

INSPECTION REPORT

WOOLSTON C OF E AIDED PRIMARY SCHOOL

Woolston

LEA area: Warrington

Unique reference number: 111366

Headteacher: Mr G Jones

Lead inspector: Mrs Heather Evans

Dates of inspection: 13 - 15 June 2005

Inspection number: 268305

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: C of E Voluntary Aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 196

School address: Epping Drive
Woolston
Warrington
Cheshire

Postcode: WA1 4QL

Telephone number: 01925 815729

Fax number: 01925 850252

Appropriate authority: The Governing Body

Name of chair of governors: Mr Alan Gough

Date of previous inspection: 01.03.1999

CHARACTERISTICS OF THE SCHOOL

Woolston Church of England Primary School, with 196 boys and girls aged between 4 and 11 on roll, is about the same size as most other primary schools. Currently less than 2 per cent of pupils claim entitlement to free school meals and this is much lower than that found in most other schools. The proportion of pupils with special educational needs is below what is usually found overall although some classes contain an above average number. The percentage of pupils with a statement of special educational needs is below the national average. At the present time there are no pupils for whom English is not the mother tongue and the proportion of pupils from minority ethnic groups is low. The mobility of pupils in and out of the school other than at the normal time of admission is very low. The socio-economic circumstances of the school are about average when compared with other areas elsewhere. The attainment of pupils on entry to the school varies with each intake, but in most years it is just below that expected for children of the same age nationally.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school where pupils achieve very well. By the end of Year 6 the standards overall are well above the expected level and pupils make good progress. The quality of teaching is very good overall and much teaching is excellent. Pupils learn very well in a calm and purposeful atmosphere where investigation, creativity and co-operation are integral parts of all activities. Precise and detailed planning, careful structure and excellent assessment procedures support all aspects of learning and have a positive impact on curricular planning. The school provides a very good range of opportunities for learning across the curriculum and the planned provision for extra-curricular experiences is very good. The school is at the heart of the local community. It is excellently led by a very strong, highly committed headteacher and is very well managed by a team of people who are dedicated to the school and its children. Finances are managed very well. All spending is evaluated very carefully and, as a result, the school provides very good value for money.

The school's main strengths and weaknesses are:

- The quality of provision in the Foundation Stage is much improved and now provides a very good springboard for future success.
- The quality of teaching and learning is very good; the skills of the teaching assistants are invaluable.
- The curriculum is very well organised; there are excellent enrichment opportunities.
- The leadership of the headteacher is excellent; the school is very well managed with the support of the skilled staff and the dedicated governing body.
- Pupils' behaviour, attitudes to work and relationships with others are all very good.
- The use of monitoring and assessment to facilitate specific planning is excellent.

The school has been very successful in addressing the issues raised at the last inspection. The quality of work in all subjects in Years 1 and 2 has been improved so that standards in writing and science are now above the expected level. The curriculum is very well planned and subject leaders are skilled at supporting colleagues. The provision for information and communication technology (ICT) has been greatly enhanced and pupils use their established skills very well in subjects across the curriculum. The provision for outdoor play and the creative development of children in the reception class have been greatly enhanced, enabling attainment to rise. The governing body has plans to make even more ambitious changes as funds allow.

STANDARDS ACHIEVED

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

Key: A* - in the top five per cent nationally; 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.

The achievement of pupils across the school is very good. The results of the statutory tests in 2004 showed that pupils in Year 2 exceeded national averages in all subjects tested and did particularly well in writing. In Year 6 pupils exceeded national averages in all subjects and made very good gains when compared with their earlier achievements. When compared with similar schools their achievements were well above average. Standards have been maintained at high levels for the previous three years. Inspection evidence indicates that pupils of all levels of

attainment achieve very well and make very good progress. Standards in English, mathematics, and science now exceed national averages by Year 2 and are well above average by Year 6. Inspection evidence also indicates that standards exceed national expectations in art and design, history, geography, design and technology, physical education and music by Years 2 and 6. They exceed the expected level in Year 2 and a high proportion of pupils in Year 6 are working above national expectations in ICT. The children in the present reception class are on course to exceed the expected learning goals by the end of the year. Pupils with special educational needs and those capable of higher attainment do well. Overall, there are no marked differences between the attainments of boys and girls.

Pupils' personal development, including their spiritual, moral, social and cultural development, is well organised and is very good. Work to support these aspects of the pupils' development is planned in every lesson. It is threaded through different subjects very successfully especially in literacy, science, music, physical education, art and design and health education. Pupils have very good attitudes and behave very well. Attendance is well above the national average and pupils' punctuality is very good.

