

# INSPECTION REPORT

## **LADYBRIDGE PRIMARY SCHOOL**

Cheadle, Cheshire

LEA area: Stockport

Unique reference number: 106054

Headteacher: Mrs C Jackson

Lead inspector: Mrs J M Barnes

Dates of inspection: 31 January – 2 February 2005

Inspection number: 267167

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	197
School address:	Councillor Lane Cheadle Cheshire
Postcode:	SK8 2JF
Telephone number:	0161 428 5445
Fax number:	0161 491 6218
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Houghton
Date of previous inspection:	10 March 2003

## CHARACTERISTICS OF THE SCHOOL

Ladybridge primary school is of average size with 202 pupils on roll aged from three to 11 years. There are fairly equal numbers of boys and girls. The 27 pupils in the nursery attend part time. The school is housed in a modern building about two miles from the centre of Stockport, and mainly serves a well established area of local authority housing. The proportion of pupils entitled to free school meals (35 per cent) is well above average; this reflects the local area which has significant elements of economic and social disadvantage. When the children start school in the nursery their attainment covers a wide range, although generally it is below what is expected for their age, especially in the area of communication, language and literacy. Through the school, the proportion of pupils with special educational needs (35 per cent) is well above average; this includes 13 pupils with statements of special educational need which is also well above average. The range of special educational needs includes moderate learning difficulties, speech and communication difficulties, and social, emotional and behavioural difficulties. Nine of the pupils with statements of special educational need have a range of severe, complex and profound learning difficulties including hearing impairment and aspects of autism. These pupils gain special funding which provides staffing and facilities within the school to cater specifically for their needs. The school has about 10 per cent of pupils from minority ethnic groups, most of whom are bilingual or speak English as their first language. A very small number of pupils are at the early stages of learning English as an additional language. Many pupils have been at the school since before they were six years old, but overall the school has a higher than average number of pupils who have come from other schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
32073	Mrs J Barnes	Lead inspector	Science Art and design Design and technology Physical education English as an additional language
19344	Mr D Jones	Lay inspector	
30724	Mrs D Hiscock	Team inspector	Mathematics Music Areas of learning in the Foundation Stage
32159	Mrs B Remond	Team inspector	English Geography History Information and communication technology Religious education
29261	Ms P Ward	Team Inspector	Resourced provision for special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services  
 Anglia House  
 Carrs Road  
 Cheadle  
 Stockport  
 SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>18</b>
<b>RESOURCED PROVISION FOR SPECIAL EDUCATIONAL NEEDS</b>	<b>20</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>23</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>36</b>

## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**The overall effectiveness of the school is satisfactory.** This is an improving school with the capacity to improve its effectiveness further. Although pupils are now making satisfactory progress, standards are not yet high enough, especially in English and mathematics. Developments in the two years since the last inspection have resulted in significant improvements in teaching, learning and pupils' behaviour which are all satisfactory and sometimes good. Children get a good start to their education in the Foundation Stage and standards are improving through the school. The school is a welcoming place for all pupils whatever their background. It is well led by the headteacher, and there is a strong commitment to further improvement. Pupils with special educational needs are well served and successful. **The value for money provided is satisfactory.**

#### **The school's main strengths and weaknesses are:**

- Standards are too low in Years 1 to 6 in English, mathematics and science, especially for the most capable pupils.
- The headteacher's leadership of the school is good, and the school has a very positive ethos for learning.
- Teaching is good or better in two out of three lessons, but there is not enough very good teaching.
- The pupils make rapid progress in the Foundation Stage.
- The provision for pupils with special educational needs is good overall and very good for those pupils in the resourced provision.
- Assessment is not used effectively to plan work for pupils at different levels of attainment.
- Pupils' behaviour is good, they enjoy school and their positive attitudes to learning have helped them to improve their achievement.
- Co-ordinators manage their subjects well, but do not have a sufficiently clear role in planning pupils' learning and raising standards in their subjects.
- Links with parents, although satisfactory, are not contributing sufficiently to pupils' progress.

The school has made good progress since the last inspection. Leadership and management are satisfactory. The quality of teaching has improved significantly and no unsatisfactory teaching was seen. The curriculum is now suitably balanced, with effective schemes of work and appropriate allocations of time. New staff have settled quickly into the team and those with management roles have had a positive impact on their subjects. The improvement in pupils' behaviour and attitudes has been a significant influence in the development of a productive environment for learning. There remain the issues of planning work at the right level of challenge for pupils of different capabilities, and raising standards of attainment further in English, mathematics and science.

### **STANDARDS ACHIEVED**

**Overall, pupils' achievement is satisfactory.** In the Foundation Stage pupils make brisk progress and achievement is good, with most pupils set to attain the goals for their age group, except communication, language and literacy, by the end of the reception year. In Years 1 and 2, pupils' achievement is satisfactory, although standards overall are below average. The improvements in teaching and pupils' behaviour have had a positive impact

on standards, especially in reading and writing, which are close to average for the majority of pupils. Pupils' progress has also improved in mathematics and science, and again standards have risen although they are below average. In other subjects inspected, pupils' standards in Years 1 and 2 are broadly in line with expectations for their age and progress is satisfactory. In history standards are higher than usual for the age group and achievement is good. There was insufficient evidence to make judgements in art and design, design and technology and music.

In Years 3 to 6 pupils' overall achievement is satisfactory. Good achievement is evident in science; geography; information and communication technology; physical education and religious education, as pupils respond well to the systematic teaching of these subjects. However, many pupils are still making up gaps in their knowledge and understanding, so although standards overall are rising, they are below average notably in the core subjects of English, mathematics and science. In the non-core subjects, pupils' standards are in line with national expectations for their age. There was insufficient evidence to make judgements on standards in art and design and music.

Pupils with special educational needs achieve well and attained suitably high standards. Those pupils who have the most complex special educational needs, make very good progress with the help of additional resources including staffing.

Pupils who work in English as an additional language also make good progress and some achieve the higher standards in their year group.

The school's results in national tests are well below those of other schools nationally and similar schools. However, they are strongly influenced by the high proportion of pupils with special educational needs and do not adequately reflect pupils' achievement. Nonetheless, many pupils are capable of achieving better results in English, mathematics and science, especially the most capable.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E*	E	E
Mathematics	E*	E	E	E
Science	E	E*	E	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' personal qualities are developed effectively, including** pupils with special educational needs. They have positive attitudes to school; behaviour is good and spiritual, moral, social and cultural development satisfactory. Almost all pupils attend regularly and are punctual.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory** overall although there is not enough very good teaching. Lessons are interesting and motivate pupils effectively. Not all pupils have work which is well matched to their needs and this slows progress, particularly for the most capable pupils. **The curriculum is sound** with good opportunities for enrichment. Pupils are well cared for and supported but not sufficiently well informed about how to improve their learning. Links with parents are satisfactory with a need for better communication about how they can help their children.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is satisfactory.** The school is well led by a competent headteacher with effective support from the local authority and key staff. Subject co-ordinators manage their subjects well, however the responsibility for planning pupils' progress is unclear. **Governance is sound** with governors contributing to the vision for the school and gaining the experience to be critical friends to the senior management. Recent inspections as well as the headteacher's reports have provided a clear picture of the school's strengths and weaknesses. Statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Overall, parents and pupils have positive views of the school.** Many feel they would like to support their children better and have reasonable concerns about the effectiveness of homework. The school rightly recognises there is room to improve this aspect of its links with parents. Concerns about bullying were also expressed. The inspection found the occasional incidents of harassment were dealt with quickly, although on rare occasions it took a little time to fully resolve the issue.

## **IMPROVEMENTS NEEDED**

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

- Further improve standards in English, mathematics and science, especially for the most capable pupils.
- Ensure that the management responsibility for the planning of pupils' learning and achievement is clearly designated and effectively impacts on standards of attainment.
- Use the current substantial data on pupils' attainment and achievement to plan more effectively for pupils at all levels of attainment to make brisk progress.
- Involve parents more actively in the learning of their children.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

**Overall, standards are below average although pupils' achievement is satisfactory.** Pupils' attainment on entry to the nursery is below that expected for pupils' age. Achievement is good overall in the nursery and reception years. With the exception of those with special educational needs, most pupils are on target to attain the goals expected for their age in all areas of learning except in communication, language and literacy. In Years 1 to 6 pupils' achievement is satisfactory, mainly because the quality of teaching and pupils' behaviour have improved recently, creating a more positive environment for learning. Although standards have also improved they are below average overall at Year 2 and Year 6. The most capable pupils in Years 1 to 6 do not achieve as well as they should, mainly because their work is often not sufficiently challenging. Pupils with the most complex special educational needs have additional staffing resources and facilities, and achieve very well.

