

INSPECTION REPORT

Stalyhill Junior School

Stalybridge, Cheshire

LEA area: Tameside

Unique reference number: 106189

Headteacher: Mr I Johnson

Lead inspector: Mrs A Dawson
Dates of inspection: 13 – 15 June 2005

Inspection number: 267973
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll;	245
School address:	Hereford Way Mottram Old Road Stalybridge Cheshire
Postcode:	SK15 2TD
Telephone number:	0161 3384290
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anne Gosling
Date of previous inspection:	5th July 1999

CHARACTERISTICS OF THE SCHOOL

Stalyhill Junior School is situated in a suburb of Stalybridge in the borough of Tameside. It is a junior school for boys and girls aged 7 -11. It is an average size when compared with most primary schools. There are currently 245 pupils on roll. The school serves the immediate neighbourhood with a minority of pupils travelling into school from the surrounding areas. The socio-economic circumstances of most pupils are above average. There are 1.2 per cent of pupils entitled to free school meals. This is well below average. There are 6 per cent of pupils with special educational needs. This is well below the national average. Most of these pupils have moderate learning difficulties. The percentage of pupils with a statement of special educational needs is well below average. Overall, children's attainments on entry to school are above average. All pupils speak English as their first language. There are a very small number of minority ethnic pupils who come from Indian or Pakistani backgrounds. The school is similar in character to what it was like when it was last inspected.

The school gained a school achievement award in 2002. All pupils learn some modern foreign language skills. The pupils begin to learn French, German or Spanish.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Science; art and design; design and technology; religious education.
32661	Peter Hopkins	Lay inspector	
14991	Alan Hardwicke	Team inspector	English; information and communication technology; history; physical education; special educational needs.
15474	John Fairclough	Team inspector	Mathematics; personal, social, health education and citizenship; geography; music.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that provides very well for all its pupils within a friendly and caring ethos and includes them in every aspect of school life. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is very good in English, mathematics, science and information and communication technology and standards are well above the national average. However, there are insufficient opportunities for pupils to devise their own investigations in mathematics and science. There are not enough ICT resources in classes for pupils to apply their skills in lessons.
- The quality of teaching and learning is very good. The use of assessment to match work to the pupils' abilities is very good.
- There is very good leadership and management by the headteacher, the deputy headteacher and senior leadership team. However, there are insufficient opportunities for some subject leaders to work alongside their colleagues and make use of their expertise. The school is governed very well.
- Pupils behave very well. They have very good attitudes to work and are keen to learn. There is very good provision for pupils' personal development.
- There is a very good curriculum enhanced by an excellent range of extra-curricular and other activities to enrich the curriculum.

The school has improved very well since the last inspection in 1999. It has successfully addressed the key issues raised at that time. The standards, leadership and management, the teaching and learning and the quality of the curriculum have all improved.

STANDARDS ACHIEVED

Pupils' achievement is very good.

Year 6 results

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

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

In 2004, results of the National Curriculum tests for Year 6 pupils show that compared with all schools nationally, pupils attained well above average standards in English, mathematics and science. In comparison with schools in a similar context, standards were average in English, and well above average in mathematics and science. The current Year 6 pupils achieve very well. Most pupils in the present Year 6 are attaining well above the nationally expected standards in English, mathematics and science. Although pupils are doing very well, there are insufficient opportunities for the pupils to take more responsibility for their learning in mathematics and science by devising their own investigations. Over the past four years the school has maintained high standards and standards have risen at a faster rate than nationally. Across the school, pupils with special educational needs achieve very well. Pupils from minority ethnic backgrounds achieve very well.

Pupils achieve very well in ICT to attain well above the expected standards. In religious education pupils' achievement is good and most exceed the expectations of the locally agreed syllabus.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Most pupils are keen to learn, enjoy lessons and behave very well. There are very good relationships throughout the school. Pupils' spiritual, moral, social and cultural development is very good. Punctuality is very good and attendance is well above average. Pupils' personal qualities and their very good attendance contribute positively to their academic achievement.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching and learning is very good. ICT is used particularly well by teachers to enhance pupils' learning. However, although pupils learn their skills very well in the ICT suite, they do not apply their skills sufficiently well in lessons. This is mainly because there are insufficient computers in classes for pupils to carry out their work. The quality of assessment is **very good**. Very good provision is made for pupils with special educational needs. They are taught very well by their teachers and teaching assistants and they achieve very well towards their targets. The school provides a **very good** curriculum. This is enhanced by an **excellent** range of extra-curricular activities and a **very good** personal, social and health education and citizenship programme. The quality of the learning resources and the accommodation is **good** overall. The indoor accommodation is just adequate to meet the pupils' needs. Learning resources are good overall. The pastoral care of pupils and monitoring of their learning are **very good**. There is very good provision for seeking pupils' views and acting on them. There are **very good** links with parents and **good** links with the community. The school has **very good** links with other nearby schools.

LEADERSHIP AND MANAGEMENT

There is very good leadership and management of the school. There is a **very good** governing body. Governors work very well with the school and have a good overall understanding of its strengths and weaknesses. Statutory requirements are met. The headteacher demonstrates **very good** leadership. He has a very clear management structure and vision for the school. The systems for self-evaluation and improvement are rigorous and the management of the school is very good especially in English, mathematics, science and ICT. The headteacher is aided by a very able deputy headteacher who is also part of the very good senior leadership team. The professional development of the staff is very good. However, the monitoring of teaching and learning and the sharing of expertise among the staff by some subject leaders is at an early stage of development. This has been very successfully managed in ICT and music, and consequently standards have risen. The teaching assistants make a very good contribution to the pupils' learning. Every opportunity is taken to help all pupils succeed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with the school. Parents are particularly appreciative of the quality of teaching and learning. Pupils enjoy school and like their lessons.

IMPROVEMENTS NEEDED

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

- continue to develop the provision in ICT in classrooms;
- provide more opportunities for pupils to devise their own investigations in mathematics and science;
- subject leaders should work together with the teachers to share their expertise more widely.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects.

1. Pupils achieve very well. There are strengths in English, mathematics, science and ICT where standards are well above average. Standards in music are above average.

Main strengths and weaknesses

- Pupils' achievement is very good and high academic standards have been consistently maintained over time. However, there are not enough planned opportunities for pupils to devise their investigations in mathematics and science.
- Standards are well above average in English, mathematics, science and ICT. Standards are above average in music.