The quality of education is very good overall. Teaching and learning are very good across the school. Learning is very good especially when pupils work on practical activities. Teachers provide targeted support to groups or individuals that need extra support or additional challenge. All of the teachers have a very secure understanding of the rich curriculum that is provided and of how children learn. They enable them to build on prior experiences, set challenging targets and enable pupils of all levels of prior attainment to achieve very well. The strengths of the foundation subjects lift pupils' achievement beyond the expected levels. Teachers know in detail about pupils' prior experiences, achievements and knowledge. All lessons and learning opportunities are very well planned. They are packed with stimulating opportunities that extend pupils' thinking. Pupils recognise and explain what they know and readily demonstrate what they can do. The care and guidance provided by the staff are very good. Parents value the work of the school very highly and many are actively involved in their children's learning.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are very good with some excellent features. The experienced headteacher leads the school by example. In all things he demonstrates a clear, energetic and positive vision for the school's future. There is excellent and strong direction for the teaching and support staff, as well as for the knowledgeable, hardworking and well-informed governing body. The chair of the governors provides excellent support and guidance. The management team works diligently to ensure the continuing good of the school. Governors meet all of the legal requirements. They evaluate reports from subject leaders and manage and support their areas of responsibility very well. They actively pursue the strategies set out in the clear and practical development plans. Subject leadership is very good; teachers work very well with one another and have very strong links with the governors. The planning, monitoring and evaluation of work are very good. Everyone works co-operatively to help each pupil to attain the best standards they can in all subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed a very high level of satisfaction with the school. They are full of praise for the headteacher and all of the staff. Pupils are fully involved in the many activities presented in school life and recognise the many good opportunities that the school offers them.

IMPROVEMENTS NEEDED

This is a very good school with no major weaknesses. Opportunities for the governors to promote some of their ambitions are limited by budgetary constraints.

In order to improve further the governors and staff should:

Encourage everyone to use the electronic assessment procedures that are now in place; the staff should review and refine the systems that have served them very well and reduce some of the paperwork for teachers.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well throughout the school. Standards in English, mathematics and science are well above average by the end of Year 6.

Main strengths and weaknesses

- During the inspection, evidence showed that in English, mathematics and science, pupils in Years 2 are on course to achieve above the expected levels.
- Pupils in Year 6 are well placed to attain standards well above expectations.
- Attainments across the school in art and design, history, geography, design and technology, music and physical education exceed national expectations.
- Pupils use their very well established skills in ICT very confidently to enhance other work across the curriculum.

Commentary

1. The attainment on entry varies. Assessment data indicates that in most years it is just below average overall. In most years children in the reception class make very good progress and achieve very well. In the present year they are on course to exceed the expected learning goals before they move into Year 1, and some will exceed these levels. This is a marked improvement since the last inspection. The numbers of pupils with learning needs vary and the very stringent assessment procedures are used very well. The evidence gathered is used in a sensitive way so that provision is tailored to meet the needs of each individual. This personal planning helps pupils to know what they are expected to do in order to succeed and as a result, they achieve very well. The fluctuations mean that attainments at the end of some years are lower than those predicted for the present year.
2. The standards attained in national tests in reading, writing and mathematics by the end of Year 2 in 2004 were well above the national average in reading and writing and above the national average in mathematics. When compared with schools with a similar number of pupils claiming their entitlement to free school meals, their standards were above in reading and mathematics and well above in writing. Following the progress of these pupils into Year 3, it is evident that each pupil is doing well and is achieving to his or her best personal level. The trend over the past three years has been above that of schools nationally. Inspection evidence indicates that pupils in the present Year 2 class are on course to exceed the national average in reading, writing, mathematics and science by the end of this year. One of the most impressive findings however is that although achievements in tested subjects are regarded as important the education of the whole child is viewed as even more significant. Indeed, pupils' achievements in other parts of the curriculum are valued very highly as part of the school's overall drive to high standards for all.

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

Standards in:	School results	National results
Reading	17.5 (16.9)	15.8 (15.7)
Writing	16.5 (15.7)	14.6 (14.6)
Mathematics	17.9 (17.5)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- By the end of Year 6 in 2004, standards attained by pupils in English mathematics and science were above the national average for pupils of their age. When compared with similar schools pupils' standards were well above average. When compared with how these pupils had attained in Year 2 they had made very good gains and their attainment was well above the expected levels. Taken over the last three years pupils' attainment overall in all three subjects was well above the national average. To extend this work across all subjects the school has successfully developed every part of the curriculum as well as the subjects that are tested. For this reasons pupils' achievements overall are judged to be very good.

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

Standards in:	School results	National results
English	28.0 (28.9)	26.9 (26.8)
Mathematics	28.0 (30.2)	27.0 (26.8)
Science	29.7 (30.9)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- Inspection evidence indicates that for the group of pupils presently in Year 6 overall standards are well above average in their work in lessons in English, mathematics and science. The analysis of completed work and the teachers' assessment indicates that they are on course to greatly exceed expected levels in the statutory tests in these subjects. Those pupils capable of attaining higher levels are working very well using ICT collaboratively with classmates to extend their horizons with the support of the class teacher. This is particularly impressive as there are more pupils with special educational needs in this year group than in most other classes.
- Standards in ICT are above the expected level by the end of Years 2 and 6. Whilst all of the class are working very confidently at the expected level most have succeeded with some part of the elements of the higher level. In these parts of the curriculum, these pupils attain standards that exceed expectations. The use of ICT in other subjects is a particular strength as pupils have moved on to use their very secure skills to enhance and extend other work. Collected evidence indicates that standards are above the expected levels in art and design, history, geography, design and technology, music and physical education by the end of Years 2 and 6. In all of these subjects pupils achieve very well from their starting point on entry to the school.
- Pupils in Years 3 and 4 continue to make good progress and are achieving very well. These pupils are making especially good progress in reading and the initiatives to promote opportunities for extended writing are working well. All pupils are challenged very well. Those capable of working at a higher level are supported very effectively and are all encouraged to succeed. The lower attaining pupils achieve their individual targets because of carefully modified work and the dedication of the teaching and teaching support teams.
- Pupils' skills and achievements in reading and ICT help to raise attainment levels in subjects across the curriculum and pupils perform very well when undertaking practical work. In practically based work, as seen in physical education, science, art and design and design and technology pupils exceed the expected levels and many greatly exceed expectations. The school is pursuing a programme of work to use skills learned in writing in English to extend different styles of writing in other subjects to very good effect. Learning opportunities in creative subjects help to consolidate and extend basic skills. In these structured sessions, pupils' achievement is very good.
- Individual pupils are encouraged to learn by using independent research and personal study. In mathematics pupils learn well and they apply their knowledge and understanding of number to problems and challenges very well. Standards in science are well above the national