#### **Main strengths and weaknesses**

- Improvements in teaching and behaviour have enabled most pupils to increase the pace of their progress and achieve better standards in the core subjects.
- A good start is made in the Foundation Stage to ensure pupils achieve well enough to get closer to the national expectations for their age.
- There are still some inconsistencies in the pace of pupils' progress in some subjects and year groups although the school's improved tracking procedures are helping to eradicate these.
- Pupils with special educational needs and those learning English as an additional language are well served; most achieve well and attain suitably high standards.
- The achievement of pupils with complex special educational needs is very good.
- Standards overall are not high enough, particularly in English and mathematics, and for the most capable pupils.

#### **Commentary**

1. The school's intake of pupils, although covering the full range of ability, has a much larger than average proportion of pupils with statements of special educational need. Some of these pupils have severe, complex and profound learning difficulties and have specially resourced provision; others are catered for within the mainstream classes but have additional adult support on a regular basis. Overall, the majority of pupils begin school in the nursery with attainment which is below that of most pupils of similar age. The proportion of pupils with special educational needs, which varies with each year group, results in the data generated by the national test results at Year 2 and Year 6 also varying significantly from year to year.
2. Since the last inspection two years ago the school has made significant improvements in several aspects of its work, notably in the quality of teaching and in pupils' behaviour and attitudes, which have resulted in better learning and improved standards and achievement in most subjects. However, these improvements are not yet consistent throughout the school or across subjects. Standards of attainment in Years 3 to 6 are particularly affected by the pupils' need to catch up on previously low attainment. Nonetheless, in most subjects their achievement is at least

satisfactory and sometimes good so the potential for further improvements in standards is good.

3. In the Foundation Stage, pupils make very good progress in the nursery, particularly in their personal and social development. By the time they are in the reception class pupils' achievement is good in communication, language and literacy, and in their knowledge and understanding of the world, although most are unlikely to reach the expected goals for their age by the end of the year in either of these areas of development. In personal and social, and in mathematical development, pupils' achievement is very good and most pupils are likely to reach their goals. In physical development, pupils' achieve well and in this area also are likely to meet their goals. There was insufficient evidence to make a judgement on pupil's creative development. Overall, the successful teaching and learning in the Foundation Stage results in most pupils significantly improving their knowledge, skills and understanding, although a minority learn slowly are unlikely to meet the goals for their age before they enter Year 1.
4. In English, inspection evidence shows that standards are average by Year 2 and below average by Year 6. Achievement is satisfactory in both key stages. In mathematics, standards are below average at Year 2 and Year 6, but achievement is satisfactory as pupils respond well to the systematic teaching of the subjects and develop a good basic understanding of number. The most able Year 2 pupils attain above average standards. There is a similar picture of below average standards in science at Year 2 and Year 6, but achievement is good in both key stages and standards are improving rapidly as pupils take a more active part in their learning.
5. In the other subjects inspected, standards in Year 2 are in line with expectations for the age and achievement is satisfactory in geography, information and communication technology, and religious education. In physical education standards are suitable for the age group and are rising as achievement is good. In history standards are above those expected for the age group and achievement is good. There was insufficient evidence to make judgements in art and design, design and technology and music. In Year 6, standards are in line with expectations for the age group and achievement is satisfactory in design and technology, history and religious education. In physical education, geography and in information and communication technology suitable standards for the age group are attained, and achievement is good as pupils build systematically on their skills. There was insufficient evidence to make judgements on art and design and music.
6. Most pupils with special educational needs make good progress and by Year 6 attain suitable high standards for their ability in English, mathematics and science, although these are often below expectations for their age. Improvement since the last inspection has been satisfactory with the introduction of some innovative practice such as the development of a 'calm room'. The needs of the pupils are identified at an early stage, with care taken to gather information from other agencies and schools so that targets for further achievement are manageable. The school responds well to the challenges presented.
7. Pupils learning English as an additional language make good progress and some achieve the higher standards in their year group. Those at the early stages of learning English are well supported and monitored by the local authority support staff and achieve well. This provision is of good quality, efficiently recorded and effective, despite the limited time support staff are in the school.

8. The school's national test results in English, mathematics and science compare unfavourably with other schools nationally and with schools with a similar entitlement to free school meals. This is mainly due to the high proportion of pupils with special educational needs in the year groups involved. Nonetheless, results at both Year 2 and Year 6 should be higher, particularly for the more capable pupils. The planning of teaching and learning to provide a better match for different levels of attainment in each year group is not yet accurate enough to make the best of all pupils' capabilities.

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

Standards in:	School results	National results
Reading	13.3 (13.3)	15.8 (15.7)
writing	11.0 (11.8)	14.6 (14.6)
mathematics	14.5 (15.4)	16.2 (16.3)

*There were 29 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	23.9 (22.6)	26.9 (26.8)
mathematics	23.9 (24.3)	27.0 (26.8)
science	26.5 (24.9)	28.6 (28.6)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **good** overall which is a significant improvement from the last inspection. Attendance is **satisfactory** and punctuality is good. Personal development is good. Pupils' spiritual, moral, social and cultural development is **satisfactory** overall.

### **Main strengths and weaknesses**

- The school has high expectations for pupils' behaviour and reinforces its expectations in day to day activities.
- The school promotes attendance very well using a broad range of strategies including rewards and close monitoring of data.
- Relationships between staff and pupils are strong and successful encourage good relationships between pupils.
- The school deals effectively with a small minority of pupils who find good behaviour difficult to maintain.
- The school's approach to preparing pupils for life in a multi-cultural society is not systematically developed through the year groups.

### **Commentary**

9. The improvement in pupils' behaviour since the last inspection has been a major achievement for the school. A broad range of strategies have been used to reach the present positive position including improving staff skills in managing pupils' behaviour; making sure lessons are interesting and practical; enhancing the curriculum with extra clubs and sporting activities, and having clear and consistent approaches to rewards and sanctions. Parents have recognised and appreciate the improvements, as pupils are able to concentrate on learning in lessons. There is a very small group of pupils who have difficulty in consistently behaving well. Most of these pupils have statements of special educational need and many have additional adult support. The occasional outbursts of disruptive behaviour are handled well by staff and, although less than ideal, have little impact on the learning of other pupils.

10. Incidents of bullying are rare and dealt with promptly. Both parents and pupils have the confidence to report incidents and, where these cannot be solved immediately, communication is generally satisfactory. Racial harmony is carefully monitored and incidents are reported to have reduced substantially since the last inspection; there have been no incidents logged in almost a year. The local authority has provided well targeted support in helping the school improve behaviour including the provision of a behaviour support assistant, and the school has added a learning mentor to the staffing complement. The additional staff have successfully enabled individual counselling and support to be available where needed. This has helped to give targeted pupils the skills to manage better their own behaviour.
11. Pupils' attitudes towards their work have also improved since the last inspection and are now good in the Foundation Stage and Years 1 to 4 where they not only enjoy coming to school but also are keen to learn and take an active interest in what they are being taught. In the older year groups, especially Years 5 and 6, although attitudes are satisfactory and pupils enjoy coming to school, many tend to be more passive in their approach to learning and overly rely on teachers to provide the incentive for their learning.
12. The school has a positive ethos, with good relationships and respect being the daily basis for pupils' personal development. This works well in encouraging pupils' self-esteem and confidence to contribute. Regular lessons in personal, social and health education also effectively support personal development. Independence is encouraged by formal means such as the school council, but also in taking responsibility for their belongings and behaviour in lessons. This is especially evident in the youngest classes, where provision for pupils' personal and social development is very good and they are on course to meet the goals set for their age by the end of the reception year.
13. Pupils with special educational needs generally form effective relationships with their peers and adults. They feel secure when contributing to the discussion elements of lessons and teachers positively encourage their contributions. Older pupils make a contribution to the review of their individual education plans.
14. Spiritual awareness is positively promoted in assemblies and religious education, mainly through illustrative stories and information that helps them to develop their own values principles and beliefs. They are encouraged to identify and consider their own feelings and those of other people, and to relate to others with empathy and understanding. This was clearly evident on several occasions during the inspection when mutual respect was evident between pupils in mainstream classes and those from the resourced provision where working alongside each other. Social and moral development is an integral part of the daily life of the school and has developed well since the last inspection. Cultural development is satisfactory, with good examples of the study of customs and traditions in various religions and societies. However, within this positive consideration of others beliefs and preferences, little attention is paid to how pupils will develop their own role in a multi-cultural society beyond the expectation that they will be tolerant.

**Attendance in the latest complete reporting year (93.4%)**

Authorised absence	
School data	5.9

Unauthorised absence	
School data	0.7

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.

15. Most pupils attend regularly and are punctual. Levels of attendance have improved considerably from those recorded in the previous inspection report and are now close to the national figures. However this improvement does not fully reflect the extensive level of monitoring and support given by the school. Although the school's efforts have been successful in many cases, for example, the number of pupils whose attendance was below 80 per cent has been reduced from 40 to 20; there is still a small but persistent minority of pupils whose attendance is poor. A small number of parents are not effective in ensuring their child's attendance, although prosecution has led to individual improvement. The children respond well to the schools' provision of rewards and encouragement. Although persistent lateness is evident among a small cohort of pupils, this does not reflect their eagerness for and enjoyment of school.

