers to at least 100. Many have a very good understanding and work with higher numbers. By the time they are in Year 6 they work accurately in thousands with addition, subtraction, multiplication and division. Many tackle work effectively in complex calculations with large numbers. Teachers follow a comprehensive scheme of work, which enables pupils to learn progressively. Consequently, in Year 6 they are secure in their understanding in using and applying mathematics, in number work, in shape, space and measures and in handling data.
64. Teachers' good knowledge, their enthusiasm and the very good relations they engender lead to lively discussions, which they exploit well to develop pupils' mathematical thinking. As a routine, pupils are encouraged to adopt a variety of strategies and are expected to explain them. These are positive factors that enable them to learn and achieve well. Pupils who have special educational needs get good help from teachers and also from the dedicated teaching assistants where required. As a result, they too achieve well. All lessons seen were at least good. In the best lessons, teaching was highly effective in encouraging pupils' independent learning and thinking. In Year 3, a "real life" exercise in the school grounds offered pupils lots of opportunities to observe and understand the nature of tessellation in the environment, such as in brickwork and an abandoned wasps' nest discovered near the classroom. In Year 2, the strength of the teachers' questioning and explanations helped pupils to find different ways of calculating total costs and work out which coins to pay with, within amounts up to £5. In most lessons, pupils were challenged well, according to their ability, and this was confirmed in a scrutiny of pupils' books. Consequently, pupils achieve well. For instance in Year 2, higher attaining pupils worked in amounts up to £5, and lower attaining pupils up to £1 with adult help. In one lesson, however, there was no extra challenge for higher attainers, although the teachers' planning provided for it. As a result, learning for those pupils did not extend as far as they were capable of.
65. Teachers plan a reasonable amount of investigative work for pupils in number and money. However, they do not thread it as effectively through other aspects of mathematics and, as a result, miss opportunities to give pupils' learning a greater degree of purpose and interest.
66. Procedures for assessing pupils' progress remain good. Teachers use the information to set challenging targets for pupils to reach. Pupils know their own targets because teachers discuss them with each of them individually. Pupils know what they are aiming for, feel an incentive to learn and rise to the high expectations their teachers have of them. The strength of teaching and relationships results in very good behaviour and attitudes to learning. These are positive factors in the high standards attained.

67. Strong leadership plays a significant role in maintaining high standards. The coordinator has a firm understanding of the school's strengths and weaknesses and plans ahead effectively.

Mathematics across the curriculum

68. Links with ICT and science are satisfactory. For instance, pupils create line and bar graphs to represent data. However, teachers miss opportunities to make links with other subjects as a routine because there is no system in place to ensure this aspect of planning. Consequently, planning of links is "ad hoc".

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6 and pupils achieve well because the quality of teaching is good overall, and very good in Year 6.
- The pupils have many opportunities to investigate for themselves and this contributes to the high standards.
- The subject is very well led by a very able co-ordinator.
- ICT is used well to enrich the curriculum.
- Individual targets for achievement are not contained in books so that they are readily available for pupils' reference.

Commentary

69. The emphasis that the school places on practical and investigative activities is a key factor leading to high standards. This was also a strong feature in the previous inspection and standards have continued to improve well since then. The quality of teaching enables pupils to achieve well. Samples of work seen showed that by the end of Year 2 and Year 6 standards are well above average, and discussions with pupils show very good knowledge of science throughout the school. In a good Year 2 lesson pupils conducted experiments to find out the effect of different mixtures on bubbles. They used appropriate scientific language and used equipment safely. Pupils recorded predictions, entered results and evaluated outcomes. They were able to check that their tests were fair. Investigations continue through to Year 6, where pupils build on their scientific skills. In a very good Year 6 lesson, pupils used forensic methods to solve a murder based on "The Great Pirate Raid". They worked independently with enthusiasm.
70. The emphasis on learning through first hand experiences was also evident in other lessons seen during the inspection. In a good Year 1 lesson, pupils planned and carried out an investigation to find materials which could be used for a dog collar in order to see it in the dark. This was an imaginative choice and motivated pupils well. Links were made with English when pupils were encouraged to use descriptive words like "reflection" to illustrate properties. Skilled questioning by the teacher ensured that their tests were fair.
71. The science curriculum is enriched by visits to places of interest. For example, Year 4 pupils who made a visit to "Technquest" were well able to relate their experiences. A

link was made with literacy as they discussed the merits of the location before producing a pamphlet to advertise it.

