

INSPECTION REPORT

GREAT MOOR JUNIOR SCHOOL

Stockport

LEA area: Stockport

Unique reference number: 106049

Headteacher: Mr P Berry

Lead inspector: Mr A Fullwood

Dates of inspection: 13th – 15th September 2004

Inspection number: 266916

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	318
School address:	Southwood Road Great Moor Stockport Cheshire
Postcode:	SK2 7DG
Telephone number:	0161 4834987
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Kilpatrick
Date of previous inspection:	July 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in a residential area two miles from the centre of Stockport. The vast majority of pupils transfer from the attached infant school. Overall, their attainment on entry to the school is above average. There are 318 pupils on roll, taught in 12 single age group classes and the school is bigger than an average primary school. Currently there are more boys than girls. The socio-economic background of the pupils is broadly average. Three hundred and eight pupils are of white ethnic origin and 10 are from a range of other ethnic backgrounds. Three pupils recently admitted to the school are at an early stage of learning English. Forty-one pupils, approximately 13 per cent, have special educational needs, including three pupils who have statements of special educational need because they need considerable help with their learning. This is below the national average. The school received Achievement Awards in 2001 and 2002 and the F.A. Charter Mark in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr A Fullwood	<i>Lead inspector</i>	Science; Music; Physical Education; Religious Education.
19366	Mr W Walker	<i>Lay inspector</i>	
8316	Mrs J O'Hare	<i>Team inspector</i>	English; Information and Communication Technology; Art and Design; Design and Technology; English as an Additional Language.
30691	Mrs K Yates	<i>Team inspector</i>	Mathematics; Geography; History; Personal, Social and Health Education; Special Educational Needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Great Moor Junior is an effective school that provides a good education for all its pupils. Teaching and learning are good and pupils achieve well. Leadership and management are very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, geography and history at the end of Year 6, are good and pupils achieve well. Standards in the writing aspect of English are very good.
- Across the school teaching is good, and often very good, especially in English and mathematics.
- Insufficient use is made of information and communication technology (ICT) across the curriculum.
- Pupils' attitudes and behaviour are very good and the school promotes pupils' personal development very well.
- Very good support, advice and guidance are given to pupils.
- The leadership and management of the school are very good.
- The very positive partnership established with parents and the community impacts well on pupils' learning.

Improvement since the last inspection is good. The school has successfully addressed the issues for improvement identified at the time of the last inspection, particularly with regard to establishing effective assessment and tracking procedures and making good use of homework to support pupils' learning. The good and very good standards in most subjects, noted at the time of the last inspection, have been at least maintained and in the writing aspect of English they have improved. The school has developed its self-evaluation procedures well through regular monitoring of teaching and learning. The school is well placed to improve further.

STANDARDS ACHIEVED

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

*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' achievement is good. The results of national tests in 2003 are the lowest the school has achieved in many years. This group of pupils contained a much higher percentage of pupils with special educational needs (SEN) than is usual for the school. The results of national tests in 2004 show great improvement and are similar to the good standards achieved prior to 2003. Standards in the current Year 6 are above expected levels in English, mathematics, science, geography and history. Standards in the writing aspect of English are well above average. In science, many pupils who attained the expected level at the end of Year 2 achieve very well. Standards in ICT, physical education and religious education are at expected levels. There was insufficient evidence to make a secure judgement about standards in other subjects. Pupils with SEN achieve well in relation to the targets set in their individual education plans (IEPs) and receive good support from teachers and teaching assistants.

Overall, pupils' attitudes to school and their behaviour are very good. Pupils' attendance is satisfactory and pupils are very punctual for the start of school. The promotion of pupils' values and personal qualities is very good as is the promotion of pupils' moral, social and cultural development. The development of pupils' spiritual development is good.

QUALITY OF EDUCATION

The school provides a good education. The quality of teaching and learning are good overall. The teaching of English and mathematics is often very good. The teaching of pupils with SEN is good. Teachers make good use of assessment information to plan appropriate work to match the needs of pupils of all abilities, including the more able. They successfully encourage and engage the pupils. Homework is used well to support pupils' learning.

The curriculum is good and there are good opportunities for curriculum enrichment through visitors to the school and visits to places of interest and residential trips. There are very good links between subjects although there is scope for improvement in the use of ICT to further support pupils' learning. Staffing levels and learning resources are good and meet the demands of the National Curriculum for pupils of this age. The accommodation is satisfactory. The school has very good links with parents and the community and good links with other schools. The school provides very good care, guidance and support for all its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The governance of the school is good and governors meet their statutory requirements well. Under the very good leadership of the chair of governors they are improving their monitoring of the work of the school to ensure that it is systematic enough to identify strengths and weaknesses in all areas of the work of the school. The headteacher and his deputy provide very strong leadership and a clear educational direction to the work of the school and are ably assisted by all the staff who work well as a team. Subject co-ordinators carry out their responsibilities well. The financial management of the school is good and best value principles are applied effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very good. Parents are very supportive of the school and are made to feel welcome and encouraged to take a full part in their children's education. Pupils have very positive views of the school. They feel supported well by teachers and teaching assistants, enjoy coming to school and are proud of being members of the school community.

IMPROVEMENTS NEEDED

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

- Make better use of pupils' ICT skills across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Standards are above national expectations in English, mathematics, science, history and geography. By the end of Year 6, standards are well above average in the writing aspect of English.

Main strengths and weaknesses

- Pupils achieve well in most subjects.
- Pupils achieve very well in the writing aspect of English.

Commentary

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

Standards in:	School results	National results
English	26.1 (28.3)	26.8 (27.0)
mathematics	26.8 (28.2)	26.8 (26.7)
science	28.7 (30.6)	28.6 (28.3)

There were 95 pupils in the year group. Figures in brackets are for the previous year

1. The results of 2003 national tests in English at the end of Year 6 were below average in comparison with all schools nationally and in comparison with schools where pupils achieved similarly at the end of Year 2. These results are not typical of the school and concerned a group with a higher percentage of pupils with SEN than is usually the case and fewer more able pupils. Results in the 2004 national test show great improvement but as yet there is no national data available with which to compare them. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is on track to be above national expectations in reading and speaking and listening and well above expectations in writing. Pupils are achieving well in relation to their attainment at the end of Year 2. Good leadership and management have successfully addressed the weakness in pupils' writing skills, particularly that of boys, through a strong, whole-school focus on developing writing across the curriculum. Pupils' very good attitudes and the good quality teaching they receive enables pupils of all abilities to achieve well. There is no significant difference between the achievement of boys and girls. Overall, standards in English have been maintained since the last inspection but standards in writing have improved.