**Exclusions:** the school uses exclusions sensibly and the rate has fallen with only one pupil having two fixed period exclusions in the last school year.

**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	150	2	
White – Irish	1		
White – any other White background	8		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African	2		
Asian or Asian British – Indian	1		
Asian or Asian British – Pakistani	7		
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	1		
Black or Black British – African	3		
Black or Black British – any other Black background	1		
Any other ethnic group	1		
No ethnic group recorded	2		

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education provided by the school is satisfactory.** Teaching and learning are satisfactory overall although there is not enough very good teaching. The curriculum is satisfactory. Pupils are well cared for and supported but not sufficiently well informed about how to improve their learning. Links with parents are satisfactory with opportunities for better communication about how they can help their children.

**Teaching and learning**

Teaching and learning are **satisfactory** overall, with regular examples of good teaching in lessons but only rare examples of very good teaching, mainly in the resourced provision for pupils with statements of special educational need.

### **Main strengths and weaknesses**

- Pupils in the Foundation Stage are taught consistently well, and make good gains in their learning.
- Teachers throughout the school prepare lessons well, capture pupils' interest and generally maintain their motivation through visual resources and practical activities.
- Expectations for behaviour are high and the management of behaviour is good.
- The teaching and support assistants provide valuable support for learning in lessons, particularly for pupils with special educational needs.
- The match of teaching and learning to pupils' levels of attainment and capability is not always accurate.
- Not enough use is made of assessment data in planning lessons or marking to help pupils understand how they could improve.

### **Commentary**

16. Teaching is consistently good or very good in the Foundation Stage and there is a similar proportion of satisfactory and good teaching in Year 1 and 2, and Years 3 to 6. Improvements in teachers' skills in managing behaviour, their subject knowledge and improvements in schemes of work to guide what is taught in lessons has improved the quality of both teaching and learning particularly in Years 1 to 6. New staff have also provided additional expertise, particularly expectations for higher standards for Year 6 pupils. The local authority and local schools have helped to achieve this by sharing expertise and staffing.
17. Teachers prepare lessons well, making good use of resources and practical activities to stimulate pupils' interest and maintain their motivation. Lessons are timed well with the sequence of planned work usually completed within the session. Pupils respond well to being included in class discussions and many are keen to contribute their ideas. The systematic use of the school's revised schemes of work for most subjects is consolidating pupils' knowledge and understanding, and although there are still gaps especially with older pupils, teachers are adept at revising and consolidating learning without losing the pace of new work.
18. Throughout the school pupils use listening skills well when considering other pupils' contributions but their speaking skills are less well developed. Strategies such as 'talking partners', with whom they can discuss issues before coming to a decision, provide appropriate opportunities for pupils to express themselves verbally. The school has worked hard to raise standards in reading by encouraging pupils to read for enjoyment and information and by developing the reading environment throughout the school. By Year 6, standards in reading are average for most pupils. The school library, with its range of fiction and factual books provides a satisfactory resource for pupils to use. Differing expectations across the year groups, leads to inconsistencies in handwriting and this affects the presentation of pupils' writing and their pride in their work. The development of pupils' enquiry skills has benefited from the additional practical work in mathematics and science, although there is little independent enquiry by pupils as most investigations are designed by teachers.

19. Relationships between staff and pupils are good and form the basis of much of the management of behaviour which is a good feature of almost all lessons and a significant improvement since the last inspection. Expectations for behaviour are high and most pupils apply themselves well to their work, although some need the regular encouragement of an adult. Most lessons have a suitable atmosphere for learning and the additional adults in many lessons add considerably to the choice of teaching and learning strategies that are available to the teacher. Occasionally, a pupil becomes disruptive but the school is well equipped to handle these occurrences and they rarely disturb other pupils' learning significantly.
20. The aspect of teaching and learning which needs developing further is the use of the data being generated by the school's improved assessment systems to plan an accurate match of teaching and learning for the full range of pupils' attainment in each year group. At present, although pupils often have different tasks to complete these are not always sufficiently well matched to the pupils' levels of attainment and capabilities. The most disadvantaged are the more capable pupils who often spend time of low level tasks, without the challenge to accelerate their progress sufficiently. Occasionally, as in some mathematics lesson in younger classes, the tasks are too challenging and again this slows progress. Teachers' marking is rarely of the quality that enables pupils to recognise how to improve their work and links to pupils' targets are only occasionally made. When work is well matched to pupils' stage of learning, they work with enthusiasm, often in small groups, sharing ideas and being reasonably independent of adults as they sustain their learning over a significant length of time. This is particularly evident in the nursery but also in some work, including physical education, in the older year groups.
21. Staff have a strong commitment to providing equal opportunities for all pupils, and this is clearly demonstrated in the way everyone is included in the school's activities. However, as the progress of some pupils is being slowed by an inadequate match of teaching and learning to their needs, this affects their opportunities to achieve.
22. For pupils with special educational needs, and those learning English as an additional language, support is well organised and the teaching is usually good. In lessons, activities and tasks are not always well matched to their needs because targets for learning are not always sufficiently focused. Most pupils make good progress because of the individual support they receive from adults. Teachers and teaching assistants work to ensure all pupils feel valued. There is a good working relationship between the special needs coordinator, teachers, teaching assistants and the external support teams. Teaching assistants are a dedicated and caring team, supporting individual pupils well. Staff attend training and development both at school and at the local Special School.

### ***Summary of teaching observed during the inspection in 48 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (19%)	23 (48%)	16 (33%)	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.*

### **The curriculum**



The school provides a **satisfactory** curriculum, including a good range of opportunities for learning outside the school day. The provision for personal, social and health education is good. Accommodation is good and resources are satisfactory.

### **Main strengths and weaknesses**

- The provision for pupils with special educational needs is good and leads to suitably high standards.
- The provision for information and communication technology has improved and is now satisfactory.
- There is a good support for a range of learning outside the school day.
- Provision for personal, social and health education is good.
- Specialist knowledge is not always used effectively to support learning.

### **Commentary**

23. The school's curriculum gives pupils a broad range of experiences and includes all the subjects of the National Curriculum and religious education, leading to satisfactory learning opportunities for most pupils. The curriculum for the nursery and reception year is based on the national guidance, and the breadth of the opportunities provided is good. The very good provision in the resourced base and the innovative provision of the 'calm room' contribute to good provision for pupils with special educational needs. The identification of gifted and talented pupils is in the early stages of development and the curriculum has not yet been adapted to their needs.
24. Improvements since the last inspection are good. The curriculum has a better balance and the identified curriculum weakness in information and communication technology has been successfully addressed. A new computer suite and interactive whiteboards support pupils' learning across the curriculum. Curriculum links across subjects are being established informally but are not yet part of a whole school plan.
25. The school's routines run smoothly and the pace of learning across the curriculum is helped by timetabling opportunities for physical activities well spaced with desk bound activities. The school effectively prepares pupils for the next stages of education and inducts pupils well when they join the school. Assemblies are satisfactory, with visitors from the local community providing additional contributions, such as a support worker talking about Judaism. The school community meets regularly, strengthening the school ethos and values and reinforcing positive attitudes.
26. There is an effective approach to enriching curriculum provision that recognises that all pupils need to have interesting and stimulating experiences in order to maintain their motivation. Pupils are encouraged to take part in sporting events involving local schools and benefit from the use of skills of both the school's staff and external providers to develop drama, music, the outside environment and sport. The match of teachers to the curriculum is adequate but specialist knowledge is not always used effectively to manage and support pupils' learning throughout the school. The match of support staff is sound for individual or groups of pupils, who have specific needs and support staff in the Nursery and reception classes, are effectively deployed.
27. The school accommodation is good, the school recently benefiting from a new building which is used effectively to provide a range of facilities. The library is

satisfactorily equipped and pupils have a range of interesting and informative books to read. The accommodation for pupils in the Nursery and reception classes is very good with access to the outside from each area. Resources there are good.

28. The curriculum provision for pupils with special educational needs is good, individual pupils are well supported by adults and the school meets its statutory requirements. The integration of pupils in the resourced provision into mainstream curriculum is successful as each has the benefit of a support assistant who is familiar with the pupils' achievements and needs and can usually make the link between these and the class teacher's provision.

### **Care, guidance and support**

The school makes **good** provision for the care, welfare and health and safety of its pupils. Pupils receive satisfactory support, advice and guidance. The involvement of pupils in the work of the school is good.

### **Main strengths and weaknesses**

- The support for pupils with special educational needs is very effective in enabling them to achieve suitably high standards.
- Pupils have positive views of the school and trust the adults who work with them.
- Pupils have too few opportunities to evaluate and develop their own work.
- Assessment procedures and data are not yet used effectively to ensure pupils at different levels of attainment are suitably challenged.