72. ICT is used well in science. Many instances were seen where pupils used computers to support their learning throughout the school. For example, in a good Year 3 lesson on plants and growth, a computer program was used as an extension activity for more able pupils. These opportunities contribute to the very good curriculum offered to all pupils, including those with special educational needs, who are well supported by teacher assistants.
73. A very able co-ordinator identifies where further improvements can be made. An action plan includes evaluating assessment and recording, and developing the further use of ICT.
74. Good assessment procedures are in place and pupils' progress is monitored and likely to ensure sufficient challenge for all pupils. Although individual targets are not displayed in books, discussion with pupils indicates that they know how well they are achieving from the way their books are marked. Constructive comments lead them forward. As a result, tasks are generally well matched to their needs. At present, pupils do not have their own small targets to work towards to give them an even better understanding of their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT was sampled, as not enough lessons could be seen during the inspection to judge teaching or pupils' achievement.

75. In both lessons seen, in Year 2 and Year 3, teaching was good and standards were broadly average. The teachers' skilful presentations prepared pupils well for interesting and challenging tasks. As a result, learning and achievement were good. In Year 2, pupils used "hotlinks" to navigate a CD-ROM and find information about the seashore, in preparation for a forthcoming visit. In Year 3, they used icons to create musical phrases and were fascinated as they listened to each other's compositions. It was notable that in each lesson seen that there were three pupils to each of the laptops available. This limited the amount of time for each pupil's "hands-on" experience.
76. Nevertheless, there has been a good improvement in resourcing the subject since the last inspection. This enables staff and pupils to keep up to date with rising national expectations in the use of ICT. Teachers make judicious use of the interactive whiteboards that have recently been installed in three classrooms. They use the interactive facilities well to give added impact to their teaching, for instance by modelling what they want pupils to learn. The coordinator provides good extra tuition in an after-school club to give extra challenges to a group of higher attaining pupils.

Information and communication technology across the curriculum

77. Teachers make good links with literacy. Pupils often word-process stories and poems they compose. Links with mathematics are satisfactory. Pupils interpret data and create bar and line graphs. There are some links with other subjects, but on an "ad-hoc" basis, rather than through systematic planning. Lack of space commits the school to laptops, rather than a computer suite. Technical and accommodation difficulties, as well as financial implications, combine to cause problems in increasing the amount of hardware in the short term.

HUMANITIES

Geography, history and religious education were sampled.

78. In **geography** only one lesson was seen, in which teaching and learning were good. Pupils in Year 6 had visited Llandudno when studying the area. As the result of first hand experiences, they discussed the merits of establishing a leisure complex there, ably supported by the class teacher, who has a good knowledge of the subject. Other evidence was gathered from the study of pupils' work, talking to pupils and the co-ordinator and studying schemes of work. Standards are generally average by Year 2 and Year 6. The curriculum is enriched by work in the local area, and visits to places of interest. The school has established contact with a school in India, which extends pupils' experiences further. A visit from their Director served to strengthen this link. The subject is well led and managed with an appropriate action plan for the future.
79. Only one **history** lesson, in Year 3, was observed during the inspection. Teaching and learning were good in this well organised lesson. Parents provided good support in the classroom and resources were used well. By Year 2 pupils learn about important events and people. They use meaningful resources to stimulate them to learn and draw conclusions about life in the past. By Year 6, pupils study a range of topics including the Egyptians and the Olympic games in ancient Greece. The school works hard to make the history curriculum relevant by visits to museums. Events are staged, such as the one in which pupils learned about the Roman presence in the local area. Photographs show that pupils were stimulated to learn in practical ways, ably supported by both staff and parents. Evidence in books shows that the topics chosen give opportunities for extended writing in a variety of forms. The co-ordinator leads the subject well and provides good support for her colleagues. Resources are satisfactory and artefacts are borrowed from a central source. ICT is used, but this is an area for development.
80. In **religious education**, not enough lessons could be seen to judge provision because of timetable constraints. The scheme of work closely follows the Cheshire Agreed Syllabus. This gives pupils a wide range of interesting and worthwhile experiences. A strength is the provision of a good range of visits and visitors. The local parish church and canon play a particularly valuable role, which enables pupils to gain an insight into the function and rituals of the church. Teachers ensure pupils gain an understanding of the main faiths in our modern day, multi-cultural society in lessons and through visitors and visits to places of worship, such as a synagogue and a Hindu mandir.
81. In the lessons seen, teaching was good and as a result pupils learned and achieved well. Pupils in Year 5 were given very good opportunities to make decisions about ethical problems in environmental issues. In Year 3, pupils followed up a visit to a synagogue with a well considered discussion and task focussing on the "seder" plate. This related well to the school's scheme for pupils' personal and social education. In a discussion with pupils in Year 2, they showed satisfactory knowledge, recalling well their learning about Christianity and Hinduism, and using correct vocabulary such as "mandir".
82. Teachers provide pupils with a wide array of opportunities to learn, such as in visits, discussions and role-play. A weakness, however, is that teachers miss opportunities to develop pupils' skills in writing. The quality of recording in pupils' books varies widely in quality and quantity. Tasks too often are unchallenging.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