2. The results of 2003 national tests in mathematics at the end of Year 6 were average in comparison with all schools and well below average in comparison with similar schools. Standards since the last inspection have varied from year to year but have been above or well above the national average until 2003 when they fell sharply. Results in 2004 show great improvement on 2003. Inspection evidence indicates that standards in the current Year 6 are on track to be above expectations and that pupils are achieving well in relation to their attainment at the end of Year 2 and in relation to their ability. This is due to the good and very good teaching they receive and the very good leadership and management of the subject. Pupils of all ability groups, including those with SEN are challenged well by the work set for them and good use is made of assessment to track pupils' progress closely. Pupils' mathematical skills are promoted well across the curriculum. These findings are similar to those of the previous inspection.

3. The results of 2003 national tests in science at the end of Year 6 were average in comparison with all and similar schools. Results in national tests showed an upward trend until 2003 when they fell sharply. Results in 2004 are much higher. Inspection evidence indicates that standards in the current Year 6 are above national expectations and that pupils are achieving well. Many pupils who attained the expected level at the end of Year 2 achieve very well. The good quality of leadership and management of the subject contributes well to the standards pupils achieve.

4. Standards in ICT are in line with national expectations and are not as high as at the time of the last inspection. However, the recent refurbishment of the computer suite and improved teacher confidence in using ICT is driving up standards quickly. The school is improving the provision of opportunities for pupils to use computers in classrooms. Although during the inspection there was little evidence of the use of computers in classrooms, programmes of work and teachers' planning does show that satisfactory use of pupils' ICT skills is made in some subjects, such as geography and history, but there was little evidence from a scrutiny of pupils' work last year, of the use of ICT in English, mathematics and science. Technical problems with the computer hardware which had been in the school a considerable time, has led to ICT being underused in these subjects.

5. Standards of attainment in religious education at the end of Year 6 are in line with the expectations of the locally Agreed Syllabus, as they were at the time of the last inspection. Pupils achieve satisfactorily. Pupils develop a good knowledge and understanding of Christianity and other world religions and demonstrate maturity in discussing difficult issues, such as the meaning of democracy or the feeling of remorse.

6. Standards at the end of Year 6 are above expected levels in history and geography and pupils achieve well. There were no judgements in these subjects at the time of the last inspection. Standards of attainment in physical education are at expected levels. However, a significant number of pupils achieve beyond this. It was not possible to make overall judgements about standards in the subjects of art and design, music and design and technology, where work was only sampled.

7. Overall, the achievement of pupils with SEN is good. Pupils receive good support from teachers and teaching assistants and have very good attitudes to their learning. Their progress is closely tracked and IEPs used to plan challenging work to meet their individual needs. There was insufficient evidence to make a secure judgement about the attainment and progress of pupils with English as an additional language, as these pupils had only been in the school for a few days.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning. They behave very well and form very good relationships with each other and with staff. Pupils' moral, social and cultural development is very good. Their spiritual development is good. These findings are similar to the previous inspection. However, the provision made for pupils' cultural development has improved. Pupils attend the school punctually and the rate of attendance is satisfactory.

Main strengths and weaknesses

- The school stimulates in pupils a keen desire to learn.
- Behaviour is very good.
- Relationships are very good throughout the whole school community.
- Staff promote pupils' moral, social and cultural development very well.

Commentary

8. Staff work very hard to make lessons interesting and are rewarded by the pupils, who display very good attitudes to learning and concentrate very well. They enjoy coming to school and are confident to take a very active part in classroom discussions. They participate well in all the activities of the school. This includes more able pupils, those with SEN and pupils whose first language is not English. All pupils are integrated well into the life of the school.

9. All staff have very high expectations of pupils' behaviour. Teachers work very hard to establish good routines and pupils respond very well so that behaviour is very good. Pupils work well in groups and share equipment happily. At break times they play together contentedly and move around the school in an orderly manner. Parents are very positive about this aspect of the school's work. Consistent use of the school's rewards and sanctions means that pupils know exactly what is expected of them and they are duly praised for their good behaviour. No evidence of bullying, racism or any forms of harassment were observed during the inspection. However, teachers record any incidents diligently and these are followed up rigorously.

10. The relationships formed between pupils and with staff are very good. Pupils co-operate very well with each other and with teachers. They are often observed helping and supporting each other. Pupils' self-confidence is encouraged through a 'can do' culture. Teachers work successfully with teaching assistants and pupils are supported well as a result. Staff praise pupils for good effort and good manners so that pupils are highly motivated and there is a good and often very good pace to learning. The school promotes very good relationships, including racial harmony, very successfully.

11. Pupils' personal development is very good and this is because the staff use every opportunity to set high expectations for their social and moral development. All pupils in the school are taught to have a very clear understanding of the difference between right and wrong and to take responsibility for their own actions. They are confident to work independently and in groups where they discuss their varying strategies, and listen respectfully to others. Pupils' cultural development is also very good. It is supported well by the many opportunities to explore a range of cultures through theme days, art, stories and literature. Spiritual development is good and, through assemblies and the reading of poetry, pupils gain an understanding of the importance of reflection and a deeper exploration of feelings. Pupils are very respectful to others from different backgrounds and faiths.

12. Pupils with SEN are very well integrated into classes. In most cases, pupils behave very well as a result of good management by teachers and teaching assistants. Overall, pupils with SEN display very good attitudes to learning.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.1
National data	5.4	National data	0.4

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

13. Pupils enjoy their schooling. They arrive in good time and settle quickly at their desks, ready for a prompt start to the day. The attendance rate is in line with that for other schools nationally.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	303	13	0
White – any other White background	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	1	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

14. There were a relatively high number of exclusions in the last reporting year, concerning a small number of boys. Some have now left the school. The school keeps careful records of the reasons for exclusions, such as violent behaviour or vandalism. Good support is given to these pupils, most of whom are identified as having emotional and behavioural difficulties.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good overall. The curriculum is good and is enriched by extra-curricular activities, particularly residential visits and visits to places of interest. Levels of staffing and learning resources are good and the accommodation is satisfactory. Links with parents and the community are very good and these are good links with other schools. Pupils' care, guidance and support are very good.

Teaching and learning

The quality of teaching and learning are good. The quality of assessment of pupils' work is good.

Main strengths and weaknesses

- The encouragement and engagement of pupils are good.
- Work is matched well to the needs of different groups of pupils.
- Good use is made of assessment information to ensure that work is well-matched to pupils' needs and to track their progress and attainment.
- Good use is made of homework to support learning.
- The teaching of pupils with SEN is good.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (15%)	22 (55%)	11 (28%)	1 (3%)	0 (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.