### **Commentary**

29. The school building and its grounds provide a safe, secure learning environment that is also pleasant and stimulating. The strength of the school's care, guidance and support is in the high quality of pastoral relationships that exist and the commitment of all staff to support and encourage the pupils' progress and achievement. The pupils regard staff with trust and affection. There is a broad range of effective initiatives promote and stimulate pupils, many of whom are disadvantaged socially and physically. These include behavioural support and the provision of a learning mentor who provides support for pupils and parents. This individual work is particularly valuable as it helps to recognise and avoid behaviour which is disruptive, and encourages positive self esteem.
30. The school council provides a good forum for the pupils to express their views and contribute to aspects of their school life. They enjoy responsibility and respond well to opportunities for initiative. Pupils' views of the school are mainly positive and they appear to enjoy particularly those lessons which include practical activities or physical skills.
31. Procedures for the induction and transfer of pupils are overall good and give support and confidence as they move through school. The ready acceptance by all staff of their responsibility in the care, welfare, health and safety of pupils adds significantly to the school's provision. Due care is taken with aspects such as the use of medicines and procedures for reporting accidents. The designated child protection officer is well informed, staff training is current and they are aware of their responsibilities for this aspect.

32. A strength of the school is the good support it provides for pupils with a wide range of special educational needs. Pupils' individual needs are identified and appropriate support is provided to meet these needs. Older pupils are encouraged to contribute to their individual education plan. Work in classes in addition to addressing learning needs, focuses on improving pupils' social skills and raising self-esteem so that barriers restricting their ability to learn are broken down. In addition, the resourced provision, enables very good support to be given to pupils who have a range of challenging learning, physical and emotional needs.
33. Although most pupils' achievement has improved significantly since the last inspection, there is room for better use of the assessment data that is now available to make sure pupils know how they can improve their work, and to plan lessons which provide the right level of challenge for pupils at different stages of learning.

### **Partnership with parents, other schools and the community**

**Links with parents, the community and with other schools and colleges are satisfactory.**

#### **Main strengths and weaknesses**

- Parents' views of the school are supportive.
- The arrangements for parents to support their children's learning are not fully effective.
- Links with local schools have provided the school with expertise to improve teaching and learning.

#### **Commentary**

34. Almost half the parents responded to the pre-inspection enquiry through attending the parents meeting or returning their views on the questionnaires provided. A majority gave strong support for the educational provision of the school and the school's efforts to inform and involve them. They acknowledged easy access to staff to discuss concerns that are generally resolved to their satisfaction. They receive useful reports of pupils' progress and achievement, and have the opportunity at formal appointments to discuss these with the class teacher. Arrangements for secondary school transfer are sound and parents are well supported when their children are admitted to the nursery.
35. The school has a range of strategies to involve parents in the work of pupils at school and at home. However, these are not entirely successful. Some parents are uncertain about what their child should be doing for homework, and the inspection found that there was considerable variability in the quality of the homework provided. A small number of parents are involved in lessons or other support in school, and they are effective and valued. For example, they provide bi-lingual support; organise an after school club, and help with school visits. There are opportunities for better communication between school and parents, which the school is looking to develop, especially keeping the website up to date. The involvement of the community in using the school building and facilities is at a very early stage of development although the school has plans to extend this provision in the near future.
36. Links with other schools and colleges have been of significant benefit in the school's recent drive for improvement, especially links with the local beacon schools which have provided staff expertise to support improvements in teaching and learning. The

secondary school which receives the majority of the school's pupils also contributes staff to introduce Year 6 pupils to learning French.

37. The school has satisfactory relationships with parents of pupils with special educational needs. Parents know the special needs coordinator and are informed of any concerns at the earliest stage. Parents of pupils with individual education plans are invited to take in the review process by contributing their views towards the setting of targets for the pupils concerned.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The leadership of the headteacher is **good** and that of other key staff is satisfactory. Management and governance are satisfactory.

### **Main strengths and weaknesses**

- The school is welcoming, orderly and generally calm.
- The headteacher provides successful leadership in overall school improvement and has a clear vision for the school's further development.
- The school's strategic planning tools are not sufficiently rigorous to ensure best progress in the future.
- The responsibility for managing pupils' learning and accounting for their progress is not clear.

### **Commentary**

38. The school is emerging from a period of ineffectiveness, with considerable instability in staffing and changes to the senior management team. The last inspection, almost two years ago, left the school with a substantial agenda for improvement in several important areas and with a short time scale in which to succeed. The headteacher has led the improvements well, with good support and advice from the local authority. She has a clear long term vision for the school and has successfully motivated staff and governors to contribute to the school's progress and work effectively as a team. Several of the key staff, including the deputy headteacher, have been appointed since the last inspection almost two years ago. Other staff have changed responsibilities or the year groups they teach. Two teachers have qualified relatively recently. As a result of this instability and given the extensive agenda for improvement, the headteacher has expected staff to focus primarily on the quality of teaching and learning within their own classes. This sensible decision led to the headteacher retaining the overall leadership of most of the recent initiatives, although subject co-ordinators and others with responsibilities have contributed effectively to the management of most of these initiatives.
39. These arrangements for leading school improvement have worked effectively. Standards, achievement and the quality of teaching have all shown significant improvements since the last inspection, although further progress in these areas is needed. Key staff are now well placed to take on a more active role in the leadership of their areas of responsibility. All are committed to improvement and to ensuring every pupil makes suitable progress and is fully involved in all the school offers. However, the school's approach to strategic planning is not sufficiently focused on key issues to ensure that the leadership's shared aspirations for further improvement will be fulfilled. The current school development plan lacks rigour. For example,

dates, success criteria, monitoring and evaluation are often too vague to be effective, and priorities are unclear. In particular, details of how standards are to be improved are considerably understated. The school's present allocation of management responsibilities does not make clear how the overall management of pupils' learning and progress is to be undertaken. There is some confusion between the roles of the subject co-ordinators, the key stage leaders and the senior management team which obscures lines of accountability for these important areas.

40. The management of the school is sound. Daily routines run smoothly, and the school is a calm, orderly and welcoming place where staff, pupils and parents are respected. Complex provision for a wide range of pupils' needs and a larger than usual number of staff are well organised. For example, the management of the provision for pupils learning English as an additional language is divided between the teacher from the local authority's support service and the school. Overall this works well, although planning for their unsupported work in class lessons could be better, and most pupils make good progress, mainly because of the regular assessment and evaluation by the local authority's support teacher. An extensive programme of professional development has improved teaching skills and teachers' knowledge of their subjects. Self evaluation techniques are in the process of being developed, although current examples tend to include limited information on the impact of various initiatives on pupils' learning and achievement.
41. The governing body is closely involved with the work of the school. Governors contribute to the schools overall direction through expressing their views which are informed by regular visits to the school, training, reports from the local authority and HMI. Although not all governors are experienced, they take an active interest in the school and its effectiveness. The organisation of the governing body has been improved and meetings and committees with suitable terms of reference are in place. Statutory requirements are fulfilled and arrangements are in place for aspects such as disciplinary proceedings. There is a strong commitment to accepting and providing for all pupils whatever their needs or background. Governors are aware of the strengths and weaknesses of the school, mainly because of the findings of external inspections and the headteacher's reports. They are prepared to challenge the senior management, but most are not yet sufficiently experienced to do so although they make their views known both at governors meetings and directly to the headteacher.
42. The governing body fulfils its responsibilities for pupils on the school's special educational needs register by being kept informed on a regular basis. There is also support from the link governor. The school's policy is reviewed regularly and is in line with the Code of Practice. Provision for special educational needs is led and managed effectively by a knowledgeable special educational needs coordinator who is well organised, well informed, approachable and supports colleagues well.
43. Financial arrangements are carefully monitored and the principles of best value guide expenditure. However, a falling roll, staff absence and the need to improve the school's effectiveness quickly, have led to a likely overspend in the current year of approximately £25,000. Arrangements have been made with the local authority to ensure this amount will be repaid over the next two years, and the school is on target to do so.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	724,547
Total expenditure	699,432
Expenditure per pupil	3,462

Balances (£)	
Balance from previous year	12,763
Balance carried forward to the next	25,115

## **THE RESOURCED PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

**Provision for pupils who attend the Resourced Provision is very good.**

### **Main strengths and weaknesses**

- Pupils make very good progress and achieve very well.
- Resource teachers and resource school integration assistants work as a very effective team to provide very good quality teaching and learning.
- Pupils enjoy coming to school and being part of a mainstream class.
- Adherence to the timetable is a little restrictive.