83. In **art and design**, the standard of work displayed around the school is above average. There is a good quantity of work that covers a good range of styles and media. Some of the work is imaginative and demonstrates progression as pupils move through the school.
84. In **design and technology**, the small amount of pupils' work seen was of an average standard. Pupils draw satisfactory designs before making products, but do not consistently annotate them or evaluate the results. Some good links with literacy were seen. For instance, pupils in Year 1 made a fruit salad and tasted some of the exotic fruits they learned about in a story. In Year 6, pupils made rafts and shelters from balsa wood to an average standard, an exercise inspired by survival skills learned about in a story by Michael Morpurgo. Pupils in Year 4 made satisfactory storybooks, using levers as control mechanisms.
85. Teachers follow a scheme based on national guidelines and this provides interesting opportunities for pupils to learn. The coordinator ensures that a good range of resources are maintained and is in the process of improving opportunities to use ICT. In a special curriculum day, pupils throughout the school take part in large-scale design and technology, where, for instance, pupils in Year 6 build a giant tetrahedron.
86. Two **music** lessons were seen. In both, pupils were developing their basic skills of pitch and rhythm. The quality of teaching was good in one lesson and very good in the other. Pupils were developing their vocal skills and melodic memory. In general, attainment was above average. Younger pupils were accomplished at holding a steady beat and older pupils held an independent vocal part with confidence. The curriculum for music is based on national guidelines and meets the needs of pupils. Assessment is under development, incorporating the use of ICT, to more closely measure the progression of skills in the subject.
87. In **physical education** two lessons were observed during the inspection. Standards in games, observed in a Year 4 lesson, were average and teaching and learning were good. In both lessons observed, the teachers made sure that pupils warmed up properly and good subject knowledge was having a positive impact. Skills were well demonstrated and class teachers asked probing questions to make pupils think about what they were doing. This ensured that they achieved well. Questioning was also good in a small apparatus lesson in Year 1, helping pupils to see how they could improve skills using bats and balls. Discussion with the able co-ordinator showed that pupils have a good range of experiences and enjoy many extra-curricular activities from Year 1 upwards, for example, tennis coaching. Pupils have the opportunity to swim and awards are presented in assembly time to celebrate success. Assessments are made in, for example, athletics and planning matches the needs of all pupils. Cross-curricular links are made with subjects like history. In a Year 1 lesson pupils studied the history of games, ably supported by two teacher assistants. Good parental support is given, especially in inter-school activities. The curriculum is covered well given the restrictions of space both for working inside and for storage of equipment in the main building.

PUPILS' PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

PSHCE was sampled.

88. The school's contribution to pupils' PSHCE is good and has a positive influence on pupils' very good attitudes and behaviour. Provision is based on a comprehensive programme, the Sex and Relationship element of which was commended as very good. It promotes care and consideration for others and the development of good citizenship. Pupils are guided towards making wise life choices about a variety of issues. Special lessons are timetabled and the school fully complies with its duty to teach sex and drugs education. One lesson was seen. Teaching was good and gave pupils opportunities to express their feelings about what makes them happy and sad. Religious education lessons and assemblies play positive roles in promoting pupils' PSHCE through carefully thought out themes. Pupils are rewarded with praise, not only for good work but also for positive personal attitudes, such as care and consideration for others and for taking growing responsibility for themselves and others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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