15. Overall, the quality of teaching is good. Teaching in English and mathematics is often very good.

16. Teachers make good use of praise in encouraging pupils and this impacts well on their learning and the progress they make. There are very good relationship between teachers and pupils, based on mutual respect and, combined with the interesting learning opportunities provided, ensures that pupils apply themselves well to their work. There is a consistent insistence on high standards of behaviour from all teachers and learning assistants and pupils respond accordingly, being polite and respectful to each other and to adults. This impacts well in ensuring that pupils are keen to take advantage of the learning opportunities available to them. They enjoy coming to school and are proud to be part of it.

17. Good use is made of the school's effective assessment procedures to match work closely to the needs of all pupils. Grouping by ability is used in mathematics to ensure that different ability groups are successfully challenged and that the needs of the more able and those with SEN are met. The school has recently gone back to teaching in mixed ability classes in English to ensure pupils' writing skills are effectively promoted across the curriculum. This is having a positive impact on pupils' achievement, as witnessed by the very good standards pupils achieve. Regular assessments are made of pupils' work and this information is used well to track pupils' progress and to identify those in need of additional support. Teachers make ongoing assessments of how pupils have performed in lessons and make good use of this information to alter their planning for the next lesson. This was observed in a Year 4 class where pupils were learning to identify adverbs. As a result, in the following lesson, pupils make good progress in identifying and using adverbs to improve their descriptive writing.

18. Teachers consistently share with pupils what it is they are expected to learn in lessons and evaluate with them how well they have achieved these objectives at the end of each session. Teachers mark to these objectives and so pupils know what it is they need to do to improve their work and how successful they have been in achieving them. Homework is used well to consolidate and extend pupils' learning at home. This was a weakness at the time of the last inspection and has been successfully improved by senior managers and staff ensuring that it is consistently set and that parents are effectively informed of what homework has been given. The use of a home/school diary encourages parents to be involved in their children's education and this impacts well on pupils' learning.

19. In some lessons observed during the inspection the pace and challenge of pupils' learning was affected by the need for teachers to impart a great deal of initial information as they introduced a new topic of work. Therefore, pupils were less involved in the lesson and listening rather than doing was given greater emphasis than is normally the case. These lessons had many good features but overall pupils' made satisfactory rather than good progress.

20. In English, teaching and learning are good overall and often very good. Lessons are well-planned and engage pupils very well. Pupils are often involved in their own assessment and this informs them of how well they are doing and what they need to do to improve further. However, there was little evidence of the use of ICT to support pupils' learning. In the very good teaching observed, teachers successfully transferred their enthusiasm for words to the pupils and maintained a very brisk pace and a high level of challenge and these features impacted very well on the progress pupils made.

21. In mathematics, teaching is consistently good and often very good and pupils achieve well as a result. Mental arithmetic sessions are brisk and there is a good emphasis on the rapid recall of number facts, including multiplication tables. Teachers' questioning is effective in ensuring that pupils of all abilities are highly motivated and are able to explain how they arrived at their answers. Lessons are planned thoroughly and learning intentions are always shared with the pupils. Grouping by ability ensures that work is matched well to pupils' needs and that the smaller groups of lower attaining pupils and those with SEN are given effective support by teachers and teaching assistants.

22. In science, no lessons were observed during the inspection and so no secure judgement can be made about the overall quality of teaching and learning. However, a scrutiny of work from last year indicates that teachers make good use of a practical approach to learning and that the National Curriculum is covered in great depth. Pupils' attainment and progress is tracked closely through formal and informal assessments made by teachers at the end of each scientific topic. Teachers' planning includes regular opportunities for investigations but these are often organised by the teacher and there are fewer opportunities for pupils to plan their own experiments. The co-ordinator is well aware of this relative weakness through her effective monitoring of pupils' work and teachers' planning and is addressing this issue.

23. The teaching and learning in ICT lessons observed during the inspection was good. Although many of the lessons were the first this term, pupils of different abilities, made good progress, including those new to the school. The information obtained from the school's effective assessment procedures was used well to match work to their individual needs.

24. Teaching and learning in history and geography is good. Teachers make good use of the good range of resources available, including educational visits and visitors to the school, to engage pupils' interest and make learning fun. Pupils achieve well as a result. In physical education, teachers have a secure knowledge and understanding of the subject and use this well to provide challenging activities that motivate pupils to give of their best and to improve their performance. There was insufficient evidence to make a secure judgement about the quality of teaching and learning in other curriculum subjects except in religious education where it was satisfactory.

25. Teaching and learning for pupils with SEN is good and these pupils achieve well as a result. Class teachers and the co-ordinator regularly review the pupils' IEPs. Clear targets are set, progress towards them is assessed and the outcomes of such assessments are used successfully by teachers to plan the next stage of pupils' learning. Pupils new to the school and who are at an early stage in learning English are being supported well by teachers and teaching assistants.

The curriculum

The school provides all its pupils, including those who have SEN, with a curriculum of very good quality. These findings are similar to those found at the time of the last inspection. Within the last week the school has admitted a small number of pupils who have English as an additional language. Additional support to assist these pupils in the acquisition of new language skills has been applied for.

Main strengths and weaknesses

- Leadership and management of the curriculum are very good.
- The good provision for pupils with SEN ensures they learn and achieve well.
- Very good links are made between subjects.
- Learning resources are good.
- There are good opportunities for enrichment outside the school day.
- No identification has been made of gifted and talented pupils.

Commentary

26. The curriculum offered to all pupils is rich and stimulating. The headteacher and deputy headteacher, along with the key subject managers, ensure that each subject is covered very thoroughly. Planning for the delivery of the curriculum in modules is rigorously carried out so that pupils learn in imaginative ways. Staff are committed in their drive to provide new learning experiences which enhance pupils' skills. Pupils' comments identify that they find learning enjoyable. Staff evaluate the success of completed units systematically and revise the curriculum

accordingly. The school has good strategies for inclusion. It checks test results for achievement by gender and ability and treats boys and girls equally. Staff identify strengths and areas for improvement and address any perceived weaknesses very carefully. This helps to ensure that work in lessons matches the needs of all pupils.

27. For pupils with SEN, curriculum provision is good. The school is meeting all the legal requirements. Pupils' IEPs have specific short-term targets and teachers use these well when planning class work. The school regularly involves support from outside agencies and this assistance is used effectively to ensure that what is provided is entirely appropriate.

28. The school ensures that they have full access to the National Curriculum and out of school activities to meet their needs. The use of teaching assistants increases pupils' self-confidence and learning skills very well. Regular planning meetings between teachers in all year groups ensure that there is consistency of work between all classes.