### **Commentary**

44. Ladybridge School is a resourced school for pupils with severe, profound and complex special educational needs. Each of the nine pupils has a statement of special educational need. The two part time teachers and five resource school integration assistants, work as a highly effective team to meet the individual needs of these pupils. Careful organisation enables pupils to be taught individually, and in small groups in the resource teaching area. Because the school strives to be fully inclusive of pupils with special educational needs, pupils also join their peer group classes for registration, assemblies and, where deemed appropriate, lessons throughout the curriculum. This enables them to make friendships with pupils of their own age and be a member of a mainstream class. Pupils from the main school benefit from having the resource pupils in their classes and the resource pupils enjoy participating with pupils of the same age.
45. Pupils achieve very well and make very good progress. The individual programmes of work which are based on each pupil's statement of special educational needs are very carefully planned to enable pupils to concentrate on those areas of learning that have been prioritised. Continual assessments ensure that pupils' previous learning is successfully built upon. The careful records maintained clearly show that although the learning steps are small, over their time in the school, pupils make very good progress and achieve very well in relation to their earlier learning. This is particularly noticeable for those pupils who have been in the school for several years. The careful adaptation of tasks and teaching aids, and the very good level of teaching and individual support provided, are major factors that enable pupils to succeed as well as they do, particularly in their personal and social, communication and numeracy skills.
46. Pupils' attitudes to learning are good. They are learning to conform and build relationships. They show interest and excitement in their work sustaining concentration for short periods of time.
47. Teaching is very good. Resource teachers have a thorough understanding of how to teach pupils with profound learning difficulties and use methods that enable pupils to learn effectively. They are particularly knowledgeable in how to minimise potential

disruption. Each morning there is a meeting where the teacher and the integration assistants discuss the programme for the day and the individual teaching tasks for the pupils they support. A cheerful welcoming environment has been established, therefore pupils enjoy coming to school. Pupils are encouraged to sing greetings to each other and welcome their friends from their mainstream class who are invited to join them. Praise for their achievements increases pupils' self esteem. The high expectation for pupils to behave well and co-operate, enables pupils to make very good increases their social skills. In a literacy lesson, skilful use of questions probed pupils' knowledge, challenging them each in turn to think and respond to questions about the content of the story they were sharing. The excellent quality of relationships gave some pupils the confidence to sign a sentence and others to speak using single words. The constant and consistent interaction with pupils whilst they worked ensured that all were involved and stimulated. The resource assistant patiently and persistently intervened to successfully increase the tolerance of one pupil for another. In another lesson the choice of resources maintained the interest of pupils and the high expectation for pupils to work things out for themselves, enabled them to make very good increases in their counting and simple addition skills.

48. When they are in mainstream classes, pupils participate alongside other pupils of their age. In whole class sessions, class teachers sometimes find it difficult to include pupils fully because of the complexity of their difficulties and also the content of the lesson. The resource integration assistants are particularly skilful in supporting the pupils by encouraging eye contact and explaining vocabulary and technical terms to help them to participate and understand what is meant. When the mainstream class is involved in group activities, learning is more productive, a good example being in a Year 5 lesson, where following earlier discussion between the class teacher and resource teacher, the content of the class lesson had been carefully adapted to the pupil's particular needs. With the high quality intervention of the integration support assistant the pupil successfully word processed a persuasive letter. In a Year 1 physical education lesson, integration was of a high standard. The class teacher fully involved the pupil with complex needs in every aspect of the lesson, including him taking responsibility to help his team move the safety mat. In this lesson the integration assistant sensibly used her initiative allowing him to take part unaided.
49. Pupils have access to a broad and interesting curriculum. When not in their resource groups the carefully planned programme of work is tailored to pupils' individual needs. In their mainstream class pupils also experience other subjects of the Foundation Stage Curriculum, National Curriculum and religious education. Targets for pupils are reviewed regularly to ensure that they are well matched to current needs. Recording tasks are carefully adapted to meet pupils' needs. The curriculum is enriched by the provision of a light sensory room and regular access to information and computer technology. At times there is insufficient flexibility in the timetable. When pupils are engrossed their work it is a pity that their learning is interrupted when they have to either go to a mainstream class or return to the resource room. Provision for personal social and health education is given high priority, for example during snack time good attention is given to healthy eating and staff encourage pupils to await their turn and to have good manners. When dealing with sensitive issues such as toilet training, individual pupils are respected and their dignity maintained.

50. Care support and guidance for pupils are very good. Effective arrangements ensure that pupils settle into the school with ease and similarly when the time comes for them to transfer to other schools. If there is need for intervention from an outside agency the appropriate arrangements are made for specialist support. Resource teaching integration assistants are kept well informed about individual medical and physical needs. There are very good arrangements for pupils to be supported during playtimes and dinner times by resourced lunchtime assistants and older pupils in the school who act as play leaders.
51. There are good links with parents who are kept well informed about the support their children receive and the progress they make. They are actively involved in annual reviews and the decisions made about the priorities for further development. Individual education plans are shared with parents. Parents are appreciative of the newsletters. The staff and parents diligently maintain a dialogue through the good diary system. Some parents would like just a little more information in the diaries as to how their child has responded to the activities. Parents enquired about coordination of teaching and learning. Because they work part time, the two teachers have designated time each week to plan together, co-ordinate their work and monitor the progress of pupils. This ensures continuity in learning. They also meet regularly with individual class teachers to enable integration and adaptation of work. Time for the organisation and management of annual reviews is more limited.
52. Provision in the resource is well managed by the two teachers who ensure that the legal requirements of the statements are fully met and detailed individual education plans are implemented well. Reviews are well organised. Governors ensure that the school fulfils its statutory duties. There is monitoring of provision from the local education authority primary inclusion supporter. There is informal monitoring of planning by the headteacher and of the individual education plans by the schools coordinator for special educational needs, but more formal monitoring by members of the senior management in the school is less evident.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

53. Provision for children in the reception and the nursery is good. Most of the children start school with skills that are below those of most children of the same age. The children achieve well in the five areas of learning inspected. Creative development was not observed but pupils' work on display indicates that pupils make at least satisfactory progress. Teaching is good and the support staff made a good contribution to the quality of learning. Accommodation is very good. The outdoor areas and resources are new since the previous inspection and they bring a refreshing variety of experiences that continue and extend outdoors. Resources are good. Strong leadership and management have developed a robust range of activities that moves children on in their learning at a good pace and arms them well for their future.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Very positive relationships and very well planned activities build children's skills for learning independently.
- Children make rapid progress from their start in nursery and become effective young learners in reception.
- Those with special needs have good opportunities and suitable resources to achieve well – so they do.

#### **Commentary**

54. Adults are closely involved in developing this area of learning and effectively provide guidance and promote discussion. Children sometimes bring a parent in to join in an activity which enables them to share an understanding of what is expected. The supportive relationships in the Foundation Stage areas help the children to settle very well to routines so they cope with new experiences in the nursery with ease. These strengths continue into reception. Teaching is very good. In more challenging activities, adults lend a hand when needed but strive to develop children's independence sensitively. So the children learn to manage things for themselves and play along with their classmates confidently. They are very well behaved and are kind to each other. So much so that children can sustain their learning as they play independently for good periods of time. All pupils achieve well. Those with special needs have suitable arrangements, make good gains in independence and adults ensure that they do well. Children in reception are on course to meet the goals set out for their age.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- The high quality of conversation modelled by adults in nursery gets children off to a strong start.
- Skills for reading are well taught.
- Children in reception do not achieve as much as they could in their skills for writing, particularly the more able.

### **Commentary**

55. Achievement in this area of learning is good, but many pupils enter school with very limited competence especially in speaking so there is much to improve. Teaching is good and children in the nursery quickly gain the confidence to join in with others. They make good headway from a low start in their spoken language. Plenty of opportunities to talk with other children and adults develop the quality of the language they use as they play and enriches their ideas. In the reception class, children gain an understanding of traditional tales such as “Goldilocks.” They confidently ask questions of the character and know enough of the events in the story to reflect on what happened. Although children have an early knowledge of letter sounds and blends which they use when they write their own messages, the more able children do not achieve as much as they could in their skills of independent writing. Overall, most of the children are likely to be close to the goals for this area of learning by the end of their year in reception but many will not fully meet them.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- In the nursery, the very good range of experience makes mathematical ideas great fun.
- Plenty of well planned practical work and play helps the children in reception to rehearse their mathematical language and become increasingly precise.

### **Commentary**

56. Children in nursery develop their understanding of number and mathematical ideas very well. In the reception most of the children attain within the range of the goals for this area of learning and those who have the capacity to achieve more in their dealings with numbers, do so. Teaching is good and all the children have made substantial progress since they started school. The breadth of their experiences indoors and out builds very well on their pre-school years. Activities are well designed to meet the wide range of needs and develop a progressive understanding of numbers. For example, the majority of children in nursery can confidently count towards five, and by the reception year most can combine numbers to 5 using equipment to support them. The more able pupils can recognise numbers to 20 and identify missing numbers in the sequence. A strength in the provision for this area of learning is the emphasis by adults on the spontaneous use of relevant mathematical language in the other areas of learning when opportunities arise.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

## **Main strengths and weaknesses**

- Activities for children to explore and investigate are exciting for the children.
- Very good resources support children's learning very effectively.

## **Commentary**

57. Very effective teaching leads children to explore a rich variety of resources, tools and materials. These are skilfully linked to a topic such as Chinese New Year. Through this topic for example, the children develop a growing awareness and understanding of time, place, ideas and culture. Ideas are opened up and children get lots of help to describe, make and write in response to these stimulating new ideas which are bursting with colour and richness. The children are fascinated by the new and unfamiliar and delve into their play with enjoyment. The ideas they encounter bring them quickly towards the goals for this area of learning. Only the quality of the language they use indicates that they still have some way to go to fully meet them. Nevertheless, the children can and do achieve well and learn to handle words about differences, pattern and changes. Some of them ask questions and are well prompted by adults to do so.