Commentary

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

Standards in:	School results	National results
English	28.5 (27.8)	26.9 (26.8)
mathematics	29.6 (28.4)	27.0 (26.8)
science	31.1 (30.6)	28.6 (28.6)

There were 62 pupils in the year group. Figures in brackets are for the previous year

2. The table above reflects the National Curriculum test results for the Year 6 pupils in 2004. The pupils attained well above average standards in English, mathematics and science when these results are compared with other schools nationally. In comparison with other schools in a similar context, standards were average in English and well above average in mathematics and science. The pupils currently achieve very well in Years 3-6. Most of the current Year 6 pupils are on course to attain well above the nationally expected standards in English, mathematics and science. Pupils' attainments are rigorously analysed and measures are put into place quickly to remedy any weaknesses. For example, last year fewer pupils attained at level 5 in the English National Curriculum tests than in mathematics and science. This year standards in writing have improved and more pupils are achieving at level 5 than last year because of the challenging targets that were set and achieved. In mathematics although pupils achieve well there are insufficient planned opportunities for them to devise their own investigations in mathematics and science.
3. The school has consistently maintained high standards for the past four years and the rate of improvement overall is higher than the national trend. The overall results of tests fluctuate slightly from year-to-year because of the differing ability of the pupils taking the tests.
4. Standards in ICT are well above average and pupils achieve very well. Pupils are reaching well above the expected standard in the development of their skills. However, although pupils use their time very well in the ICT suite to develop their skills, pupils do not fully exploit opportunities to apply what they have learned in lessons.
5. Achievement is good in religious education. Standards in religious education exceed the expectations of the locally agreed syllabus by the end of Year 6. Religious education makes a positive contribution to pupils' personal development. Pupils have a growing awareness of diversity within society. They respect the views and beliefs of others and understand that racism is against the law. Pupils appreciate the richness and diversity of other cultures.

6. In other subjects there are strengths in music and pupils' personal development. In music pupils achieve very well because of the very good teaching and learning and the enrichment opportunities offered to them. Provision is very good in pupils' personal, social, health education and citizenship. Pupils have mature attitudes towards one another by Year 6 and have a very good understanding of the wider world.
7. The school is successful in ensuring that all pupils are included and have access to all aspects of school life, whatever their ability or background. There is no significant difference between the achievement of boys and girls. Pupils with special educational needs (SEN) achieve very well because of the very good provision that is made for them. Pupils from minority ethnic backgrounds achieve as well as others. There are a minority of very able pupils and some with particular music or sporting talents. The school makes good provision for these pupils by the challenging work that is set for them and enriched curriculum that fosters their talents and interests and consequently they achieve very well.

Pupils' attitudes, values and other personal qualities

Attendance is **very good**. Pupils' attitudes and behaviour are **very good**. The development of pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses.

- Pupils are very well behaved and have a positive attitude to school.
- The school actively promotes very good relationships that support teaching and learning.
- The enriched curriculum contributes very well to the pupils' very good personal development.
- Attendance is well above average and pupils' punctuality is very good.

Commentary

8. The school sets and expects high standards of behaviour. The school brochure outlines the school's aims, its commitment to high standards of behaviour and the home-school agreement. In the classroom there are class rules and good attitude and behaviour is praised and rewarded. Pupils behave very well throughout the school and have a very positive attitude. In the classroom they are polite, interested in lessons, very keen to answer questions and readily take part in discussions. Pupils move around the school in an orderly way with the minimum of supervision. They are aware of the school rules and understand what is expected of them. This positive behaviour creates a relaxed atmosphere in school and helps learning. The parents have a positive view of the behaviour in the school. Pupils find lessons to be interesting. They have many friends and particularly enjoy the additional activities such as after school clubs and visits. The after school clubs are well attended and provide pupils with an opportunity to learn new skills and have fun. Attendance is well above the national average.
9. The school has a Christian ethos and this together with the personal, social and health education (PSHE) curriculum, helps develop the very good relationships within the school. Pupils study the major religions of the world and compare and contrast them. Circle time¹ and assemblies are used to reinforce the messages of respect, trust and teamwork and this is reflected in the relationship between pupils. One assembly focussed on 'being first'; the first to share, the first to say sorry. Throughout the school circle time focuses on conflict resolution and pupils discuss issues such as 'What does bullying include?' Pupils are encouraged to consider their thought for the day and to write a prayer about it. Pupils work well together in the classroom and they mix and socialise in the dining hall and the

¹ Class discussions which reflect pupils' personal and social issues.

playground. Many of the older pupils take care of the younger pupils. The school is seeking to give older pupils more responsibility by giving them the role of 'peer mediators' in order that they can resolve minor disputes rather than discussing them with the lunchtime assistants.

10. The school fosters the personal development of pupils very well by enriching the curriculum. Through 'circle time' acts of collective worship and special activities such as working with the pupils' awareness of themselves and of others is deepened. For example, in a music lesson the pupils played African instruments. A visiting teacher develops pupils spirituality very well as he involves them in role-play of the stories of the Old Testament using props and music. There are a range of well planned opportunities for pupils to learn to play musical instruments. The school provides a wide range of sporting activities and trips and visits which promote pupils' social skills very well. The school works very effectively to broaden children's awareness of the wider world and cultural diversity. As a consequence older pupils understand their responsibilities as members of a community and appreciate the values and traditions of other cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.7	School data :	0.0
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.

11. The level of attendance (96.3%) is well above the national average. The school emphasises the importance of good attendance in the information it sends to parents and has thorough procedures for dealing with absenteeism. Punctuality is very good.
12. In recent years there have been no incidents of exclusion.

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	226	0	0
White – any other White background	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – any other Asian background	4	0	0

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 school provides **very good** quality education. Teaching and learning are **very good**. Assessment is **very good**. The curriculum is **very good** and **very successfully** enriched. **Very good** care is taken of its pupils and they feel secure, happy and valued. The school provides them with **very good** support, advice and guidance. There are **very good** links with the parents and **good** links with the community and other schools and colleges.

Teaching and learning

Teaching and learning is **very good** overall. This very good overall quality ensures that pupils of all abilities achieve very well. Assessment procedures are **very good**, and teachers make very good use of assessment information in the core subjects of English, mathematics and science and in information and communication technology to give individual pupils help and guidance on how to improve further.

Main strengths and weaknesses

- Very good teaching and learning enables all pupils to achieve well.
- Teachers plan the work very well for pupils of all abilities.
- Assessment is very thorough in English, mathematics, science and information and communication technology and the resulting information is very well used to help pupils improve their work.
- Very good use is made of first-hand experience, and of the special skills of outside experts but subject leaders do not always share their own expertise sufficiently well.
- There are too few opportunities for pupils to devise their investigations in mathematics and science.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (7%)	11 (35 %)	13 (42 %)	5 (16 %)	0 (0%)	0 (0%)	0 (0%)