29. Staff meet regularly and share their expertise so that good links are made between subjects. For example, opportunities to enhance pupils' literacy skills are regularly planned for in all subjects, since this is an area the school has identified as a main focus for improvement. Numeracy skills are enhanced in geography, as pupils learn to use grid references and the importance of scale on maps.

30. Resources for ICT are good. A new suite has been installed for the teaching of ICT. This now has sufficient computers for all pupils to access independently. It is equipped with air conditioning and provides a comfortable environment for both pupils and staff to work in. A further addition to support learning in all areas of the curriculum is the installation of interactive whiteboards in a few classrooms. However, these valuable teaching aids were not ready for use during the week of the inspection. There is a good level of learning resources in most subjects. The accommodation is satisfactory.

31. A wide range of out of school clubs enables pupils to participate in sporting and creative activities, most of which parents pay for independently. School performances and many visits help pupils to develop their creative, performing and social skills and parents are supportive of all these activities. Visits to places of interest, such as Flash in the Peak District, enhance pupils' knowledge and understanding of geographical features, and visitors to the school make a significant contribution to pupils' learning. Annual weekend residential visits to Kingswood are popular features that are very well supported by pupils of all ages. Teachers also make good use of the area around Stockport to support work in subjects such as history, geography, music, art, design and technology and science.

32. No formal identification has been made of gifted and talented pupils so that extra provision may be planned to enhance their particular strengths.

Care, guidance and support

There is good provision for the care, welfare, health and safety of pupils. Their academic and personal development is well monitored so that teachers are able to give them very good support, advice and guidance. Good procedures are in place to seek and respond to pupils' views.

Main strengths and weaknesses

- Pupils work in a healthy and safe environment.
- Relationships across the school are very good.
- Teachers have a thorough knowledge of the academic and personal needs of those in their care and provide very good support and guidance to each pupil.
- The views of pupils are sought and valued.

Commentary

33. The school is a caring and inclusive community where all feel secure and valued. Good procedures are in place to ensure that pupils work in a safe environment. Proper advice and guidance on child protection matters is provided to all members of staff and effective use is made of the curriculum to promote a healthy lifestyle.

34. Teachers are very sensitive to the pastoral needs of their pupils. Although the inspection took place at a very early stage in the academic year, it was apparent that they were already developing warm and trusting relationships, helping to build pupils' confidence and self respect. The good management of the assessment procedures is instrumental in ensuring that teachers quickly gain a thorough understanding of each pupil's academic achievement and personal development. This enables them to focus on individual strengths and weaknesses and to tailor their support and guidance to the areas of greatest need. For example, in a Year 5 mathematics lesson, the teacher recognised that a pupil with English as a second language was disadvantaged in understanding calculations expressed verbally; she immediately compensated by writing the relevant numbers and symbols on the blackboard. Good use is made of the home/school diaries to share information with parents on a daily basis, which ensures that targets for achievement are understood by all parties. The arrangements for induction of new pupils work well, although the headteacher recognises this as an area for continuing development. Constructive links with secondary schools help to ensure that pupils are very well prepared for the next stage of their education.

35. The school council is a well established and effective medium through which pupils become involved in the school's work and development. Membership is open to all pupils and the electoral process itself provides a valuable lesson in the democratic process. Pupils know their views matter and take their responsibilities seriously. Recent deliberations about fundraising for charity, curriculum enrichment, playground equipment, and toilet refurbishment, bear testimony to the valuable contribution made by the council. All pupils are involved in setting and reviewing their personal or academic targets. This good practice increases pupils' self esteem and contributes positively to their personal development.

Partnership with parents, other schools and the community

The school values its close partnership with parents and the community. This contributes much to the quality of education provided and the attainment and progress of pupils. The school also has a good working relationship with other schools and colleges.

Main strengths and weaknesses

- The school ensures that parents are very well informed on all matters concerning the school, including the standards and progress of their children.
- Parents make a very good contribution to their children's learning at school and in the home.
- The views of parents are regularly sought and valued.
- The school works closely with the community to enrich the curriculum for its pupils.
- The school's good relationship with schools and colleges contributes to the smooth induction and transfer of pupils.

Commentary

36. The partnership which the school enjoys with parents is both strong and effective. This is reflected in the overwhelmingly positive views expressed by parents, in the high quality of information provided by the school and in the effective use which is made of homework to support children's learning. There is clearly a relationship of trust and confidence based on sharing information and pursuing the best interests of the child.

37. The school works hard to maintain this happy situation. Parents are made to feel welcome in the school and the teachers are very approachable. They respond quickly and effectively to any concerns that are expressed. The school's documentation is clear and explicit so that parents know just what to expect about homework, curriculum development or any of the extra-curricular activities that are provided for pupils. Annual reports on pupils are detailed and the information given about children's standards and progress is unambiguous. All this helps to ensure that parents can make a positive contribution to their children's learning at school and in the home. An annual questionnaire gives parents an opportunity to comment on every aspect of the school's provision. The quantity and quality of the responses reflects creditably on the openness of the school and the enthusiasm and commitment of the parents.

38. Community links are very good. Out of hours the school provides facilities for sports training, social events, religious services and councillor 'drop in' centres. During the school day the school makes most effective use of local resources to broaden the educational opportunities for pupils. In addition to the several residential trips which contribute much to the personal and physical development of pupils, curriculum related visits are made to local churches, schools, museums and parks. Many visitors come to talk and work with the pupils from the fields of drama, literature, religious belief, sport, and music. Parents and grandparents also share their interests and experience of life in their younger days. All of this enriches the curriculum and contributes significantly to pupils' achievement. The school's relationship with other schools and places of education is constructive and fruitful. Well-established links with the high school help to provide for curricular continuity, particularly in science, and support the personal needs of pupils as they move to the next stage of their education. Parents have expressed satisfaction with the induction arrangements for pupils new to the school but links with the infant school are being continually developed to help ensure a seamless transfer between the two schools which share the site.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher and deputy headteacher provide very good leadership and are given very good support by the senior management team and staff. The governance of the school is good. Management systems are very effective and this allows the school to function smoothly. There are no significant barriers to the raising of achievement.

Main strengths and weaknesses

- The headteacher and deputy headteacher provide very good, principled leadership and have built a strong staff team spirit.
- The school is very well managed and performance is evaluated very effectively.
- The key subject co-ordinators lead and manage their curriculum areas well.
- The management and leadership of the provision made for pupils with SEN are good.
- The governors fulfil their roles well.
- The headteacher and governors ensure that the school is in a strong financial position.