average overall in all groups because from their earliest days in school pupils are helped to learn, through investigation, how to become young scientists. Pupils' skills and confidence in planning, conducting and recording the findings of investigations are very good. Work displayed around the school demonstrates very high levels of presentation.

9. The achievement of pupils with special educational needs is very good overall due to the encouragement they receive from teachers and from the learning support assistants. As a result, these pupils work as hard as they can. The achievement over time of these pupils is sometimes better than might have been expected. Some achieve particularly well in subjects where they have a particular interest or where most of their work is practical enabling active learning. Teachers measure progress against the targets set in pupils' individual education plans as part of the school's assessment procedures for all pupils. Teachers adapt work to match the needs of lower-attaining pupils, as well as for those capable of higher attainment or who have been identified as having particular interests or talents for activities such as, dance, sport or music.

Pupils' attitudes, values and other personal qualities

Throughout the school pupils' attitudes to learning and their behaviour are very good. This enables maximum time to be spent on learning. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attendance and punctuality are also very good.

Main strengths and weaknesses

- The personal development of pupils is a strength of the school, which builds a supportive, orderly atmosphere and aids learning.
- Pupils are eager to learn and show interest in all school activities.
- The school works hard to promote awareness of cultural diversity in Britain today.

Commentary

10. The school's values are successfully incorporated into all aspects of school life. This has a significant impact on all pupils' attitudes to learning. Pupils trying hard and concentrating well on their work is the norm across the school. Pupils of all abilities are very interested in their lessons and the extra activities offered by the school. They are eager to learn, very enthusiastic to join in practical activities and cooperate well with one another. Over time they become confident learners with high self-esteem. Throughout the school, pupils are encouraged and supported to take responsibility for themselves. Pupils know what is expected of them and respond very well. They readily accept responsibility for tasks allocated to them. Homework for older pupils is sometimes an open-ended task, such as their project on an aspect of World War II, which was of particular interest to them. There are very large elements of choice and personal responsibility in such activities and this focus on personal responsibility is evident across the work of the school.
11. Pupils' personal development has a high priority and underpins all activities throughout the school day. Clear strategies for enabling pupils to develop socially are followed consistently at all times across the school. They are founded on pupils becoming independent people, self-disciplined and able to make choices in their lives. The pupils achieve this very well. The behaviour code is very well known by pupils who understand, and respect, the sanctions that are applied for unacceptable behaviour and are well motivated to earn the rewards available for behaving as they ought. Staff work very well together as a team and consistently reinforce good behaviour. Pupils show respect for all the adults they associate with and try their best to comply with their wishes. This is a harmonious school, enabling all pupils to focus their efforts on their learning. Pupils accept responsibility for one another, whether by helping willingly with learning, in taking care of younger pupils or being aware of children who may be feeling left out in play activities. Pupils enjoy the very good achievements of others in celebration and

class assemblies when pupils demonstrate their achievements to the whole school. Pupils are always polite to each other and adults and, during the inspection, levels of politeness to visitors were exemplary and spontaneous.

12. Provision for moral education is very good and pupils have a very clear understanding of what is right and what is wrong. There is explicit teaching considering rights and responsibilities in different situations and pupils are also given opportunities to consider historical and current moral issues. Pupils respect and understand that everyone is different and have opportunities to learn about different cultures through lessons in art and design, music, geography and history. In this church school religious education is also a vital part of this work.
13. The spiritual development of pupils is very good. Assemblies are reflective and all pupils are encouraged to take a very broad view of their learning, personal development being valued as well as academic development. Lessons in art and design and music make a strong contribution by helping to develop self-expression as the foundation for spiritual development.
14. Pupils' cultural development is very good. High quality art and music are very prominent throughout the school and enrich much of the curriculum. The local rugby league culture of the area is well represented and the school's own sporting tradition of cross-country running features highly in school life. Pupils have knowledge of other faiths and the associated cultures through their religious education lessons and school assemblies.
15. The school is a very supportive, cohesive, happy community and this, combined with interesting things for pupils to do, results in pupils wanting to attend. Attendance at the school is very good.

Attendance

Attendance in the latest complete reporting year 95.6%

Authorised absence		Unauthorised absence	
School data	4.3	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.

Exclusions

There have been no exclusions in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good overall. Across the school there are examples of excellent teaching when pupils' learning is enhanced by exciting and stimulating work. The quality of teaching, learning and the imaginative and totally integrated curricular provision are very good. An excellent range of interesting learning opportunities enriches the curriculum. The care provided for pupils and the support for parents are also very good. The school is very successful in meeting the diverse needs of all of the pupils.

Teaching and learning

The overall quality of teaching and learning is very good across all phases and much teaching is excellent. Assessment procedures and their use are excellent.