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

13. Overall the quality of teaching and learning in the school is very good. This represents good improvement since the last inspection. The school has focused very well on identifying areas in need of improvement and putting the necessary in-service training in place. The overall quality of teaching in the school is very good, but there is still some variability. No unsatisfactory teaching was seen during the inspection, but, as the summary table above shows, teaching varied between satisfactory and excellent.
14. The teaching of pupils with special educational needs is very good. They develop the same positive attitudes to learning as the other pupils, and this helps them to feel more confident in all they do. Although the percentage of pupils with special educational needs is lower than average, the school is very good at ensuring that they are given the right teaching. Teachers include them in their lesson plans, and keep their individual educational plans to hand so that they can refer to them as necessary. They ensure that these pupils are fully included in all aspects of the school's life and work, and so achieve as well as others. Teaching is challenging for other groups of pupils within the school such as those learning English as an additional language, the average attaining and the most able pupils. All pupils are given equal consideration and because the work is matched to their needs very well, the pupils learn very well.
15. Teachers effectively use a computer-based system to help with all aspects of planning and record-keeping. Teachers are good at choosing interesting and challenging work, and the

pupils say that they enjoy their lessons. The high standards which the school has consistently achieved are a credit to teachers' careful and systematic planning in reading, writing, mathematics and science. National data and internal tests are regularly examined. The assessment information is very well used to help teachers decide what needs to be done next, as well as to analyse the different parts of the curriculum and ensure that all areas are well covered. Weaknesses in the core subjects of English, mathematics and science are identified and rectified. The challenges presented set the direction for the school development plan. Work is often discussed with pupils and marking is up-to-date with written developmental points for improvement. Individual targets are set for pupils. Pupils know their targets, and can explain what they need to do to improve. They are therefore more involved in their learning and this in turn helps them do even better.

16. Homework is used very effectively to reinforce work done in school. Pupils take reading books home regularly and often make use of computers and the Internet to carry out their own research on topics being covered at school. Discussions with pupils showed that they understood why they were given homework, and how it helped their work at school. The amounts of homework given are generally appropriate.
17. The best teaching seen during the inspection is characterised by very good planning, high quality working relationships, and very good motivation of pupils of all abilities. Very good use is also made of outside experts to cover specific areas. For example specialist teaching in music, history, religious education and physical education has helped to enrich the curriculum and promote pupils' learning. Teachers are very careful to see that all pupils are fully included in the work, whatever their ability or background. In lessons where these features were seen the pupils worked hard, enjoyed the activities, and made very good progress. However, although no teaching was unsatisfactory, some lessons were over dominated by the teacher, with little opportunity for pupils to be responsible for their own learning, or to conduct their own investigations. The learning in these lessons was less good, with pupils often spending a large part of the lesson listening to the teacher. The quality of teaching and learning has been raised successfully in music and ICT. In these subjects the subject leaders have worked alongside colleagues and shared their expertise with them. As a result of good quality professional dialogue the quality of teaching and learning has improved. This success has yet to be extended to some of the other subjects.

The curriculum

The school provides a **very good** curriculum for its pupils. There is **very good** enrichment of the curriculum. The accommodation and resources are **good**.

Main strengths and weaknesses

- An excellent range of opportunities is provided for pupils to enrich their learning in the majority of subjects.
- Subject leaders share skills well in English, mathematics, science, information and communication technology and music but this is not as well developed in other subjects.
- Teachers' use of information and communication technology in lesson planning and preparation is very good but there are insufficient resources for classroom use to sufficiently develop pupils' skills.
- Provision for personal social and health education and citizenship is very good.

Commentary

18. The very good curriculum that the school provides for its pupils comes from the practice of taking every opportunity to enrich provision which is promoted nationally. An interesting variety of topics in the core subjects of English, mathematics, science and information and communication technology provide pupils with challenging learning opportunities. For example, the use of control technology is very good and video conferencing links are used to enable Year 6 pupils to discuss experiences with other pupils in the first year of their high

school education. Very good links are created between subjects such as English, history, geography, music, design and technology and art and design. For example a geography topic on Kenya is set in a deeper context when African rhythms are studied in music, masks are made in art and clay pots are made in design technology. In addition the school provides experience of foreign languages such as German and Spanish in conjunction with a local high school for older pupils and French through song for the younger pupils.

19. Enrichment opportunities are excellent. They are many and varied and reflect the school philosophy of providing as many options as possible for pupils. A broad range of visits and visitors support all aspects of the curriculum. Visitors are expert in their subject and provides talks and demonstrations on topics such as Samba, 1940's art, The Children's Fund, endangered animals and the work of the local council. Visits give pupils of all ages experiences such as Halle orchestra, prisoner of war camps, theatre, and recycling. Extra-curricular activities are extensive and contribute to the healthy lifestyle objectives of PSHE. They include girls' football, athletics, netball, cross-country and cricket. Qualified coaching is brought in for some of these and parents support in some others. Numerous community events make pupils' learning in citizenship realistic. Visits to old people by the choir, Christmas show, summer musical, modern dance presentations and regular charity 'Thursday fairs' organised by the pupils all contribute to this very good provision.
20. Teachers plan and prepare teaching resources using information and communication technology software very well. As a result almost all lessons are presented on the interactive whiteboard and the pace and interest value of lessons is very good as a result. For example a geography lesson used highly visible and accessible photographs, maps and discussion points to stimulate a discussion about building developments and their effect on the community. The well-resourced computer suite supports pupils in reaching standards of skills that are well above expectations. But there are insufficient classroom resources for them to make regular use of their skills when learning in other subject areas. Co-ordinators have ready access to lesson planning under this system and are able to monitor the development of resources in their subject easily. All subject leaders are enthusiastic and keen to move their subjects forward. This is best seen in subjects such as information and communication technology and music where they work alongside other teachers and share their expertise very well. However, in most other subjects, this sharing of teaching strengths is not well developed and monitoring of teaching is less effective as a result.
21. Provision for pupils with special educational needs is very good. The curriculum for pupils with special educational needs and those identified as gifted and talented is well organised and appropriate for their needs. Work is planned carefully and teachers keep Individual Educational Plans in their files so that they can consult and update them as necessary. Lesson plans include work for different ability groups, including pupils with special educational needs, and are kept on the school's computer based planning software, which makes the process more manageable and efficient.
22. There is very good provision for personal, social and health and citizenship education. Provision is structured to match the needs of all pupils in the school. It focuses on responsible and caring relationships, a healthy lifestyle, and resolution of issues that are of personal concern to pupils. Apart from specific lessons such as circle time, other subjects such as science, physical education, art and design, geography and design technology make a very good contribution to pupils' personal development. The very able and talented pupils follow activities at a higher level of challenge in subjects such as English, mathematics, information and communication technology, design technology and music. As a result they are stretched to attain at a high level.

Care, guidance and support

The provision of pupils' care, welfare and health and safety is **very good**. The provision of support, advice and guidance based on monitoring is **very good**. Pupils' involvement through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- The school successfully promotes a safe, healthy and caring environment for the pupils.
- Pupils like coming to school and have a trusting relationship with staff, which contributes to the happy and friendly atmosphere in the school.
- Pupils make a significant contribution to school life.
- The very good induction arrangements enable new pupils to quickly settle into school life.