Commentary

39. The headteacher and his deputy provide the school with very good leadership based on strong principles. They have established a well-motivated staff and created a good team spirit; this continues to form a good foundation for future school developments. The important priorities for the school have been recognised and strategic plans implemented for continuing improvements. Although there was the dip in pupils' performance in national tests last year, effective action has been taken to improve teaching and learning and this is having a positive impact on raising

standards. The school is totally committed to providing all pupils with an equal opportunity to learn and to make progress. The governors and senior staff are committed to maintaining good levels of learning support so that all pupils, including those with SEN and those who learn through English as an additional language, achieve well.

40. The school has very good management systems and evaluates its own performance rigorously. The headteacher and his deputy both monitor teaching and learning. In consequence, they have a clear view of the performance of each member of the staff and their strengths and areas requiring further developments. In particular, prior to appointing a teacher, the head or his deputy observes teaching and learning to evaluate their effectiveness. This arrangement helps ensure that the best staff available are appointed to the school.

41. Induction procedures are very good. Newly qualified teachers receive very effective support and this arrangement is paying dividends in the overall good quality of teaching and learning. Performance management systems have been very well established, as these include all staff. As a result, all staff work towards the school's mission statement: 'For all members of the school community to work together to enable all pupils to develop as enthusiastic, confident and skilful learners.' There is a good programme of staff development and consequently, teachers and pupils are benefiting from improved levels of expertise, such as in ICT. There is an effective climate for improvement, which results in the sharing of good practice and the support of colleagues.

42. The subject co-ordinators fulfil their roles well and provide very good leadership and management. The development of English, mathematics, science and ICT have been the main areas for recent developments. Co-ordinators responded well to the dip in results last year in national test results and carried out a rigorous analysis of each core subject and put into effect well-matched action plans for improvements. The effects are now seen in the steep rise in standards in this year's tests.

43. The management and leadership of the provision made for pupils with SEN are good. The leader supports pupils, teachers and parents well. Pupil reviews take place regularly and good efforts are made to keep parents fully informed. The governor for SEN works very closely with the co-ordinator and is employed as a teaching assistant. She has a very good knowledge of this area and keeps the governing body well informed of all developments.

44. The governing body provides good support for the school through its effective committee structure. Governors are well informed by the reports and presentations they receive from staff, from the regular visits they make to the school as link governors for different aspects, and from their involvement in the school improvement plan. The governing body, very ably led by the chair of governors, has begun to improve its monitoring work to ensure that it is systematic enough to identify strengths and weaknesses in all aspects of the work of the school. Governors are confident in challenging the school to account for its performance, for example, in respect to the school's response to the 2003 national test results. They consider the long-term development of the school carefully, including major projects such as the refurbishment of the computer suite. The governing body fulfils all its statutory responsibilities well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	653,230.00
Total expenditure	581,786.00
Expenditure per pupil	1,732.00

Balances (£)	
Balance from previous year	49,079.00
Balance carried forward to the next	120,523.00

45. Financial planning is very good, taking into account the stage of the school's development, such as establishment of the ICT suite and the various budgetary adjustments that have been required. In addition, the school is very successful in raising money for specific purposes, such as improvements to the accommodation. There is an above average carry forward into the 2004/5 budget but much of this is earmarked to pay for recent improvements in ICT resources and for priorities identified in the school improvement plan. When these costs are taken into account, the carry forward figure is similar to that recommended nationally. There is an ethos of striving for high standards that lies at the heart of everything that is done in the school.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in speaking and listening and in reading, but well above average in writing.
- The quality of teaching and learning is good throughout the school.
- Work is well matched for all ability groups, resulting in appropriate challenge for the pupils, with no significant differences in achievement between boys and girls.
- The pupils have very good attitudes to their learning.
- There is good use of language and literacy across other subjects, except in ICT.
- Leadership and management of the subject are good.

Commentary

46. Pupils achieve well throughout the school. They have very good attitudes and behave very well. Pupils' language and literacy skills are generally average, with a significant percentage of pupils whose standards are above, when they join the school. As a result of good teaching, pupils make good progress, reaching standards that are above average in speaking and listening and in reading. In writing, standards are well above average, as at the time of the last inspection. Pupils with SEN receive good support from teachers and teaching assistants and make equally good progress. At the beginning of this term, the school has admitted some pupils who are at an early stage of learning English. These pupils receive extra help from the teachers and teaching assistants, but currently, the school is waiting to obtain specific and additional support from the local education authority.

47. The above average standards in speaking and listening are the direct result of the way teachers and teaching assistants value pupils' views and opinions and allow frequent opportunities for all to take part in discussions. All pupils have opportunities to develop their speaking skills in making presentations and currently, there is a stronger focus on including drama for this purpose. In talking with Year 6 pupils, it was clear that there are many opportunities for them to debate a variety of issues, some thought provoking, such as that of democracy. Very good examples were also observed during the inspection, where the pupils were involved in lively discussions about their work. In a highly effective lesson in Year 6, the pupils confidently explained the formats of closed and open questions, when preparing an interview schedule. They offered 'limited' for answers for closed questions, but 'detailed' for those that follow open questions. In this lesson, the teacher insisted on clarity and conciseness of expression. This part of the lesson concluded by one pupil stating that she needed 'to ask questions in a chronological order'.

48. Standards in reading are above average. Pupils enjoy reading and achieve well. Teachers and assistants effectively teach reading, enabling the pupils to acquire new skills such as those of skimming and scanning the text for information. This is achieved in literacy sessions and in guided reading. In addition, parents are encouraged to share books with their children at home on a daily basis. Reading is also promoted through arrangements such as Year 6 taking part in shared reading with pupils in the adjoining infant school. Pupils show secure understanding of texts through the effective teaching of this element of English. For example, in a Year 4 lesson, the teacher's very good teaching enabled the pupils to place correctly the context of the story and talk

confidently about the setting, and to state that it was in 'medieval' times. They were able to quote phrases to support their ideas and those that particularly appeal to them, such as 'the murmur' of voices. The teacher's infectious enthusiasm combined with stimulating and imaginative strategies, resulted in pupils achieving very well.

49. Standards in writing are well above average and pupils achieve very well in this area of English. There is a strong emphasis on writing. The impact of it can be seen in all classes, because teachers provide effective links across all elements of the subject. The pupils have many opportunities to engage in sustained writing, such as recording the experiences of evacuees during World War 2. In Year 6, pupils use a variety of expressions to enrich writing and to create an atmosphere, such as 'I remember tears gushed from my mother's brown, sad eyes like a running tap'. Pupils write for several purposes, including poetry. In Year 5, the pupils experimented with a haiku format. They were stimulated by a topic on mountains, which was linked to geography.