Main strengths and weaknesses

- Teachers in all classes have very good knowledge and understanding of the subjects that they teach and have excellent relationships with the pupils.
- Teachers have very high expectations that are matched to the strengths and needs of each pupil; the work planned challenges pupils' thinking.
- The planning is very thorough, detailed and precise; teachers select from a good range of methods.
- The pace of lessons is very good and therefore the rate of learning for all pupils is also very good.
- The procedures used for assessment are excellent. They are incorporated into longer and short-term planning and information gathered is used in a very impressive way

Commentary

16. The quality of teaching is very good and is maintained at a consistently high level in all subjects across the school. In lessons across the school there are many examples of excellent teaching when pupils learn in an exciting way. In all lessons, teachers' knowledge of the subjects taught is very secure and the learning objectives set are clearly explained to pupils. All teaching was good or better and there was no unsatisfactory teaching. Overall, the quality of teaching is much better than that seen during the last inspection. Teachers link learning objectives very well to earlier work and to the needs of each individual. This means that learning is always secure and is most frequently very good. Teachers incorporate many practical activities into the planned work that help pupils to learn through experience. This is a particular strength of work in mathematics, science art and design and design and technology. The investigations planned provide very effective opportunities for the consolidation of earlier learning.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
14 (39%)	17 (47%)	5 (14%)	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.

17. The required skills for ICT are taught very well. Much of the work is very complex and uses skills that are moving pupils into higher levels. It is however the consistent use of ICT to support and extend learning in many other subjects that is a particular strength. All lessons are very well organised and teachers' planning is very good. The use of imaginative methods for enabling independent and collaborative learning is very good. It enables teachers to work with different groups whilst other pupils continue to learn independently. Time is managed very tightly. Teachers, children, parents and governors have a comprehensive knowledge of what is planned and they recognise how pupils benefit from the process.
18. The methods chosen by teachers and the selection of resources are always suitable. Teachers explain what they expect pupils to do and learn at the start of lessons. Work is interesting and the pace of learning is brisk. Lessons seem to fly by and every moment is used to good effect. Teachers have very high expectations for individual success and ensure that at every level the work is challenging. As a result of the very positive relationships, there is a shared sense of joy in learning and in achieving the intentions of the lesson.
19. The school's assessment, monitoring and tracking systems and their use are extraordinarily good. The teachers follow the agreed marking policy meticulously as an important strand of the shared assessment procedures and they make very good use of the information gathered. The systems in place enable teachers to analyse the strengths and weaknesses in standards and provision. They review the results of statutory and voluntary tests in great detail, tracking groups and individuals meticulously. Teachers plan intervention strategies or modify work for

individuals in the light of this analysis. Information gathered is used in imaginative and very effective ways to set relevant targets for improvement. Across the school, planned work is well matched to the prior attainment and achievement of pupils.

20. The quality of teaching for pupils with special educational needs is very good. Parents whose children need personalised support are pleased that their children do so well. They recognise how their achievements in standards and behaviour are being improved as they work towards nationally expected standards. Teachers use pupils' individual education plans well and incorporate stated targets into their lesson plans. Pupils with identified special needs are fully included in all classroom activities. Teachers ensure pupils of all levels of attainment are constantly and appropriately challenged so that they achieve their very best. Assessment and tracking procedures of pupils identified as having difficulties in learning are as good as for the other pupils in the school. They are used well to ascertain the rate and levels of achievements. There are useful supportive links with the relevant outside agencies for pupils with multiple and complex special needs. These links are very effective but in some instances the time to set up additional provision makes great demand on members of the established staff.
21. The strategies for teaching literacy and numeracy are very good and work well. Modifications have to be made to meet the needs of each group or in some cases each individual child. The imaginative use of the trained support staff in lessons is invaluable in the work to maintain the expected rate of learning. Their skilled intervention when pupils experience any difficulties enables lessons to move at a brisk pace. When this provision is not available the pace of work and learning for everyone is affected. Teachers are skilled at minimising these difficulties at their own expense without harming the learning going ahead in the main class. Everyone builds purposefully on the sense of success. The very well developed partnership between the teachers and the support staff makes a significant contribution to the very positive ethos of the school and to the superb working atmosphere in all classes. Homework is set at suitable levels each week with time allowed to complete it. During the inspection, the review of marked work indicated that homework in its different forms was proving to be a positive aid to learning.

The curriculum

Curricular provision is very good with many excellent features. There are frequent high quality and exciting opportunities to extend learning through cross-curricular planning and extra-curricular activities. The accommodation and the resources are good.

Main strengths and weaknesses

- The school is very successful in ensuring equality of access and opportunity for all its pupils.
- Visits out of school and visitors into school broaden pupils' experience.
- There has been improved subject leadership since the last inspection, leading to improved standards and attainment.
- Provision for extra-curricular activities is a very good feature of the school, with a wide range of opportunities in both sports and the arts.
- The computer suite has enabled good improvement in skills in ICT.

Commentary

22. The school provides a rich, relevant and interesting curriculum for all its pupils. Curricular planning is very good and ensures a very high quality of continuity across the years. There is a very rich curriculum in place for children in the Reception Year based on the nationally agreed areas of learning and enriched by many visits and visitors. There is complete educational inclusion for all pupils from the reception class to Year 6. The provision for all of the different age groups, pupils of all backgrounds and levels of prior attainment is very good. Pupils with special educational needs have detailed learning plans, which ensure that work is

well matched to their attainment levels and to their individual needs. Those pupils identified as gifted and talented are catered for very well. The school works in close liaison with the local high school to promote additional opportunities for gifted and talented pupils. These links are very valuable when pupils transfer from one school to another.