Commentary

23. The school has clear and detailed policies for health and safety and child protection. The deputy headteacher is the nominated child protection officer and all staff are made aware of the procedures through staff meetings. Any concerns are recorded and the headteacher takes the appropriate action. Parents keep the school informed of any pupils that have any special medical or dietary needs and all staff are then made aware of any action to be taken. The school nurse has provided training to staff. Photographs of pupils that have such needs, and the necessary action, are posted in the staff room and the dining room. Staff know the pupils well and are aware of their individual needs. The kitchen staff prepare any special food that is necessary. The headteacher checks the school daily for health and safety issues and all mandatory checks of fire and water equipment are carried out by specialist contractors. However, the method of recording this information is not readily available to all key staff which restricts their capacity to review and act on information gathered. Teachers carry out risk assessments for visits outside school and currently a consultant is helping the school update its generic risk assessments. The school promotes healthy eating. Pupils do not bring fizzy drinks to school and are encouraged to bring water bottles. More healthy food is gradually being introduced into the tuck shop and the lunchtime menus. The local services have given talks to pupils on road safety and fire safety. Pupils with special needs are well cared-for and supported. Class teachers and teaching assistants work very well together to ensure that individual needs are met by a range of carefully thought-out activities. As a result they feel secure and well included in all aspects of the life of the school. Outside agencies are appropriately consulted in order to provide additional support when necessary.
24. Pupils like coming to school and have a trusting relationship with adults. Pupils relate very well to their teachers in the classroom and are keen to take part in lessons, answer questions and carry out any tasks given to them. In the playground they clearly have a good relationship with the midday supervisors. They play games with them and take any concerns to them. Pupils are friendly and talk confidently to adults. The very good relationships contribute to the friendly atmosphere in the school.
25. The school council provides an opportunity for pupils to play an increasing role in school life. Pupils are keen to be on the school council, and every year each class elects its representatives. Each member discusses issues with the rest of their class and ideas and issues are brought to the regular meetings of the school council. The school council have promoted healthy eating by undertaking surveys, researching the contents of food products and speaking to the whole school at assembly about the benefits of healthy food. They have raised ideas such as a friendship stop in the playground where pupils that do not have anyone to play with can find a friend, more play equipment and the fencing arrangements for the school field. The older pupils are given the responsibility of looking after younger pupils when they come to the school and this teaches them responsibility and gives them an important role in the school. The Year 6 pupils also produce a school newspaper called the Stalyhill Times. They have to decide what should be in the paper, write the stories and take the photographs. The pupils feel that they are consulted about issues and that they are making a significant contribution to school life.

26. The majority of pupils come to the school from the nearby Infants' School. There are many visits by teachers and pupils between the schools. The headteacher visits the infant school to take assembly. The infants come to the musical events in the junior school. There are joint meetings of the teachers. Older pupils take the infants on a guided tour of the junior school and explain the activities of the school. Year 5 pupils create a story for the new pupils and read it to them. These arrangements ensure a seamless transition and new pupils make a good start in junior school.

Partnership with parents, other schools and the community

The school has **very good** links with parents, and with other schools and colleges. The links with the community are **good**.

Main strengths and weaknesses

- Parents are very supportive of the school and contribute to learning.
- Development work with other schools and other agencies supports professional development of staff.
- The extensive links to the high schools supports learning and facilitates the smooth transfer of pupils to high school.

Commentary

27. Parents have a very positive view of the school and they feel that the school has high expectations of the pupils, is well managed and led and the teaching is good. They are well informed about school activities and the progress of their children. The school has a website that provides a wide range of information. Parents receive regular newsletters containing general information about school activities and key dates. They also receive an annual report that provides details of their child's academic and social development. There are two parents' evenings every year and these are well attended. Parents feel that the staff at the school are very approachable and they can discuss any issues or concerns on an informal basis with the class teachers. Parents of pupils with special educational needs are fully consulted at all stages on their children's progress and wellbeing. They come into school whenever they have concerns and are kept fully informed. The school planner is of great benefit to parents. It is a detailed diary for pupils that records the work they are doing, key dates and activities and their key targets. It also contains other useful information on the National Curriculum, literacy skills and numeracy objectives. Parents can make comments in the planner and receive comments from teachers. This helps parents support their children at home and develop their learning. Parents readily support activities such as school trips. There is an active Parent and Teachers' Association (PTA) that raises a significant amount of money for the school by organising a good range of social events.

28. Staff actively work with other schools in order to develop their own skills and learning and also to share best practice with others. They work with the Stalybridge cluster group and the LEA on a range of issues including creativity and transition. The headteacher and literacy coordinator have provided sessions to other Tameside schools on target setting and pupils assessment. Other schools have visited Stalyhill School to discuss literacy and ICT practice. The school has also worked with other agencies, for example in order to test the development of ICT software. These occasions provide professional development for staff and an opportunity to learn from others, which benefits the school as a whole.

29. The school has very strong links with a number of the local high schools. Pupils from Stalyhill School visit the high schools for induction days and teachers from the high schools visit Stalyhill School to talk to pupils. Teachers from the language college take classes in German and Spanish for the Year 5 and Year 6 pupils. Transition projects, such as the Halle Project and an ICT video conference between pupils of Stalyhill School and a local high school in which the pupils ask questions to former Stalyhill School pupils about life in the High School, help facilitate the transfer to high school.

LEADERSHIP AND MANAGEMENT

There is **very good leadership and management** of the school by the headteacher, the deputy headteacher and the senior management team. This is supported by **very good** governance.

Main strengths and weaknesses

- The headteacher provides strong leadership and is assisted very well by a skilled deputy headteacher and hardworking senior management team. The sharing of expertise by some subject leaders is underdeveloped.
- The school has rigorous systems for self-evaluation and improvement.
- There is a very effective and knowledgeable governing body.