50. English contributes very well to pupils' spiritual, moral, social and cultural development. The impact of this is seen in the examples of collaborative and independent work, and in the appreciation of the English language. Pupils are provided with plentiful opportunities to enable them to think more deeply, to develop creativity and to express concerns. In persuasive writing, for example, the pupils in Year 4 proposed well thought out reasons why people should not buy other people pets as presents. In each year group, pupils' spelling is generally accurate and handwriting is fluent, in joined script and usually in ink, by Year 6.

51. Teaching and learning are good overall. Three very effective lessons were observed during the inspection. These were characterised by animated presentation, infectious enthusiasm and a high level of challenge for all ability groups of pupils. Throughout the school, teachers engage pupils very well and insist on high standards of behaviour. In consequence, pupils show a high level of interest and work very productively. Teachers use assessment well to plan the next step of pupils' learning. Pupils are often involved in their own assessment, which informs them how well they are doing. Marking is generally meaningful, particularly where it helps the pupils to improve their work. Currently, very little use is made of ICT to support learning in English. The school justly recognises this and there are plans in hand to address the issue promptly.

52. Leadership and management of English are good. The co-ordinator has put into effect a carefully thought out action plan, and with the support of the headteacher and staff, there is a whole school approach to teaching and learning in the subject. Boys' underachievement in English is being effectively addressed and consequently, there are no significant differences in achievement between boys and girls. Analyses of pupils' performance and tracking of their progress are allowing the school to focus on areas for development, to ensure continuing improvements. Generally, the subject is resourced well. The library is attractively arranged and there is a satisfactory range and number of books. There are clear guidelines for its use and classes are regularly timetabled to make use of this resource.

Language and literacy across the curriculum

53. Teachers provide good opportunities to develop language and literacy skills in other subjects. Pupils in Year 3 analyse writing in the Bible, and identify different styles, such as poetry, songs and letters. In Year 5, the pupils express in a very effective diary form, the travels of St. Paul and his feelings of excitement on becoming a Christian or his concern for the well being of Peter. In mathematics, pupils in Year 6 use appropriate terms to explain how they solve a problem. Year 4 pupils use their well developing literacy skills to record their work on freezing and melting. There is a good emphasis on developing pupils' literacy skills by writing in a variety of styles across the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching in ability groups contributes significantly to pupils' success in mathematics.
- Good quality teaching for all pupils.
- Leadership and management of the subject are very good.
- Not enough use is made of ICT.

Commentary

54. By the end of Year 6, standards are above expected levels and all pupils, including those with SEN achieve well. These findings are similar to those of the previous inspection.

55. The arrangements whereby all pupils are taught in groups according to their ability level is having a positive impact on their learning. In this way teachers are able to pitch the lessons most appropriately and all pupils have a better chance of succeeding at their own level. For example, in lower ability classes, more time is given for pupils to gather their thoughts and express themselves when giving mathematical explanations. This raises their self-esteem and helps them gain confidence and enjoyment in learning. In higher ability groups, the pace of learning is geared to pupils who have a faster grasp of mathematical concepts and even within these classes teachers make further groupings so that all pupils are challenged well. Pupils with SEN are very well supported in mathematics lessons. They gain from being taught in smaller classes and also enjoy the support of teaching assistants who are well briefed and have a very good understanding of the ways in which they may contribute to successful learning. Overall, all pupils have very good attitudes to learning and they are very well behaved. At present the school has not formally identified any pupils as gifted and talented in mathematics. This is a process to be carried out in the next term.

56. Teaching in mathematics lessons is consistently good and often it is very good. This is reflected in the progress pupils make. All lessons begin with a 'Quick fire' challenge of mental facts where pupils listen carefully and respond with alacrity to the teachers' skilful questioning techniques. These are very effective in the pupils developing rapid recall of problems related to the four rules of number. Many parents contribute well by helping their children with the learning of tables for homework, which is set twice a week. Lessons are planned thoroughly and pupils are challenged well so that they are highly motivated to succeed. In all classes there is a very good balance of teacher and pupil participation, which ensures they remain on task for the whole session. Learning intentions are always shared with pupils. In a Year 6 lesson, pupils are quite clear about the purpose of 'inverse operations' and how to divide a number by 1000. In a very good Year 5 lesson the use of good mathematical knowledge ensured that pupils were able to explain their mathematical thinking effectively as they converted 'remainders' into fractions. The pace of lessons and the very good matching of challenge to the ability of the pupils ensured that all were fully engaged and learned very well.

57. The co-ordinator is very knowledgeable and enthusiastic, with a strategic view of the strengths and needs of the subject. He analyses pupil assessment information in detail, which helps him form the priorities for development. Staff receive good quality guidance to improve teaching and learning, and they are all committed to the delivery of high quality lessons which help the pupils to achieve well. Tracking procedures and the use of targets show parents and pupils how they are doing and point them to the ways in which they may improve.

58. Teachers and pupils have not been using ICT as a regular and effective tool for teaching and learning in mathematics. This is to be addressed in the very near future now that the school has updated the computer suite and is installing interactive whiteboards in some classes. Staff and pupils are eager to make use of these facilities.

Mathematics across the curriculum

59. Good use is made of mathematics in other curriculum areas. In history, pupils are accustomed to consulting timelines to order events and, in geography, pupils contrast the varying amounts of rainfall of varying localities. Pupils are conscious of the need to measure accurately in design and technology and science and have frequent opportunities to do so.

SCIENCE

No secure judgement can be made about provision in science as no teaching was observed during the inspection. Evidence is drawn from a scrutiny of pupils' work from the whole of last year and discussions with staff and pupils.

Main strengths and weaknesses

- Standards at the end of Year 6 are above national expectations and pupils achieve well.
- Pupils' scientific enquiry skills are promoted well.
- The subject is led and managed well.

Commentary

60. Standards of attainment are good when pupils enter the school at the start of Year 3. They make good progress and achieve well and standards are above average at the end of Year 6. Generally, pupils achieve well, particularly lower ability pupils and the more able. Pupils of more average ability achieve very well, often attaining the higher Level 5 in National Curriculum tests. From a scrutiny of pupils' work in the current Year 6, most are on track to achieve the expected Level 4 and a significant number are on track to achieve the higher Level 5. Work in all year groups shows that regular assessments of pupils' work are used to plan the next stage of their learning. Learning objectives are clearly stated in books and teachers' marking shows how well pupils have achieved these objectives. Pupils are provided with regular opportunities to carry out investigations and to record their findings in a variety of ways, including tables, charts and graphs. In discussion, they are aware of the need to ensure that tests are scientifically 'fair' and to repeat them to ensure that their results are accurate. The activities provided by teachers are interesting and motivate the pupils very well and they take pride in their work and present it neatly. A few opportunities are provided for pupils to organise and carry out their own investigations but mainly experiments are planned by teachers, and pupils carry them out independently. This is a missed opportunity for extending pupils' scientific thinking, particularly older and more able pupils.