23. Science is a particular strength of the school and with physical education contributes very well to pupils' drug awareness, their sex and relationships education and to their personal, social and health education. Pupils understand the value of frequent exercise and the important elements of a healthy diet. The school has recently achieved the Healthy Schools award.
24. The curriculum has been audited, revised and improved in recent years and fully meets the requirements of the National Curriculum. Well-structured schemes of work are in place for all subjects. These are reviewed according to a rolling programme that is led by the headteacher and the senior leadership team. Subject leaders manage their areas of responsibility very well. As a team, they are committed to ensuring very good provision for all subjects. The school improvement plan reflects their work and reports on each subject are made to the governing body. The subject leaders have time allocated in which to lead, manage and review their subjects, monitoring and supporting colleagues in the classroom to very good effect.
25. Pupils have ready access to an enriching range of visits to places on interest, which further enhances their learning. Residential visits are arranged for pupils in Year 5 to Llandudno and Year 6 to Conway. This enables pupils to experience a wider range of more adventurous activities and social awareness than is possible in school.
26. The strategies for teaching literacy and numeracy are very good and are working well. These subjects are well applied to all other curricular areas. The effectiveness of the curriculum is monitored regularly and is developed according to the skills and need of the pupils. Pupils very good achievements in all subjects lift the quality of education overall to a higher level than that sometimes found where tested subjects carry all of the value. The work planned is very well matched to pupils' needs. There is a wide range of extra-curricular opportunities. These include sports and music. For pupils in Year 6 who find working at home difficult a homework club is available. The school hosts athletics events for other schools and pupils have taken part with others in a recent choral event called 'Voices for Warrington'. The art exhibition at the secondary school showed the inspirational work of pupils to a wider audience to good effect. Visitors to school share their skills and experiences with pupils and greatly enhance their learning. The Warrington Wolves Rugby Club assists with supporting the curriculum for sports and physical education. A former member of that club, who has children attending the school, has shared stories and art from the Aborigine culture.
27. There are sufficient qualified and experienced teachers who, with classroom assistants, make a very positive impact on pupils' achievements. Staff are well matched to the needs of the curriculum. The accommodation is good. Pupils and adults with disabilities have full access to all areas. The building is in an attractive setting and is maintained to a very high standard by the site maintenance officer. Classrooms and corridors are bright and alive, with stimulating and vibrant displays of pupils' work. Resources for teaching and learning are good and are well maintained. They are used imaginatively to promote learning. The headteacher and governors have worked hard to achieve this situation and plan to enhance the facilities even further in the future. A notable improvement is the ICT suite. This facility this has helped to enhance research in all subjects across the curriculum.

Care, guidance and support

The quality of the care, welfare, health and safety of pupils is very good. There is very good support, advice and guidance for pupils, based on the monitoring of their achievements and personal development. The extent to which the school takes account of pupils' views is good.

Main strengths and weaknesses

- Arrangements for pupils' care and welfare are very good, as are all health and safety arrangements.
- Induction procedures are very good.
- The quality of relationships between adults and pupils is very good, adding to the pupils' self-confidence and trust in staff, enabling them to develop well.
- Throughout the school pupils receive very good advice to help them make progress in their education.

Commentary

28. The school ensures that all statutory checks are undertaken and is rigorous in its assessment of risk. Effective child protection arrangements are in place and all adults working in the school are aware of them. Throughout the school, there is a focus on encouraging a healthy, active lifestyle. Pupils are well supervised and cared for at lunchtime.
29. There is a clear indication of very good relationships between pupils and adults and pupils say that they feel they could confide in them. Pupils feel very secure and are willing to contribute ideas in lessons. This positive effect on pupils' feelings of self-worth, develops their positive attitudes to their learning.
30. The very high quality of the assessment procedures and the very good use that is made of the information, enables all pupils to benefit from very focused, targeted teaching. It also enables early identification of any difficulties, or talents, pupils may have and the implementation of appropriate strategies to address them. As a result, pupils receive very good individual advice and tailored support throughout the school. The work undertaken in lessons in personal, social and health education is well established.
31. Pupils with special educational needs are supported very well by teachers and support staff. Teachers assess and monitor the progress of special educational needs pupils very well. The school works hard to seek and take account of the views of its pupils. Induction procedures are very good and help children to settle well into the pattern of learning. There is a vibrant, although recently formed, school council, comprising representatives from every class from Years 1 to 6. They meet regularly and discuss all aspects of the life of their school. To date, the school council has brought about the provision of Friendship Benches in the playgrounds, bird feeders and play equipment for lunchtime. Pupils are becoming more involved in the development of the school.

Partnership with parents, other schools and the community

The school has established very good links with parents and other schools and colleges. It has good links with the local community.

Main strengths and weaknesses

- The information provided for parents is very good.
- The school values the views of parents and responds positively to them.
- Links with other schools extend the pupils' learning opportunities.
- Good links with the community enhance pupils' experiences with local traditions and customs.

Commentary

32. The school prospectus is very attractive and informative. Regular newsletters inform parents of all day-to-day happenings. Parents are informed about what homework will be set and the staff's expectations for its completion. Annual reports about pupil progress are very clear and informative and clearly state what a pupil can do across all areas of the curriculum. In Years 2 and 6, reports contain results achieved in tests. The results of national tests are fully reported

and explained to parents of pupils in Years 2 and 6. In addition, the school fully explains a child's strengths and areas needing development.