## **PHYSICAL DEVELOPMENT**

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

## **Main strengths and weaknesses**

- Children in nursery and reception enjoy a good variety of activities both indoors and outdoors.

## **Commentary**

58. Children have a very good range of opportunities to develop most of the physical skills set out for them to achieve. The wealth of tools, equipment and materials provides plenty of practice, new challenge and incentive to participate. Teaching is very good and experiences are designed to develop strength, stamina and manipulative skills. Many of these are extended outdoors in the very well designed outdoor area where children race, scramble and negotiate space. Children in reception demonstrate a typical range of skills, strength and control in their indoor lesson. They balance and travel well, tumbling, jumping and landing with typical co-ordination and skill. Most children achieve well and are on course to meet the goals for their age.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

## **Main strengths and weaknesses**

- There are high expectations of pupils' behaviour and attitudes are good allowing satisfactory teaching and learning to take place.

- Standards are below average by Year 6 but should be higher for a significant proportion of pupils.
- Teaching in Years 2 is good and pupils achieve well. It is less effective in other classes with a lack of variety and challenge, especially for the higher attainers.
- Insufficient attention is given to matching pupils' work in lessons to their differing levels of attainment, especially for the most capable pupils.

## Commentary

59. The school's 2004 national tests scores for Year 2 were lower than the previous year's and were well below those of other schools nationally and those of similar schools in reading. In writing the scores were very low compared with other schools. Only half the pupils achieved the Level 2 or above expected for their age. Results were slightly better in Year 6, but still well below those of other schools. The low scores were in part due to the number of pupils with special educational needs in the year groups taking the tests. Recent improvements in teaching, learning and the management of the subject have had a positive impact on pupils' achievement which is satisfactory overall in both key stages, although there is variability between year groups. Present standards in Year 2 are about average for the majority of pupils but below average at Year 6. Achievement in Year 3 to 6 needs to improve further if average standards are to be attained in the oldest year groups.
60. Pupils use listening skills well, especially when listening to the contributions of other pupils, but their speaking skills are less well developed. Many are not yet sufficiently confident speakers to enable them to articulate their ideas and feelings effectively.
61. Pupils in Year 2 enjoy reading, achieve average standards and are motivated by the selection of books available. Where they are encouraged to discuss their ideas, reason things out and look for explanations, pupils show a good level of understanding, which is reflected in the quality of their subsequent writing. By Year 6, standards in reading are average for most pupils. Many are able to read a variety of texts confidently and independently, having an understanding of significant ideas, themes and characters. They understand that there is a variety of reading skills and know when each is relevant. They demonstrate good attitudes to their reading and have preferences for specific books and authors. Many pupils consolidate their reading skills by using the local libraries in the community.
62. In writing, standards by Year 2 are broadly average. Achievement in writing is variable although satisfactory overall. Higher attaining pupils in Year 2 respond well to a range of writing tasks but work is not always correctly punctuated. By Year 6, standards in writing are below average although improved teaching has resulted in satisfactory achievement. Writing skills are not sufficiently developed to create imaginative and interesting text with links between events and ideas. Many pupils have a limited vocabulary on which to draw and this restricts the quality of their writing.
63. Teaching is satisfactory overall with occasional examples of good teaching in both key stages, although no very good teaching was seen. Lessons are planned using national guidance and pupils continue to be given opportunities to write for a variety of purposes. However, teachers' planning and expectations do not always fully reflect the needs of individual pupils, especially the higher attaining pupils who are not sufficiently challenged to keep them working independently and productively. For pupils with low attainment, the support of teaching assistants and other trained adults

often provides pupils with the opportunity for further teaching after the introduction of the lesson. This enhances their learning and supports them in completing their tasks. Adult support for pupils with special educational needs is good and pupils achieve well.

64. Assessment information is now linked to the school's improved system for tracking pupils' learning and predicting their future achievement. Although this data is available, it is not yet having sufficient impact on the planning of the teaching and learning in English lessons or on the quality of marking of pupils' work to help them improve. There are few opportunities for pupils to evaluate their work against their targets for learning.
65. The leadership and management of English is satisfactory; pupils' books are monitored, the progress of individual pupils is tracked and lessons are monitored by the subject leader and the leadership team. Monitoring has some impact on the raising of standards but there is a lack of rigour when evaluating outcomes and using the information effectively to inform future practice. Satisfactory improvements have been made since the last inspection particularly in the quality of teaching and the assessment systems for tracking pupils' progress.

### **Language and literacy across the curriculum**

66. The use of language and literacy across the curriculum is satisfactory, although too much is informal and not part of an overall school plan for the subject which results in inconsistencies. Pupils make effective use of their skills in reading and information and communication technology skills in other subjects. Teachers plan for this use, especially when researching a particular topic or using the Internet to search for information. Other incidental opportunities to use language and literacy in other subjects arise frequently and these are often used effectively.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards are not high enough overall.
- Teachers plan frequent opportunities for pupils to solve problems which have significantly improved competence in this aspect of mathematics.
- The good use of resources and support helps pupils to achieve well.
- Pupils in Years 3 and 4 are on track to reach the standards of most pupils in their age group but assessment information is not used effectively enough to accelerate progress for all.

#### **Commentary**

67. Standards at the end of Year 2 and Year 6 have improved but are below average. Pupils' achievement is satisfactory overall in both key stages with examples of good progress in some year groups. The results of national tests alone provide an indication rather than a reliable basis on which to judge pupils' attainment. The number of special needs pupils varies from year to year and this can make a big difference, as was the case in the 2004 test results for pupils in Year 2 and Year 6. Nevertheless, a higher proportion of Year 6 pupils was close to reaching average standards than in the previous year and this promising trend continues. The

persistent low attainment of a small number of pupils identified in the previous report is being halted. Inspection evidence shows that pupils in Year 6 are suitably challenged by their work and have made at least satisfactory progress from their earlier legacy of substantial gaps in their knowledge and skills. For instance, they can now convert fractions into decimals or percentages in ways that are expected for their age. This demonstrates significant progress in this aspect of their mathematical understanding and skill.

68. In the most recent national tests there was a slight decline in the standards achieved by pupils by the end of Year 2. These results broadly reflect those of schools that are similar in their intake. Work seen during the inspection shows that the small number of higher attaining pupils are making good progress and that their number skills are good. They deal with numbers quickly and calculate accurately as they decide on a way to solve a number problem. Most pupils in Year 2 can deal with patterns of tens and manipulate numbers well to 30 but rely on resources a lot more than most pupils their age when they deal with numbers to 100. The standard of work is below average.
69. The quality of teaching is good overall, being significantly better in Years 3 to 6 than in Years 1 and 2 where it is satisfactory. There is good emphasis on mental arithmetic and getting pupils to describe and explain their mathematical thinking. Pupils are taking on more problem-solving in their daily work than they used to. This is a whole school emphasis that requires pupils to think about and apply what they know. This is a substantial and quite positive step forward by leadership. The level of challenge in pupils' work is, in the main, well matched to pupils' stages of learning, although some work in Years 1 and 2 was too difficult and at times slowed the pace of their progress. Nevertheless, in the lessons seen, pupils' progress was mainly good. Teachers questioned pupils well to see how much they had understood. They dealt well with pupils' misconceptions and in one very good lesson in Year 3, pupils rehearsed ways to solve problems methodically, making big leaps in their personal skills. When all the evidence is taken together, bearing in mind pupils' capabilities and the huge efforts made by many of them, they achieve well.
70. Pupils have good attitudes to learning and they are conscientious in what they do. Those with special needs make good progress because they receive close support from teaching assistants and plenty of suitable resources to help them learn. More able pupils make good progress in the main. Where pupils are taught in a class of older pupils, the level of challenge matches their needs well.
71. Leadership and management is satisfactory overall. The subject leader is bringing about improvements which are steadily raising standards. Indeed those in Years 3 and 4 are typical of most pupils in these age groups and represents good progress for these year groups since their national test results in Year 2. In addition, improvements in the use of ICT make lessons more accessible and effective. However, the school's copious assessment information is not used smartly enough to make sure that pupils achieve as well as they should. Good improvement has been made since the last inspection, especially in the systematic use of the national scheme of work, and the increased practical and problem solving activities.

## **Mathematics across the curriculum**

72. There is an increasing range of opportunities for pupils to use their mathematics skills in other subjects. For example, in Years 1 and 2, pupils explore simple block graphs well when they handle information using their growing skills in ICT. In science, pupils in Year 4 effectively use computers to produce line graphs of their results from investigations which make the data easily accessible. Pupils in Year 6 know how to use a simple spreadsheets and use these effectively to organise their work. These activities are examples of the school's commitment to using mathematics across the curriculum but planning at present is very basic and not set within a clear whole school approach.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards of attainment in science are unsatisfactory although they are improving with the systematic teaching of the subject.
- Good teaching in most lessons has resulted in most pupils making good progress.
- Pupils' knowledge is developed effectively through systematic teaching of science.
- Too few pupils are attaining above average standards of attainment because of lack of challenge in lessons.