61. The leadership and management of the subject are good. Through monitoring of teachers' planning and the sampling of pupils' work, the co-ordinator has a clear idea of pupils' standards of achievement and the quality of the curriculum provided by teachers. As a result the provision made for developing pupils' skills of scientific enquiry have improved. However, the co-ordinator is aware of the need for staff to provide more opportunities for pupils to organise and carry out their own investigations in response to a question posed by their teachers. The curriculum is organised well so that pupils have the opportunity to study scientific topics in depth and this aids their knowledge and understanding of scientific concepts and the good progress that they make. Assessment procedures are good and this information, as well as that from ongoing assessments in lessons, is used well to plan future work to cater for the needs of pupils of different abilities, including those of the more able. Resources to support teaching and learning are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Good teaching results in pupils' good achievement.
- Teachers' improving ICT skills result in pupils' confident use of computers.
- Currently, insufficient use is made of ICT to assist teaching and learning across the curriculum.
- The co-ordinators' very good expertise and the very good resources in the ICT suite have been significant factors in enabling pupils to achieve well.

Commentary

62. Standards are in line with national expectations in all year groups. Most recently, there has been a steep rise in standards as a result of the improving teacher confidence and the very good resources newly installed in the computer suite. By the time they leave the school, pupils are competent in using a range of ICT skills.

63. All the requirements of the National Curriculum are met, and Year 6 pupils use word processing, spreadsheets, multimedia presentation and control technology. Teachers and classroom assistants are currently improving their own skills, in preparation for the use of whiteboards and are keen to use the latest technology as a teaching aid.

64. Since the previous inspection report, which judged standards to be above average, the school has encountered several problems with resources. Presently, standards are in line but the pupils are on target to reach the higher levels now that there are improved resources and continuing professional development of staff. There are now structures in place for Year 6 pupils to work towards Year 7 expectations in ICT.

65. The quality of teaching is good overall. The co-ordinators' expertise is used well, for example, to provide further confidence in ICT, through strategies, such as 'drop-in' sessions. Through these, the teachers and classroom assistants are enabled to ensure that all pupils, irrespective of their abilities, achieve well. A very good example was seen in one of Year 3 classes, where the assistants enabled the pupils with SEN and one who is at the initial stage of acquiring English, to achieve well. Although this was the first lesson of the term in the computer suite, all pupils progressed rapidly, with the higher ability pupils exploring different fonts and colours. There are effective systems for assessment and this information is used well to plan the next stage of pupils' learning. In all lessons observed, there was a good balance of time between teaching skills and hands-on activities, so that pupils had plenty of opportunities to use computers for themselves. There was also a good emphasis on pupils assessing their own work in the final part of the lesson. This enables teachers to plan work that closely matches each pupil's needs.

66. The co-ordinators monitor standards and support staff well. Towards this end, they have created files for staff to enter work for monitoring. Pupils save their work in their own folder for assessment purposes. Samples are levelled according to National Curriculum criteria and judgements agreed by teachers to ensure consistency. This provides the co-ordinators with good information on how well each pupil is performing in the subject. There are good plans for developing the subject further, such as setting up of a computer club to enable the pupils to practise and develop their skills.

Information and communication technology across the curriculum

67. Currently, teachers link ICT to history and geography and some art, as observed during the inspection. Year 3 accessed the website to locate and identify their own local area. They were

delighted to identify their school, after accessing a more detailed map. Year 5 pupils were seen using a graphics package effectively to produce a plan of their own classroom. Using a multimedia package, Year 6 showed competence, accessing CD-ROMs and evaluating these for pictures, sounds, movies and colour. However, ICT does not always support teaching and learning across all other subjects. The school is addressing this issue as a matter of urgency.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils develop a good knowledge and understanding of major world religions.
- Themes are thoughtfully pursued and linked to personal qualities.
- Leadership and management are good.

Commentary

68. Standards of attainment at the end of Year 6 are in line with the expectations of the locally Agreed Syllabus, as they were at the time of the last inspection.

69. No lessons were observed in Year 6. However, from a scrutiny of pupils' work over the last year it is clear that pupils are given good opportunities to develop their knowledge and understanding of the main religious festivals of Christianity and other world religions, such as Hinduism and Islam. In discussion, they are particularly knowledgeable about recent work on the Muslim faith and the visit of a member of that faith to the school. They demonstrated a good knowledge and understanding of the Five Pillars of Islam and the rituals of prayer that Muslims followed. They enjoy visits to local churches and this ensures that they understand the significance of artefacts, such as the font, and its position close to the door of the church in welcoming children into the Church through Baptism.

70. Pupils in Years 3 to 5 develop a good knowledge and understanding of well-known Bible stories, such as the 'Parable of the Sower' and 'Noah and the Ark', and how the Bible is organised. They are given good opportunities to discuss sensitive issues, such as feeling remorse for having done wrong, and to see the need for a set of rules to govern how people behave towards one another.

71. The quality of teaching and learning observed in lessons during the inspection was satisfactory and varied from good to satisfactory. Teachers make good use of questioning to ensure pupils understand the principles of different religious faiths and to apply what they learn to their own lives and their own set of values and beliefs. A good range of resources is used to aid pupils' understanding, such as the significance of the moral teachings in the Bible.

72. The co-ordinators are providing good support to teachers as a new locally Agreed Syllabus is being introduced this term and they are still awaiting guidelines on its implementation. Therefore, the co-ordinators have planned the work for all classes this first half-term in order to ensure that the school is complying with statutory requirements despite the late publication of the new syllabus. All staff have attended training led by the co-ordinators and there are plans to provide further training and a chance for teachers to evaluate their work at the end of the half-term. Resources for the subject are satisfactory and new resources are being purchased to support teachers and pupils. There is good liaison with the neighbouring infant school to share these resources. The co-ordinators monitor teachers' planning and sample pupils' work each half term. They have a clear view of standards and ensure that assessments of pupils' work are used to plan future work. Visits

and visitors to the school are used well to ensure that pupils have a clear understanding of Christianity and other major religious faiths. As a result pupils are respectful of the beliefs of others and have a very good understanding of the multi-cultural nature of Britain today. Good use is made of the display of pupils' work to raise the profile of religious education in the school.

Geography and history

Provision for geography and history is **good**. No judgement was made at the time of the previous inspection.