33. The school values the views of parents and actively works to discover them. Parental views have encouraged the school to run a workshop on how mathematics is currently taught. To support this workshop the school produced very high quality documentation for parents. All parents who expressed a view during the inspection were very supportive of the school. They find it open, approachable and feel valued. Evidence collected during the inspection supports these views. There is a very active parent teacher association that raises significant funds for the school each year and contributes to the social life of the school.
34. The school encourages parents to be involved in their children's learning. Parents support learning through their involvement in regular homework and through fund-raising events. The money raised at these events is used to provide additional resources for the school. Parents help by escorting school visits and a significant number help in classrooms or coach sporting activities. There are two parents' evenings each year when children's targets are discussed. Additional meetings are easy to arrange if required. Targets agreed by the special educational needs co-ordinator and the class teacher are shared with parents and when appropriate with pupils. Parents are invited to attend the termly review of individual education plans and the annual review of statements of special educational need.
35. The school enjoys very good links with local schools. These range from pupils from the school attending a joint workshop to develop peer negotiation with pupils from a special school, to involvement with the local high school where strategies to extend opportunities for pupils identified as gifted or talented in particular subjects of the curriculum are developed. Each year the school hosts a cross-country running event when many local schools take part.
36. There are good links with the local community, especially the local church, that are mutually supportive. The school is situated in a residential area and links with the commerce and industry are difficult to arrange. The links with the local rugby and football teams are however very effective. The school supports the community well by offering school facilities for evening social activities.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is excellent, the leadership by the other key staff and the management and governance of the school are very good.

Main strengths and weaknesses

- The headteacher has excellent vision and is inspirational in his aims for all aspects of the school's development; these are reflected in the very good achievements of pupils.
- The governance of the school is very strong, with many excellent features.
- All aspects of strategic planning are excellent and have contributed to the very high levels of improvement in standards and all aspects of provision since the last inspection.
- The school's assessment, monitoring and tracking systems and their use are exemplary.
- The financial planning, management and best value principles are very good.

Commentary

37. There have been very good improvements in the leadership and management of the school since the last inspection. There is an exceedingly clear commitment by the headteacher, governors and staff to the continuous improvement that drives the school forward. There is a dynamic and shared commitment to raising standards and providing a very high powered and high quality education for all pupils. Inclusion, enrichment and commitment to a strong Christian ethos are at the heart of the school's philosophy. The headteacher provides excellent educational direction. He and the staff motivate each other and this contributes very

effectively to the levels of achievement that are most frequently very good. Initiatives are rigorously kept on course. They are not allowed to drift or lose impact. In this school where all staff are subject leaders, they ensure that agreed strategies for teaching and learning are followed. The different approaches to leadership, management and teaching are celebrated and shared, and contribute to the drive for excellence. There is an excellent supportive network throughout the school where everyone is valued and supported.

38. Clear goals are set for and shared with teachers and pupils; the headteacher has extremely high expectations of himself, the staff and the pupils. Performance management is very good and is one of the many features that are proving to be successful in maintaining above average standards. Its careful use is instrumental in enabling the innovative range of developments. The induction of staff is excellent in terms of their professionalism and confidence in bringing about change and development. The governors set measurable goals for the headteacher who, in turn, sets equally relevant and measurable goals for the rest of the staff. Governors are very well informed about the development of and standards in each subject from the reports presented to them by the subject leaders.
39. Members of the governing body have a superb range of experiences and skills that they use to ensure very effective provision in all aspects. There is a very positive and productive relationship between the governing body and the school. Governors have a high level of confidence in the headteacher, yet they expect him to be accountable. They ask searching questions of all staff and have an exceedingly good understanding of the strengths and areas for development in the school. Through the headteacher's reports and frequent visits, governors have a very good understanding of standards, teaching and learning in the school and keep abreast of all developments.
40. Overall, the governing body, with the support of the headteacher, has a thorough working knowledge of the school that directly informs their decisions. Their long-term strategic planning reflects their commitment to improvement, often building on what is already very good. The governors work very diligently together and fulfil all of their statutory requirements. The chair of governors is extremely well informed and supportive in all aspects of the school's activities. The approaches to financial management and the excellent understanding and guidance by the chair of finance enable the teachers to plan and develop initiatives.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	504666	Balance from previous year	42,540
Total expenditure	517,317	Balance carried forward to the next	29,889
Expenditure per pupil	2,548		

41. Systems of self-evaluation in the school are rigorous and excellent. All members of the school community are regularly consulted. The governors and the headteacher are not afraid to make bold decisions in the best interests of the school. The administrative support in the school contributes to the smooth running of day-to-day financial management and ordering. The finance officer is very well informed and gives the school very detailed guidance and analysis of income and expenditure. The headteacher and governors are therefore very well informed about expenditure. The governors keep an appropriate level of reserves to ensure that additional needs can be financed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the Foundation Stage is very good overall with many excellent features and it has been improved significantly since the last inspection.