Commentary

30. The leadership of the headteacher is very good. Under his leadership the school has made very good improvement since the last inspection in 1999. The deputy headteacher demonstrates very good teaching and management skills. The headteacher works very hard with the senior leadership to continually move the school forward. The aims of the school, understood by all the school community are to provide high academic standards and a broad and enriched curriculum for the pupils. The phrase 'Only my best is good enough for me', reflects the pupils' very good attitudes to work and the work of the staff who strive to maintain high standards and improve performance. The management of English, mathematics, science, ICT and music is very good. The staff are skilled and knowledgeable and are beginning to share their subject expertise by working alongside one another for the benefit of the pupils. This has been particularly successful most recently in music and ICT. As a result standards have risen. This cooperative way of working is planned to be developed in some other subjects. The leadership and management of special educational needs is very good. Although the numbers of pupils involved are less than average, the deputy head combines the role of Special Needs Co-ordinator with her other duties. This works very well and all aspects of the administration of special needs are thoroughly attended to. Funds are appropriately managed and deployed, and details included in the school brochure.
31. The staff, pupils, parents and governors are fully involved in the work of the school. The provision of continuing professional development for all staff is very good. Teachers share the results of their in-service training with others to improve practice. Whole school new initiatives are often developed from in-service training for all staff and teachers benefit from the advice given by the advisers from the Local Education Authority (LEA).
32. The school development plan stems from the rigorous evaluations of the pupils' achievement as well as the school as a whole. The primary aim of the school is to meet the needs of all pupils. Work is carefully planned and teachers and teaching assistants deployed so that teachers use their strengths and pupils work to their capacity. Often additional expertise from visiting specialist staff enhances the curriculum and extends the pupils' subject knowledge and expertise. This is particularly evident in history, sport and the arts. Procedures for assessing pupils' progress are very good. They have been refined since the last inspection so the school is able to review its performance thoroughly in English, mathematics, science and ICT. This provides valuable information which is used very well by the school to set its targets for improvement to maintain high academic standards.
33. There is a very effective governing body. The governors have considerable expertise and understand the strengths and weaknesses of the school. They have a high regard for the leadership of the headteacher and act as critical friends as they plan, monitor and evaluate the work of the school. Statutory requirements are met. Governors make financial decisions carefully and prudently. Best value for money is sought and judgements are linked to the educational planning and the priorities set for improvement. The budget is carefully

monitored. There is very good day-to-day financial management. The present reserves are for the interactive whiteboards in classes and to get more computers into classes. Other resources are for extension work to improve the accommodation.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	652849
Total expenditure	623016
Expenditure per pupil	2542

Balances (£)	
Balance from previous year	59923
Balance carried forward to the next	89756

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

ENGLISH

The school's provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good, especially in basic literacy skills and consequently standards are well above average by the end of Year 6.
- Teachers make very good use of talk partners which promotes pupils' learning very well.
- Very good use is made of assessment to meet the needs of all pupils.
- The subject is very well led and managed.

Commentary

34. Standards are well above the national average in reading, writing, and speaking and listening, and pupils' achievement is very good. Very high standards have therefore been maintained since the last inspection when they were also well above average. Pupils in the current Year 6 are on track to achieve the same high standards in all areas of the subject. The school has therefore sustained its high standards with great success.
35. Speaking and listening skills are very well promoted as pupils move through the school. Most teachers make very good use of the 'talk partners' strategy, where pupils are given brief moments during discussions to talk to a partner about their work. This is very effective in encouraging pupils to say what they think will happen, or comment on their own or other people's work. These strategies ensure that pupils are given many opportunities to develop their speaking and listening skills, both in English lessons, and across the curriculum. When talking to pupils of all ages during the inspection, they were articulate and confident speakers, able to express their opinions clearly and to listen to and respect the ideas of others.
36. A good range of strategies is used to develop pupils' reading skills. Through careful choice of books and stories pupils are given positive attitudes towards reading. The idea that books are enjoyable as well as informative, and that poetry, fiction and information books are all exciting and enjoyable, is well promoted. Pupils are therefore well motivated to read, and parents and family members also play an important part through encouraging reading at home. Higher attaining pupils show increasing reading skills, so that they read with fluency, accuracy and independence. Pupils therefore become increasingly confident and capable readers who enjoy the challenge of reading for a variety of purposes.
37. The school has worked hard to analyse pupils' work and this suggested that boys were not doing as well as girls in writing, particularly in reaching the higher National Curriculum levels. During the inspection the full range of work was scrutinised, lessons observed, and pupils were interviewed. As a result of this in-depth analysis it was found that these differences were not significant. Pupils are given a very wide range of opportunities to write. They are taught about different genres, such as adventure stories, and given very good opportunities to practise these for themselves. Both in English lessons and in other subjects many opportunities are provided for pupils to practise their English skills. In a Year 3 English lesson, for example, the teacher asks pupils to discuss with partners how to write the beginning of an adventure story. She uses the interactive whiteboard very well and this adds to pupils' understanding. The teacher is very good at guiding the discussion, so as to ensure that pupils of all abilities know features which they will need to include in their writing. The very good working relationships help all pupils to feel involved and interested, and they develop their writing skills very well. In a Year 6 PSHE lesson pupils use their written ideas as part of multimedia presentation on bullying. Their writing is concise and clear, and helps the rest of the class to think about their understanding and attitudes towards bullying. Spelling and punctuation are systematically taught, and teachers are good at reminding

pupils to check spellings and to use, for instance, full-stops, capitals and speech marks correctly. Handwriting develops well through the school, and, by the time they are in Year 6 most pupils' style is joined, clear and fluent.

38. Pupils with special educational needs achieve equally as well as others. Both in-class support and withdrawal for individual or group support are used very effectively, and teachers and teaching assistants work well together to provide suitable support. Their work is very well planned, to match the needs identified in their individual education plans. The school also provides well for those pupils it has identified as being 'gifted and talented'. They are enabled to achieve the higher levels of which they are capable, by being challenged and extended by the well planned work they are given.
39. The quality of teaching and learning is very good. There are very good working relationships and high expectations, so that pupils want to do their best. They enjoy their tasks and behave well, although in a minority of lessons seen a small minority were easily distracted, and less involved than the others. The strategies which teachers use are very effective, and ensure that the needs of all pupils are closely matched. Target setting is used very well, and realistic and demanding targets are set. These are determined through meticulous analysis of test results and previous work. Because the teachers know their pupils well, they are able to give them a clear idea of how to improve. Homework is used very effectively to follow up work done in school. However, there are insufficient computers in the classrooms, so that pupils can apply their skills in different subjects. Teachers are very good at using the interactive whiteboards in exciting and innovative ways, but there are not enough opportunities for pupils to use computers when they are not in the ICT suite.
40. The subject is very well led and managed. The subject leader, together with the senior leadership team, has been successful in maintaining the school's high standards. Careful and realistic evaluation of pupils' work has led to clear identification of issues related to standards, and to the recognition of what needs to be done in order to improve further. Resources for the teaching of English are good, so that pupils of all abilities have all that they need for their work. They are well organised and accessible in all parts of the school. The school's accommodation is sufficient, although some classrooms are rather crowded and there is no additional room available for small group work.

Language and literacy across the curriculum

41. Pupils are given very good opportunities to develop their language and literacy skills in a wide variety of lessons. Teachers make very good use of 'talk partners' when they want pupils to clarify their ideas in a variety of situations. Pupils are given a brief time to discuss what they are doing with the person next to them, before reporting back to the teacher. Pupils are used to working in this way and develop their thinking and speaking skills very well. Good attention is also paid to the use of subject-specific language, such as when pupils are asked to distinguish between different animals, using terms such as 'antennae' and 'segments' in an ICT lesson. Writing skills are also very well developed in many situations. When planning how to make a moving animal shape in a Year 5 design and technology lesson, for example, pupils write notes on how the shapes are made. This gives them good practice at note-writing, as well as developing their design skills.

MATHEMATICS

The provision for mathematics is **very good**

Main strengths and weaknesses

- Very high standards are achieved by the pupils and they continue to rise steadily.