### Commentary

73. Standards of attainment are below average at both Year 2 and Year 6. This is an improvement at Year 6 since the last inspection. The results of the 2004 national tests indicated that almost all Year 6 pupils achieved the level expected for their age, but very few achieved the higher level. The improvement from the pupils' national test results when they were in Year 2 was about average. The attainment of the most competent pupils remains an issue, with little high quality work seen in lessons or in pupils' written work. Nonetheless, overall achievement is good throughout the school. This is mainly because the subject now has a suitable allocation of time, and the scheme of work supports the planning of lessons which methodically introduce pupils to a satisfactory\_range of scientific topics. As a result pupils' knowledge is developing well, and their growing confidence is clearly evident when they have the opportunity to contribute their own ideas in class lessons.
74. Teaching and learning is satisfactory overall. Teaching is satisfactory with examples of good lessons. In all lessons seen, good use was made of resources to stimulate the pupils' interest, and the introductions to lessons were carefully planned and timed to ensure the intended points were covered. This worked well in encouraging positive attitudes to science. Pupils were keen to learn, ask pertinent questions and generally behave well. Practical work was an integral part of all the lessons observed and enabled pupils to see the results of a range of explorations.
75. Learning is satisfactory. Pupils have positive attitudes to science and older pupils in Years 4 to 6 work well in groups. Many pupils throughout school have gaps in their scientific knowledge and their skills of scientific enquiry are underdeveloped. Although a good proportion of each lesson continues to be actively practical, much of the teaching is focused on ensuring pupils have a sound basic understanding of the scientific topics they are studying, with revision of previous work included informally when necessary. To this end, their practical work is often planned by the teacher to

ensure that all pupils have the same experiences. This approach has helped to increase the pace of pupils' progress, particularly for the least competent pupils who often have adult support in science lessons. However, it is less successful for the more capable pupils, who often spend too much time perfecting their written presentation and not enough on working on aspects of the science topic which challenge their thinking and bring their own ideas into their work. The skills of scientific enquiry are not developed effectively. For example, only rarely do pupils use their knowledge of fair tests to design their own investigation in response to a question they have raised. They do little research independently of that directed by the teacher, and few can competently describe their work using scientific terminology accurately. To improve standards further, the pupils' progress, especially that of the most capable pupils, needs to be planned more precisely.

76. The data needed to plan the teaching and learning for pupils at different levels of attainment is beginning to emerge as part of the school's improved approach to assessment. Currently the data for science is not precise enough to accelerate pupils' progress at the rate needed for the most capable to reach above average standards, but provides a reasonable guide for the general planning of science lessons.
77. Leadership and management is satisfactory overall. The subject is well managed. For example, within the school's overall drive for improved performance the scheme of work for science has been improved; new assessment procedures put into place; resources enhanced, and pupils' performance monitored with the staff informed of the findings. Overall, this has helped to improve the provision in science, especially the pace of pupils' achievement. Nonetheless, the leadership of the subject, although satisfactory, is not sufficiently involved in the strategic planning of pupils' learning and achievement. This is mainly due to the sensible priority that the senior management has given to improving the overall performance of the school. However, science is not identified as a priority in the current school improvement plan. As a result, the co-ordinator has very limited time allocated to take a more active lead in the key area of further improving standards of attainment. Improvement since the last inspection is good, especially the increased proportion of Year 6 pupils who now attain the standards expected for their age.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' attitudes towards this subject are good.
- Effective management has led to good improvement over a short period of time.
- Resources are satisfactory overall but do not yet fully enable effective coverage of the curriculum.
- In classrooms, information and communication technology is used to support other subjects but remains under-developed.
- Assessment and recording procedures do not provide the information needed to plan improvement in individual pupils' skills.

### **Commentary**



78. Pupils attain the expected standards for their age by Year 2 and Year 6. Their achievement is satisfactory by Year 2, with pupils well able to communicate information using text and creating pictures to support their writing. They competently construct different types of questions for different purposes and combine movements when producing instructions for a route. Achievement by Year 6 is good, with pupils developing skills rapidly since the creation of the new computer suite.
79. The quality of teaching and learning is satisfactory overall, with good teaching observed in Year 6. Teachers are working effectively to a scheme of work which enables the required work to be covered in each year group. This systematic approach together with increased practical work enabled by the new facilities has had a positive impact on pupils' progress. The strongest area is word-processing. Year 6 pupils confidently find files, move text about and illustrate it with framed pictures. They open up the Internet rapidly, are proud of their research work in various subjects, especially in relation to the 'Romans', and send and receive e-mails. Using spreadsheets, pupils make calculations that effectively reinforce learning in other subjects. Throughout the school, digital photographs and computer generated images and text are used to support the displays of work. This helps pupils in each year group to understand the benefits of becoming computer literate. Pupils are unfamiliar with control devices but the school has suitable plans to work through a phased programme for introducing this aspect once sufficient resources are available.
80. Pupils' work is recorded in books as part of on-going assessment. This does not evaluate attainment precisely enough or focus adequately on how to improve individual pupils' skills.
81. Leadership and management is satisfactory overall. Good management has encouraged staff to use the school's new and enhanced computer resources more effectively than in the past. A good programme of training has increased confidence and expertise. As a result, teachers use the computer suite confidently to build up pupils' basic skills in the core areas. The leadership needed to improve the individual pupils' achievement further is impeded by the limitations of the assessment systems at present.

### **Information and communication technology across the curriculum**

82. Pupils are beginning to use their information and communication technology skills well across the curriculum. For example, Year 6 pupils accessed the Internet to find out more information about the Alps as part of their geography work on 'Mountains'. The introduction of the interactive whiteboards has enabled teachers to use the resources of the Internet for whole class teaching in a wide range of lessons but this is an area where further development is needed.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

### **Main strengths and weaknesses**

- Geographical language is well supported.
- Visits to places of interest improve the quality of learning.
- Use of ICT supports learning effectively.
- Mapping skills are under-developed and limit pupils' ability to record information in this form.
- The assessment of geographical skills, knowledge and understanding does not meet the learning needs of all pupils.

## Commentary

83. Standards in geography reflect national expectations for pupils in Year 2 and Year 6. Pupils in Year 2 competently compare and contrast living in their own locality with that of living on an island. Links are made to their holiday experiences, enabling pupils to have an understanding of place by identifying features and the human activity that occurs there. Pupils' achievement is satisfactory, with pupils expressing their opinions about living in a contrasting locality. By the end of Year 2, there is insufficient evidence of pupils developing mapping skills that enable them to present information on maps although they are able to gain information from maps. Standards in Year 6 are satisfactory with pupils achieving well, developing and using accurately geographical vocabulary such as erosion, deposition and confluence when studying river systems.
84. Teaching is good in Years 3 to 6. A variety of teaching strategies ensure that pupils' geographical skills develop satisfactorily, with pupils in Year 3 able to use a range of graphical secondary sources to investigate climate. Pupils' understanding is clear as they explain the difference between 'weather' and 'climate'. Satisfactory use is made of fieldwork, with pupils visiting New Mills as a contrasting locality and Chester to look at human development. Assessment does not adequately inform teachers' planning on an individual skill needs basis.
85. Leadership and management are satisfactory. The management of the subject is good. The coordinator is new to the post but has implemented a balanced coverage of the subject using the nationally recommended scheme of work. Links to other areas of learning are now established, with the use of the Internet as a source for research and the use of the interactive white boards as a visual teaching tool to enhance learning. Leadership is satisfactory, with good impact on teaching which has led to improved standards.

## History

Provision in history is **satisfactory**.

## Main strengths and weaknesses

- Cross-curricular links with English, geography and information and communication technology are used well.
- The subject coordinator does not monitor teaching and learning in lessons.
- The assessment of pupils' competencies has too little influence on the planning for developing their skills, knowledge and understanding.

## Commentary

86. Pupils in Year 2 attain standards above those expected nationally. Their work shows a growing knowledge of the life and times of famous people in the past, including Florence Nightingale. Through their studies, including the use of maps to locate Scutari, pupils realise that life was different in those times compared with life today. They achieve well and are knowledgeable, for example, about the various strata in society in the period studied. One pupil wrote, 'The hospitals were dirty and smelly and it wasn't a very nice job for a rich girl like her.' Good learning results from the effective teaching, with pupils showing a sound knowledge and understanding of the relevant facts and developing a good sense of time.
87. By Year 6, standards are satisfactory with pupils having a clear understanding of people and their actions; for example life in Ancient Egypt and the life and times of John Lennon. In Years 3 and 4, pupils learn about life during the Roman and Tudor times and know how to place these events within a historical time line. By Year 5, pupils demonstrate their ability to use research skills independently, accessing secondary sources such as the Internet to support their learning about the Ancient Greeks. Their progress over time is sound. Teaching is satisfactory and learning is enhanced by visits to such places as Chester where pupils are able to take part in archaeological digs, and New Mills where they study the development of the town, using the Heritage Centre as a resource.
88. Leadership and management is satisfactory overall. The subject is managed satisfactorily by a knowledgeable subject coordinator. Pupils' work is monitored through work sampling and teachers' own self-evaluation of units of work. Assessment does not sufficiently inform teachers' planning, building on pupils' prior knowledge, understanding and skill acquisition. There is a satisfactory and developing range of resources to support learning.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The quality of learning in the subject has improved, mainly because of the increased time allocated to the subject and teaching in line with the locally agreed syllabus.
- The assessments of pupils' competencies have too little influence on the planning for developing their skills, knowledge and understanding.
- Pupils' learning is enhanced by visiting places of Christian worship, related to areas of study but there are insufficient links to other faith communities.