Children are prepared very well for work in Year 1. Pupils join the reception stage in the September before their fifth birthday and attainment on entry varies from year to year but, as at the time of the last inspection, is below average. All children achieve very well due to the very high quality leadership and management, teaching, curriculum and assessment procedures. They benefit from very high quality support from the teaching assistant. The curriculum is very well planned to provide a superb range of interesting, challenging and relevant activities including visits and visitors. All adults are very good role models and establish very good relationships with them. The teacher and classroom assistant work very effectively as a team. They monitor all aspects of children's learning and personal and social development very carefully. Resources and accommodation are good and the outdoor accommodation, which was unsatisfactory at the time of the last inspection is now very good.

Parents commented very favourably on the provision in the class and their involvement in their children's learning. Provision is very good, children achieve very well and develop very positive attitudes because of the very good teaching, assessment, leadership and management.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and Weaknesses

- Children achieve very well and develop very positive attitudes because of the very good teaching and very high expectations of all staff.
- All adults in the class ensure that children are sensitively introduced to prayer at the beginning and end of every session, and to the special events and people who are an integral part of their religious beliefs.
- Very supportive relationships are quickly established and children work with confidence and enjoyment.

Commentary

42. Children achieve standards above the expected level in this area of learning because the provision has been significantly improved since the last inspection. They make very good progress in their personal, social and emotional development because of the very good teaching and the contributions by classroom support. As a result, they know what is fair and acceptable behaviour because of the consistent approach and routine. Children listen to and participate in the many interesting activities and stories and the majority speak clearly and confidently. Throughout the year, they have many opportunities for participating in activities, which are special to this Christian school and benefit from the Christian ethos that pervades all aspects of school life. They are continually encouraged to feel confident about their achievements and are reminded of the very high standards of behaviour expected. They are encouraged to share and take turns and put up their hands before answering a question. Consequently, groups of children were frequently observed working very well together with minimal adult intervention in all lessons.

Communication, language and literacy

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

Main strengths and weaknesses

- Teaching and learning are very good and all staff create many opportunities to develop children's speaking and listening skills in all areas of learning.
- Children have many opportunities for writing and learn how to form their letters accurately.
- Children achieve very well in reading because of very structured teaching and very effective involvement of parents and other helpers.

Commentary

43. Most children exceed the expected levels in this area of learning where provision has been significantly improved since the last inspection. They achieve very well in speaking and listening because the teacher plans many stimulating opportunities for group discussions in all areas of learning. Children were frequently observed sharing books, listening to stories and practising writing skills. The teacher plans many exciting opportunities, which increase and improve children's vocabulary. She poses probing questions and there is a display of essential vocabulary in each area of learning.
44. Higher attaining and average attaining children read fluently and accurately with good understanding. The books chosen are well matched to their abilities and interests. They use reasoning skills very well and retell the story in the correct sequence. Most of this small group eagerly read familiar and unseen texts equally well. The lower attaining children read familiar texts and benefit from the repetition of vocabulary. They retell a wide range of stories incorporating recently learned vocabulary very well in clear and well-organised sentences.
45. Very good relationships give children the confidence to speak and all adults listen intently and respond to their comments. The teacher has developed a very rigorous and tightly structured plan for the teaching of sounds with the emphasis on children's ability to say the sounds, recognise them in print and practise them in writing. Children are encouraged to hold pencils with the correct grip. The analysis of writing shows that most children form letters accurately and have frequent opportunities for practising letter formation and patterns. The excellent organisation by the class teacher ensures that the higher attaining and average attaining children have many opportunities to extend their learning while the lower attaining children have the necessary support and additional guidance.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching, learning and achievement are very good.
- The teacher plans a wide range of structured activities to ensure that children understand number and apply their skills to other areas of learning.

Commentary

46. Most children exceed the Early Learning Goals and higher attaining and average attaining children are working within National Curriculum levels. The teacher has excellent subject knowledge and ensures that assessment guides planning and the resources used. Most children count to 100 and add and subtract using numbers to 10. Nearly all children recognise a wide range of two-dimensional and some three-dimensional shapes. They create interesting mathematical patterns showing a very good awareness of order, shape and colour.

Children are encouraged to reason and investigate all aspects of number and measurement. They have very good opportunities for investigations and using ICT. There are some excellent features in this subject, which has improved since the last inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's learning is greatly enhanced by the exciting range of activities and very good range of visits and visitors.
- Children have many opportunities for using ICT.
- The excellent planning of this area of learning ensures that children apply basic skills of literacy and numeracy progressively.
- A wide range of visits enhances the curriculum.

Commentary

47. As a result of very good teaching children learn rapidly and achieve very well in all aspects of this area of learning. They attain higher standards than those expected of children in the reception year. During the year, the teacher provides very well for children's scientific, technical and geographical aspects of learning. They benefit from the wide range of investigations planned, are confident and capable users of ICT and know that many pieces of equipment are powered by electricity. An excellent feature of this area of learning is the development of 'Thinking Skills' and this reinforces their skills to compare and contrast the wide range of animals that live in Britain with those from other regions of the world. A very well planned range of visits enhances children's understanding of mini-beasts and animals and plants found in the local environment. They know a wider range of creatures and environments than expected for children of this age. They enjoy the opportunity for saying recently learned words such as "Iguana" and "Leopard". They have a very good understanding of the order of seasons, seasonal changes and the impact of weather on activities. They understand that fruit, vegetables and milk are all part of a healthy diet.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching and learning is very good and contributes to the standards attained being above the expected level.
- The spacious outdoor accommodation is very effectively used and children have a wealth of outdoor play equipment including wheeled toys.
- Manipulative skills are very well developed in a wide range of activities especially handwriting and art.