- Very good teaching overall challenges pupils very well with high expectations and clear purpose to lessons. However, there are insufficient opportunities for pupils to use their skills to investigate mathematical problems.
- Pupils have very good attitudes to their mathematics learning and this contributes very well to their learning.
- ICT resources are used very well to support teaching in mathematics.

Commentary

42. Standards have risen steadily since the previous inspection, particularly at the higher levels, to a performance in national tests that is well above national average. This, together with improvements in teaching, effective homework opportunities and very effective emphasis on mental calculations means that improvement since the previous inspection is very good.
43. Achievement in lessons and over time is judged to be very good. Analysis of pupils' work shows that pupils in all class groups make very good progress over time and produce a high volume of accurate work that is challenging at a level to match ability in all aspects of the subject.
44. Higher and average attaining pupils work consistently at the higher level of attainment and half the year group does achieve at this level. They accurately calculate angles in geometrical shapes that include quadrilaterals and triangles. Both higher and average attaining pupils show very quick skills of mental calculation with both decimals and whole numbers beyond one thousand. In problem solving they work at real life tasks of pricing complex orders for goods and calculating affordability within a budget. Lower attaining pupils work mostly at the expected level of attainment in sequencing numbers with a doubling increment. They know that 3674mm is the same as 3.674m and find equivalencies of fractions such as $\frac{6}{7} = \frac{30}{35}$.
45. The quality of teaching and learning is very good. Analysis of pupils' work shows consistently challenging work for all year groups. The very good teaching uses brisk pace and positive sense of purpose linked to high expectations and suitably demanding tasks. These are matched well to the ability of different groups of pupils. Teaching assistants give very good support to pupils with special educational needs that are particularly effective for pupils with statements. This approach gives pupils confidence and expectations of their own success. Discussion with Year 6 pupils found them feeling well prepared for high school. As a result they work hard, show respect for accuracy in mathematics and produce a high volume of work. Learning is extended with homework tasks that follow-up on lessons and involves pupils so that understanding is improved. The most able pupils are extended well in booster lessons and discussions revealed a very high level of challenge and interest. However, class lessons are heavily directed by the teachers. This restricts pupils from devising their own investigations which require pupils for example, to identify variables and make decisions about calculations.
46. Very good leadership and management by the subject leader transmits an enthusiasm for the subject. Very good assessment procedures are used to match teaching to ability, follow pupils' progress and give them regular pointers for improvement. Good use is made of information and communication technology in lesson planning and the preparation of teaching resources. But there are insufficient classroom resources for pupils to use their own skills regularly to further their learning.

Mathematics across the curriculum

47. Mathematics is used well in other subject areas. For example, in geography and pupils can use six figure co-ordinates for location. Measurement is used well in subjects such as design and technology and science so pupils appreciate the need for their learning and find uses in real life situations. Electronic measurement is used in information and

communication technology so pupils are aware of technological accuracy as a substitute for personal variability.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- Pupils achieve very well and attain high standards because they are taught very well.
- Pupils enjoy science and concentrate very well on their tasks.
- Teachers use ICT very well in teaching. There are few opportunities for pupils to devise their own investigations.
- The subject is enriched very well and it is very well led and managed.

Commentary

48. Pupils achieve very well in science to attain well above average standards by the end of Year 6. Standards are better than at the time of the last inspection when they were above average. The curriculum and the quality of the teaching have improved very significantly. The pupils' high achievement is a result of their consistently very good attitudes to the subject and the very effective help they receive from their teachers and teaching assistants. High standards have been maintained for the past four years and have consistently exceeded the national picture.
49. The quality of teaching and learning is very good throughout the school. The teachers plan their lessons very well. The curriculum is very well balanced for all aspects of science. A very good feature of the pupils' work is the high level of scientific enquiry. For example, in Year 3 pupils observe the plants they have brought in from home and discuss their observations about what plants need to grow well. In Year 4, pupils understand what is meant by a food chain and effectively generate possible links in a food chain for animals in different habitats. Pupils in Year 5 study life cycles and consider the conditions for the growth of a seed that might affect germination. Pupils in Year 6 have recently plotted the length of a shadow on a sundial during the day. They recorded their results using bar and line graphs. The work meets the needs of the most able and very good support is given to those needing most help. However, there are few opportunities for pupils to take more responsibility for their learning by devising their own investigations.
50. Teachers make very good use of ICT during lessons. They use the interactive whiteboards very well to demonstrate teaching points such as how a seed grows. However, pupils' use of computers in lessons to research or to record their work is not as well established. Some good work in the use of data loggers to record sound and the use of ICT to record graphically was observed. However, pupils do not apply their ICT skills routinely in lessons because there are too few computers in classes. The technical vocabulary of the subject is taught very well. Some very effective links are made between some subjects and science to extend pupils' understanding of the relevance of science and enrich their personal development. For example, pupils are taught the importance of staying healthy by taking regular exercise and eating a well-balanced diet. Pupils are taught well how to take care of the environment. The pupils learn about and look after creatures in school such as worms, fish and stick insects. Watching their caterpillars turn into butterflies helps them to develop an understanding of life cycles. Pupils use their numeracy and literacy skills well when recording their work.
51. Pupils enjoy investigating and experimenting. There are very good relationships between the staff. Consequently pupils are happy and keen to learn because there are very good relationships between the staff and pupils. They work well together in small groups, sharing resources sensibly.

52. The subject is very well led and managed. There are very good systems for assessing, monitoring and checking the pupils' work and setting targets for improvement to maintain high standards. The subject is enriched very well and very well resourced. For instance, effective links have been established with the local high school for a science day's work for the oldest pupils. Pupils visit science museums and appreciate the visiting speakers who enrich their knowledge for example on endangered animals. Good use is made of the local area, for example, to study plants and mini-beasts. Pupils listen to the Tameside Countryside Warden who gives them a very good understanding of the habitats of the local wildlife.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been excellent improvement since the last inspection.
- The quality of teaching is very good.
- Very good development of hardware and software leading to innovative approaches, such as the recent introduction of video conferencing.
- Very good coverage of the curriculum. However, the use of ICT in classrooms and in other subjects is insufficiently developed.

Commentary

53. Standards are well above average by the end of Year 6 and pupils achieve very well. At the time of the last inspection standards were judged to be well below average. The school has therefore made excellent improvement in the subject. The areas identified for improvement in the action plan arising from the last inspection have been systematically addressed, so as to ensure that all deficiencies have been eliminated. By the end of Year 6 pupils have covered all aspects of the curriculum and the great majority achieve standards which are well above those expected.

54. In a Year 4 lesson in the computer suite, for example, pupils worked on branching databases. They worked confidently in pairs at the computers, sharing and co-operating well. They used cards showing the characteristics of different living creatures, and devised Yes/No questions to distinguish between them. Most were able to use the correct software to build up their own branching databases, and they could explain their ideas clearly and show good understanding. The levels of understanding shown by the majority of the pupils were well above that expected for their age.