Main strengths and weaknesses

- Standards are good and pupils achieve well.
- Teaching is good.
- Links to other curriculum areas are carefully planned.
- Very good subject leadership in geography.

Commentary

73. By the end of Year 6, standards are above expected levels and achievement is good. Teaching and learning overall are good. Teachers focus well on pupils' learning essential skills. Planning for both subjects is imaginative and teachers enjoy delivering the subjects and include many resources, which fire pupils' interests. In a Year 3 class, the teacher's good questioning skills motivate pupils to search diligently as they pore over atlases, aerial maps and plans and discuss the location of the main A6 road in relation to their school. Pupils in Year 6 appreciate the value of maps as they use numeracy skills to find grid references to identify places such as 'Flash'. They then use road atlases to find the shortest/fastest route from Stockport. Pupils in Year 4 gain knowledge about life in other countries and how lifestyle is affected by climate.

74. In history pupils learn to appreciate the value of the past and its influence on our current lifestyle. Teachers plan their work to link in well with other areas of the curriculum. This makes learning more fun and enhances its quality by making it more relevant to pupils. In a Year 5 lesson, pupils become 'archaeologists' and are provided with good opportunities to learn about the past as they examine a selection of artefacts, which provide interesting evidence of life in Ancient Greece. They use their literacy and artistic skills well as they record their findings while others develop mapping skills as they make comparisons between England and Greece and realise that both were vulnerable islands subject to frequent attacks.

75. Leadership and management of geography are very good with a clear focus on raising standards and providing an exciting and stimulating curriculum for all pupils. Assessment procedures are thorough and clearly identify the levels pupils attain and where improvements may be made. There is regular and consistent monitoring of planning and teaching and all teachers are keen to update their knowledge and undertake professional development. The newly appointed subject leader for History has the vision to lead the subject successfully.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Too few lessons were observed in each of the following subjects: art and design, design and technology and music to make a firm judgment about provision. Inspectors talked with subject co-ordinators and pupils, and looked at displays and examples of work.

77. In **art and design**, the available evidence shows that there are strengths in all aspects of the subject. Art contributes very well to pupils' overall spiritual, moral, social and cultural development. There are good examples of pupils working together, to enhance the school environment, such as the girls' cloakroom, painting very effective under the sea scenes. There are some attractive displays around the school, following a study on Georgia O'Keefe, Paul Klee, or Picasso. Art effectively supports learning in other subjects such as science, (Earth, Sun and Moon), religious education, (Islamic art), and history, (the Vikings). Plans are in hand to extend the use of ICT for teaching and learning in the subject.

78. In **design and technology**, evidence from discussions with the newly appointed co-ordinator and scrutiny of the co-ordinator's file, indicates that there are strengths in the subject. These include large-scale work, such as collages to support learning in other subjects, such as the religious education display following work on the Acts of the Apostles. The National Curriculum demands are fully met through carefully planned topics for Years 3 to 6. Currently, there are plans in hand to use ICT to support teaching and learning.

79. Only one lesson was observed in **music** so it is not possible to make a firm judgement about provision. However, evidence gained from talking to the subject co-ordinator, a scrutiny of teachers' planning, the lesson observed and other observations made during the inspection indicate that standards are average and that the National Curriculum is securely covered. The co-ordinator has a secure knowledge and understanding of the provision made for the subject and the school is trialling a new commercial scheme of work to support staff in their planning. Resources for the subject are satisfactory.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are in line with national expectations with approximately a third of pupils achieving above this.
- Teaching and learning are good.

Commentary

80. Overall, standards at the end of Year 6 are at expected levels. A significant minority of pupils attain standards above expectations. Pupils' achievement is satisfactory. Standards have been maintained since the last inspection.

81. Throughout the school, pupils demonstrate satisfactory co-ordination and control when carrying out a range of movements and skills. A significant minority achieve better than this and are graceful and fluent in their movements. Most pupils run, jump, twist and turn and control a balance well. They listen attentively to their teachers and work safely in a confined space. More able pupils demonstrate good control of their bodies in combining a number of complex movements into a sequence. Pupils have very positive attitudes to the subject and in all lessons observed maintained energetic activity well.

82. Teaching and learning observed during the inspection was of good quality and ensured that pupils made effective progress in their learning and achieved as well as they could. Pupils are managed well and lessons are structured effectively so that pupils of all abilities are challenged by the work they are set. Good emphasis is given to safe working practices and establishing effective routines. As a result pupils use the time well and work hard to improve their performance, such as when Year 5 and 6 pupils build a sequence of movements on different apparatus. Good use is made of pupil demonstrations and teacher encouragement to encourage those pupils who find the subject more difficult and to ensure all pupils improve the quality of their work. Good support is given to pupils with physical difficulties to ensure they take a full part in lessons.

83. The school takes a full part in local sporting events and there is a wide range of extra-curricular sports clubs that are paid for by parents. Swimming is provided for well and most pupils leave the school able to swim 25 metres. A significant number achieve better than this.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

84. This area of the school's provision is seen as crucially important by all staff and is embedded in many areas of the school's work.

85. Pupils develop good citizenship skills throughout the school. They are frequently consulted over issues affecting them, and thus become involved in decision making early on. The school council gives pupils' frequent opportunities to put forward their views. For example they have been consulted over the decorations to be chosen in their toilets. Pupils develop good social skills through the frequent opportunities provided for them by the staff. An annual residential visit to the Kingswood Outdoor Activity Centre is open to all age ranges and there is a very good take up. Pupils raise good sums of money and gifts for a range of charities enhancing their understanding of moral and social issues.

86. The sense of community built up in the school is a great strength in promoting better learning in a calm, peaceful and orderly atmosphere. Pupils are very aware of their responsibilities to themselves and to others. They show care and consideration, and undertake tasks and other responsibilities such as library monitors or front office duties seriously. All pupils know and understand the school rules, which are consistently applied. The school keeps informal records of pupils' progress in these areas, and teachers use this information to enlighten parents effectively when reports go home or during consultation evenings. The school has also been involved in a Drugs Awareness workshop, and pupils have performed a play promoting awareness of choices effectively.

87. The impact of provision is self-confident pupils who, as they move through the school, develop a very good sense of responsibility and awareness of the effect of their behaviour on others.

88. Two lessons were observed which showed pupils are confident to give opinions and share feelings. In Year 5 pupils learn that a range of opinions is possible as they engage in well-chosen scenarios to gain a better understanding of the process of democracy. In a very well structured lesson for Year 6 pupils, the teacher's very skilful questioning technique enables pupils to see clearly how the different writing styles of journalists appeal to a wide variety of audiences. The content of these lessons is having an impressive impact on pupils' understanding of how information may be presented and the impact it may have on the audience.

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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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