### Commentary

89. Standards in religious education are satisfactory at the end of Year 2 and Year 6, and have been maintained since the last inspection. Good use is made of the topics in the scheme of work to develop pupils' understanding that people are special and that there are times during their lives when special events may take place. They have a good understanding about the difference between burial and cremation and have the skills and confidence to question each other's comments. Pupils learn about these events mainly from a Christian perspective but the links to practices within other religions are rarely made. Nonetheless, other religions and beliefs are considered and by Year 6 pupils have a sound understanding of the Five Pillars of Islam and how they uphold those faithful to the religion. They also have sufficient

knowledge to explore human experience when considering issues such as 'Fair Trade and 'Living in Care'.

90. Teaching and learning are satisfactory overall. Teaching in Year 2 has successfully enabled pupils to learn that celebrations are highlights of life. By learning about such festivals as Harvest, Divali, Sukkoth and Christmas and using accurate vocabulary to describe them, pupils are becoming more familiar with the customs and traditions of the wider society in which they live. For example, satisfactory teaching in Year 4 has resulted in most pupils having an understanding of the roles associated with the main Hindu gods and goddesses. Clear questioning about these roles led to a pupil explaining that 'ignorance' means 'not listening to others'.
91. There is a suitable balance between pupils developing an understanding of their own beliefs, and their knowledge and understanding of world faiths, especially Christianity. Pupils' learning is enhanced by visiting places of Christian worship, related to areas of study but there are insufficient links to other faith communities. Lessons are supplemented satisfactorily by school assemblies but work on other faiths is less strong.
92. Leadership and management of the subject are satisfactory. The subject coordinator evaluates learning through the monitoring of planning and scrutiny of pupils' work, and ensures the curriculum is covered systematically. Planning is effectively based on the locally agreed syllabus. Assessment is at an early stage of development and rarely reflected in the planning of lessons.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

93. Since the last inspection the subjects in this area of learning have been allocated suitable time allocations. Overall this has resulted in more systematic teaching which has helped to improve pupils' achievement to at least a satisfactory level. No lessons were seen in art and design, and the work on display and pupils' records were insufficient to enable judgements to be made on this subject. In music, one lesson in Year 4 was seen during the inspection. This was a good lesson in which the subject leader showed good knowledge and enthusiasm, which motivated the pupils. They competently sing simple melodies together and knew some of the features of musical structure. In the joint singing lesson for Years 1 and 2, their rehearsal of simple rhythms punctuated with percussion instruments indicated growing confidence and reasonably harmonious performance at the standard expected for the age group.

### **Design and technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are rising due mainly to the improved management of the subject.
- Achievement has improved significantly since the last inspection.
- The assessment and recording of pupils' developing skills are weak.
- Opportunities for consolidating pupils learning in other subjects of the curriculum are not yet planned effectively.

### **Commentary**

94. All lessons observed in design and technology were in Years 3 to 6. The majority of pupils attain standards which are broadly as expected for their age group. This is a significant improvement since the last inspection and mainly the result of a thorough review of the management of the subject by an effective subject leader. As a result, a scheme of work based on national guidance is in place and provides a suitable range of topics allocated to each year group through school. The application of design and technology in other subjects is not yet planned effectively, which reduces the opportunities for pupils to consolidate what they have learned. Although no lessons were seen in younger classes, the pupils' work on display shows an increasing competence and generally provides a sound basis for higher standards as they progress through the school.
95. Advisory support in lessons provided by the local authority has increased teachers' confidence and skills. Teaching is satisfactory. Teachers are clear about what to teach, and the design element of the subject is effectively presented to enable pupils to recognise the links between their initial ideas and the item they make in their practical sessions. Pupils have responded well to the systematic teaching of the subject and their achievement overall is good. They have positive attitudes and are keen to learn. Although not all pupils are fully confident in making decisions about which materials and tools to choose for their work, they have made good progress in developing skills such as producing annotated sketches of designs they have discussed in class sessions or small groups; measuring accurately and applying the techniques they have learned to their work. For example, they use a balloon with a control mechanism as a means of creating movement by pneumatics in models of "monsters". By Year 6, some pupils produce good quality design ideas, for example in the use of cogs and pulleys, and confidently explain how these are to be applied. Most pupils evaluate their work satisfactorily and suggest suitable modifications.
96. Leadership and management are satisfactory overall. The subject leader has suitable plans for further improvements in provision to ensure standards continue to get better. These include improving the means of assessing and recording pupils' achievements and needs, which currently are too general to ensure pupils at different stages of learning make their best progress. Improvement since the last inspection is good.

## Physical Education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Teaching and pupils' achievement have improved as a result of better teaching and curriculum provision.
- Expectations for the older, most competent pupils are not yet high enough.
- The management of improvements has been consistent over time.

### Commentary

97. Standards of attainment by Year 2 and Year 6 are satisfactory. Teaching and pupils' achievement in lessons are good in both key stages. Standards have improved slightly since the last inspection as there are now examples of good quality work. The subject co-ordinator is well established and has focused effectively on

developing those areas of physical education identified by the last inspection as needing improvement. This has worked well in improving the quality of teaching, mainly by staff training and introducing a more comprehensive curriculum programme which includes extended opportunities for sport, and effective organised lunchtime play, in addition to lessons.

98. Pupils are enthusiastic about the subject, listen carefully and generally behave well. In both key stages, pupils are aware of how to move in different ways and to alter their body shapes in response to the teachers' directions. Most of the younger pupils have a sound knowledge of the names of their body parts and of the vocabulary associated with changing direction and pace, and distributing weight. Throughout the school, they confidently review the work of others and themselves, although some pupils across the age groups are hesitant speakers, and use these observations to improve their own work. When older pupils are given opportunities to modify or refine their skills they do this well. These opportunities are not yet linked to high expectations of what pupils can achieve and currently there is no specialist teaching to raise this bar; for example to encourage pupils to aim for above average precision, control and fluency in their movements in gymnastics and dance. Although most pupils are still building their skills and knowledge of recently introduced aspects of games and dance, there is potential for higher attainment from a large minority of pupils.
99. Good teaching in physical education lessons is effectively supported by teaching about the benefits to health of physical activity and hygiene in other subjects such as science and personal development. Teachers plan the content of lessons effectively, including the use of time, and are adept at valuing all pupils' contributions whilst identifying the more skilful participants for demonstration purposes. The lessons have brisk pace and include a suitable variety of activities. Pupils with special educational needs are well integrated into class lessons including those from the resourced provision. For example, in a well organised Year 1 lesson one pupil, with the help of the nominated support assistant, took an active part in the lesson alongside other pupils. This including working in a team, following instructions to start and stop, and to helping to carry a mat.
100. Leadership and management are satisfactory. Management is good. The subject co-ordinator has a sound understanding of the subject and has suitable plans to develop outdoor adventure opportunities and add to the current broad range of sport. Costs are an inhibiting factor in further development. However, there is still room for the school to improve standards further across the aspects of physical education which are already in place.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- This aspect has contributed effectively to the improved behaviour and environment for learning in school.
- The school council for pupils in Years 3 to 6 has enabled pupils to learn about rights and responsibilities.
- The school is inconsistent in its approach to preparing pupils for life in a culturally diverse society.

## Commentary

101. The school has made good provision for the teaching of personal, social and health education and citizenship. Personal responsibility and consideration of others is well developed amongst pupils. This has been an important area of development as the school worked towards improving pupils' behaviour and respect for each other.
102. The school has good systems in place to develop the personal and social skills, and health of pupils, as seen in the planning for each class. Insufficient evidence is available to make an overall judgement on teaching and learning but it is clear the messages from these lessons permeate the school and influence behaviour and relationships positively throughout the day. Most pupils are developing in their confidence to articulate and understand how their actions affect other people by seeing things from their point of view, thus allowing for the resolution of conflict. Pupils learn how to keep safe and healthy and are supported in this by effective curriculum planning and through the use of external expertise.
103. The school is inconsistent in its approach to preparing pupils for life in a culturally diverse society. In some classes there is greater emphasis given to the local culture rather than the wider diversity of cultures found throughout United Kingdom. However, pupils are learning about the wider implications of being a citizen within their own community and the responsibility that entails, and also through an effective school's council and their successful efforts in supporting charities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
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	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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