55. The quality of teaching and learning is very good. This was helped by having an additional teacher available for most lessons seen in the suite. The additional support ensured that pupils did not have to wait for help, and made their learning smoother and quicker. A strong feature of teaching was the confident use made by almost all teachers of the interactive whiteboards. The school has invested heavily in these, and in training teachers to use them, and this investment is now bringing many benefits. Teachers are able to present work in a wide variety of subjects in exciting and stimulating ways, and pupils are increasingly confident in coming up to use the boards themselves to help with their work. At present, however, there are few computers available for pupils to use in classrooms, and teachers do not routinely take opportunities to use ICT to support the work across the curriculum.

56. Pupils' basic ICT skills develop well as they progress through the school. They are confident in controlling the computer by means of keyboard and mouse, and can save and retrieve their work as required. Most can use the Internet appropriately to find the information they need, and, as they get older, they increasingly understand how to choose between different

aspects of ICT to use for particular purposes. A new area of development is the use of video conferencing. A very worthwhile link has been established with a local high school, whereby Year 6 pupils can discuss with friends who have left the school and are now in Year 7. The video conferencing link enables them to discuss their move to the high school and how it will be different from their present class. The technology enables them to talk face to face, to ask questions and share ideas. This facility is still in its early stages, but has the potential to add a new dimension to the ICT curriculum. It is a very good example of the school's innovative approach to the curriculum.

57. The subject is very well led and managed by the deputy headteacher. She has overseen the developments in the subject, and has, together with the senior management team, a very clear overview of how to raise standards. The improvement in resources for the subject since the last inspection has been excellent, and the school now has a very good range of resources, both hardware and software, to support all areas of the ICT curriculum. The strategic management of the subject is very good, and the potential for further improvement is very good.

Information and communication technology across the curriculum

58. The quality of information and communication technology across the curriculum is satisfactory. Some good links between information and communication technology and other subjects were seen during the inspection, such as when Year 4 pupils are encouraged to use correct scientific language when discussing databases of animal characteristics. In many lessons pupils also use the interactive whiteboards to support their work. This was seen during a Year 3 English lesson, for example, where pupils select soundtracks to go with different pictures. Apart from the use of interactive whiteboards, however, opportunities to use ICT across the curriculum are limited. This is because there are few computers available in the classrooms, so teachers do not build ICT sufficiently well into their planning across the curriculum. Not enough computers have Internet access in the classrooms, so that pupils can make use of them during lessons.

HUMANITIES

No judgements on provision are made in geography or history as too few lessons were observed in each subject. These subjects were sampled during the inspection. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.

Provision in religious education is **good**.

Main strengths and weaknesses

- There are good links made between religious education, English and art and design. These links contribute well to pupils' personal development.
- The subject is enriched well by some visits to places of worship and visitors coming into school but there are few links with the major faith communities.
- There is a good scheme of work and planning is monitored well but the monitoring of teaching and learning and the use of assessment is underdeveloped.

Commentary

59. By the end of Year 6 pupils achieve well to reach the standards expected in the locally agreed syllabus for religious education and most are exceeding the expectations. Standards were similar at the time of the last inspection.

60. Overall the quality of teaching and learning is good. One excellent lesson was observed taken in Year 6 by a visiting specialist teacher. In this lesson, the pupils rapidly gained an understanding of stories about Joshua from the Old Testament through role-play, drama and songs and rhyme. Pupils who have special education needs contribute well and learn at a

similar pace to others. Their views are valued. In one class, one pupil with a statement of special educational needs took the lead in demonstrating through photographic evidence the symbols of worship from her church such as pulpit, altar and font. Pupils develop a good understanding of Christianity and Islam in Year 3. This is reinforced through art and design lessons as pupils create Islamic patterns. Where teaching and learning are satisfactory, work is not consistently challenging which restricts the pace of learning. By the end of Year 6 pupils have developed a good knowledge of Christianity and a satisfactory understanding of the other major world faiths. Pupils are encouraged to express their own views about religion during discussions. Pupils in Year 6, respond with maturity when discussing respect for others' beliefs. This makes a good contribution to their personal development.

61. Trips to places of worship such as the local church and a Jewish synagogue as well as the visitors who come into school enrich the subject well and make a good contribution to pupils' learning. Pupils use the Internet to research other faiths. However links with other faith communities are not well developed. This is planned as a future target.
62. The subject is well led and managed. There is a well thought out scheme of work which follows the locally agreed syllabus. The subject leader monitors plans well but the monitoring of teaching and learning and the assessment of pupils' work are at an early stage of development. Pupils' work is monitored and there is coverage of the curriculum but it is not levelled in sufficient detail against the set criteria. There are insufficient planned opportunities for the subject leader and teachers to share good practice to improve standards across the school. There is however a clear plan which includes good action points to develop the subject further.
63. In **geography** pupils attain at the expected level overall. Factual knowledge is good but the use of study skills is less well developed. Discussion with Year 6 pupils revealed a good factual knowledge of European countries but little awareness at any depth of thought about explanation of features, similarities and differences. Analysis of pupils' work shows a satisfactory curriculum overall that is delivered well in some year groups. Year 5 in particular prosper under the teaching of the subject co-ordinator and good use is made of literacy skills to develop geographical skills of explanation and comparison. A very good lesson on contrasting UK locality made excellent use of information and communication technology. Photographs and maps were presented together with facts and opinions about the development of a green-field site. As a result pupils identified with the situation and offered a very good range of opinions for discussion. However, the sharing of the evident teaching strengths of the subject leader to raise performance in others is not sufficiently well developed.
64. In **history** pupils are given a series of worthwhile experiences which help them to understand different historical periods, such as the Second World War and the Viking period. During the inspection Year 3 pupils spent an afternoon with an actor portraying a 'real' Viking, who vividly brought to life the period, and how he lived. The pupils were inspired, and thoroughly enjoyed the lesson. Also during the inspection, Year 6 pupils visited 'Eden Camp' to help them understand aspects of the Second World War and life in a prisoner-of-war camp.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements on provision are made in art and design, design and technology or physical education as too few lessons were observed in each subject. These subjects were sampled during the inspection. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.

MUSIC

Provision in music is **very good**

Main strengths and weaknesses

- The effective subject leader gives good support and shares expertise well with other teachers.
- The new curriculum is very good and provides a good basis for providing a wide range of musical experiences.
- Above average standards are attained by pupils because of the commitment and enthusiasm of teachers.
- A good range of extra curricular experiences increases pupils' enjoyment and understanding of music.
- ICT is used very well in the preparation of resources for lessons and a good sequence of activities is taught as a result.

Commentary

65. Pupils achieve well and standards are above average by the end of Year 6. Pupils enjoy their music and this is evidenced in assembly. All pupils sing with good clear melodic voices and maintain accurately the rhythm of songs that require very complex diction. Whole school singing reflected the school policy of enjoyment from best performance in learning. Good aural memory, concentration when singing parts, accurate melody and expressive use of voice were all evident at a good standard.
66. The quality of teaching and learning is very good. Links with other subjects are well established. For example a Year 3 geography study of Kenya links well with a lesson on African music. Standards are well above average which was demonstrated particularly well in a lesson on African rhythms. Pupils maintained very good concentration in marking the beat of the music as they passed a pebble around the circle whilst singing a 'call and response' song from Africa. The teaching of this lesson was very good. Information and communication technology was used very well to focus attention on the words and structures of African music. Very good subject knowledge led pupils forward with good pace and frequent change of focus. Challenging questions about the purpose of the music used accurate vocabulary. As a result of their concentration and highly focused 'team' work pupils' achievement was very good.
67. Music has a high profile in the school. Lesson plans and lesson resources are all stored on the curriculum software. Teachers use the interactive whiteboards well to present their lessons. The school philosophy of enjoyment in learning is reflected in an excellent range of enrichment activities. Tuition in guitar, wind and brass instruments extends the musically talented pupils. Demonstrations by visiting performers introduce pupils to Samba rhythms, African drumming and the Halle orchestra. Performance by pupils in all year groups includes Carols for the elderly and school performances in a Christmas show and a Summer Musical. This ethos of musical enjoyment shows in the sheer pleasure that the pupils take from all music opportunities.
68. The subject is very well led and managed. There has been very good improvement since the previous inspection. A new scheme is being implemented by the very good subject leader and this is having a good impact on the quality of teaching. All elements are present in every music lesson and links with other subjects are identified for all year groups. Expertise is shared well and model lessons demonstrate the effectiveness of the scheme. This support gives teachers confidence in delivering lessons and good teaching was seen during the inspection. Standards have risen and music is now a prominent feature of school life.

69. In **design and technology** pupils build well on their previous learning and improved their skills in designing and making and their evaluation of their projects. Design and technology is used well by the teachers to support some subjects such as art and design. Teachers use their interactive whiteboards effectively to demonstrate teaching points. However, there is little evidence that pupils use the Internet to research or draw their designs. All pupils are very aware of handling tools and equipment safely. Pupils say their work is interesting and fun and they enjoy designing and making their products. They learn well from each other as they evaluate the strengths and weaknesses of their work. The leadership and management of the subject appear good. The subject leader has a good grasp of how to raise standards of attainment in line with pupils' abilities and has identified the need for training opportunities for staff. Pupils' work in topics has been monitored against medium term planning but there is insufficient monitoring of teaching and learning within the classroom. The sharing of expertise by the subject leader to improve standards is underdeveloped. This is planned for the future.

70. In **art and design**, the teachers have a well thought out scheme of work and systematically develop the pupils' skills, knowledge and understanding of a wide range of artists work from around the world. Teachers have good subject knowledge and introduce pupils to a wide range of materials and other artists work to stimulate their thinking. In Year 3 pupils study colour, pattern and texture as they create Islamic designs and study African art. Their work is linked to their work in history as they draw and colour illuminated letters such as those found in Viking manuscripts. In Year 4, pupils use line and tone to good effect as they paint portraits from around the world. For example pupils contrast aboriginal work, American Indian work as with modern art including portraits by Picasso. Pupils' knowledge and understanding are enhanced in Year 5 by visits from artists to work with them on Tudor portraits. Year 6 pupils enjoy and understand the work of Andy Warhol, pop art and art deco. The pupils for example, designed and made clay tiles based on their knowledge and understanding of pop art such as that by Andy Warhol. Much thought went into the design of their tiles. The pupils worked the clay carefully alongside a visiting specialist teacher to make representations of mobile phones or shoes. Very effective use is made of the skills and knowledge of visiting staff that make a good contribution to pupils' learning. Pupils' work is linked very well to other subjects such as design and technology, history and religious education. The subject makes a very good contribution to pupils' spiritual and cultural development in particular, raising pupils' awareness of cultural diversity. The work seen indicates that the subject is well led and managed.

71. In **physical education** pupils are taught the full range of activities. The lessons observed indicate standards that are above the national expectation and pupils achieve well. Pupils enjoy the activities and their participation in these lessons, as well as after-school sports clubs, makes a good contribution to the development of their self-confidence. The strong emphasis on taking part in a spirit of friendly competition ensures that pupils develop a sense of fair play. There is a good balance in the curriculum between gymnastics, games and dance. In lessons seen during the inspection pupils participated well, and were encouraged to comment on each other's performance and suggest ways to improve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The policy and scheme of work are very good. They provide very good structure to pupils' learning and link this to other subjects.
- The school delivers very good health education and provides very good opportunities for pupils to learn about citizenship
- Every class has weekly opportunities to discuss personal issues in a supportive setting.

Commentary

72. Pupils achieve very well and standards are well above average by the end of Year 6. Teaching and learning of personal, social and health education is very good. There is very good improvement since the last inspection. Pupils receive a very wide range of experiences to improve their personal wellbeing. This is a focus that is present in many lessons but particularly in religious education and in assemblies. Self-image and responsibility are encouraged. Praise and encouragement together with a focus on aiming always for a personal best contribute much to the confidence and self assurance that was seen in pupils during inspection. In weekly circle time the pupils suggest topics for discussion so that issues of personal concern can be explored and resolved. For example a Year 6 lesson about bullying used a PowerPoint presentation prepared by two pupils. Discussion included problems that might be faced in high school as well as recent news items and the majority of pupils made a contribution to the lesson. The subject is very well led and managed overall.
73. The policy has very good objectives from Year 3 to Year 6. Thinking and evaluative qualities in Year 5 follow development of personal qualities in Year 4 and then issues such as bullying, puberty and transfer to high school are focussed upon in Year 6. There is good provision for sex education. The scheme has a very good structure and is relevant to the needs of the pupils of this school. Year group targets are 'confidence and self-esteem', 'role as citizens' and 'relationships and self-respect'. Clear learning opportunities are linked to resources and topics.
74. Very good health education is promoted through subjects such as science, design technology and physical education. Drugs awareness and healthy food topics have given pupils a strong awareness of the healthy lifestyle. Games teaching focuses on the benefits of exercise. The success of this provision can be seen in the school council's healthy snack initiative that has influenced choice for school lunches.
75. Citizenship and social development are linked well and a wide range of opportunities is taken to promote the very responsible attitudes of the pupils. Teamwork is encouraged and a 'pairing' initiative between Year 5 pupils and Year 2 pupils at the infant school supports transition from the infant school well. Religious education develops an awareness of other cultures and pupils know that racism is against the law. Links between geography, art and design and music deepen pupils understanding of the culture of Kenya. Pupils hold regular 'Thursday Fairs' to raise funds for charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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