Commentary

48. Children achieve very well in all aspects of this area of learning and most of them exceed the Early Learning Goals. There were insufficient opportunities to observe all aspects of children's physical development during the inspection, but sufficient was seen to enable a judgement on provision to be made. In the activities observed, children achieved well. They handle construction equipment, paintbrushes, scissors and pencils with very good levels of dexterity and accuracy. The majority of children hold pencils with the correct grip and consequently their standards of handwriting have improved since the beginning of term.

Children identified as needing additional help are given very good support and encouragement and achieve as well as other children in the class.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good overall.
- Opportunities for storytelling and role-play are very good. This area of learning makes a very good contribution to children's personal, social and emotional development.
- Children's very positive attitudes are reflected in their knowledge and confidence when discussing their work.

Commentary

49. Most children exceed the Early Learning Goals in this area. Teaching, learning and achievement are very good in all aspects. Planning shows that over the year children have a very wide range of creative opportunities. They are encouraged to experiment when mixing paint and using modelling materials. A particular strength is their very good awareness of shape and texture in art. They produce attractive compositions based on the study of animals and show a very good awareness of proportion and texture. All staff skilfully extend children's language and encourage their imaginative and collaborative activities. They have a very clear understanding of the skills to be learned from each activity. Children enjoy learning and sharing in the excellent role-play 'Jungle' area where they choose from a wide range of books about animals and use a wide range of recently acquired vocabulary. They share the resources very well and are beginning to understand the need to take care of animals and the environment.
50. The very good teaching of the musical aspects successfully contributes to the very good levels of achievement in singing. Children sing tunefully with accurate pitch, dynamics and rhythm. No teaching of instrumental work was observed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good overall and much is excellent.
- The achievement of pupils, including those with special educational needs, is very good.
- Literacy is used superbly well in other subjects.
- There is very good leadership and management of the subject, including precise and detailed assessment systems that are used to develop the curriculum.
- Teaching assistants are deployed well across the school.

Commentary

51. Attainment levels in Year 2 are above national expectations in speaking and listening, reading and writing. By the end of Year 6 attainment overall is well above the national average. This is an improvement since the previous inspection. During the past four years the results in the National Curriculum tests for pupils in Year 2 have improved steadily and now exceed the national averages. Most progress has been made in raising the standards in writing. Results in the Year 6 National Curriculum tests indicate an upward trend.

52. The quality of teaching and learning across the school is very good and there are examples of excellent teaching in all stages. The very good input of teachers and time invested by the well-trained support staff have a very strong impact on the progress that pupils make. The very good teaching, combined with the pupils' very good behaviour, very good attitudes and eagerness to please and do well, ensures that achievement for all pupils, including those with special educational needs is very good.
53. Inspection evidence shows that most pupils are attaining standards in speaking and listening and in reading that are better than those found in many other schools. When sharing reading sessions with adults, pupils explain eagerly how they love books. The home school reading diary is a very useful link between teachers and parents. The reading records of older pupils have been maintained over several years at an exceptionally high standard. The high standards seen in writing across all age groups show that the actions initiated by the teachers, as part of the successful work to raise standards in written English are maintained in work in other subjects. This approach to writing is lifting pupils' work in writing for a range of different audiences to an exceptionally high level. Pupils respond positively to the very good teaching and they work hard. A wide and interesting range of well-organised strategies is used to good effect to support pupils' learning.
54. The pupils in Year 1 demonstrate very good skills in communication, language and literacy. They are able to name and describe the characters of traditional stories, such as 'Jack and the Beanstalk'. They have adapted this traditional tale to develop their abilities to create mythical characters that, coming from their own imagination, are unique yet interesting to others in the class. These skills are further developed through planned programmes and the hard work of pupils, teachers and support staff. By the end of Year 2, pupils have become confident communicators. They demonstrate good listening skills when responding to the teacher's questions. Pupils are attentive and eagerly participate in discussions. In Year 6, pupils engaged in a transition programme in partnership with the local secondary school discussed feelings and emotions and acted out how parents might feel when they believed their son to be lost at sea. In another session they engaged in persuasive writing to entice would be holidaymakers to visit places they otherwise might have avoided. Everyone enjoyed this lesson and the good humour within some of the joke descriptions encouraged other pupils to try harder to create a passage more typical of a holiday brochure than that of their friends.
55. Reading is promoted strongly in the school. As a result, the enthusiasm for most pupils to read begins early. For example, they eagerly discover the meaning of words relating to character traits while reading books of traditional stories. They also shared books with messages about caring for others and how to deal with children who might be bullies. By Year 6, most pupils read fluently and with good expression that reflects the meaning of the text. There are very few older pupils who experience reading problems and need to figure out the meaning of unfamiliar words. The standard of writing and the presentation of work in all classes are very good and, by Year 6, pupils write in a neat, cursive style, of which they are rightly proud.
56. Across the school, a few pupils require additional support, particularly those with specific learning difficulties, problems associated with speech and communication and those with behavioural and emotional problems. This help is readily available through tasks being adapted to match pupils' needs and abilities. These modifications and support allow them the opportunity to succeed and make progress. Teaching assistants provide very good additional guidance to complement the work of the teacher. The targets stated in individual education plans are the focus for additional support. These are shared with pupils and their parents.
57. The subject is led and managed very well. This is an improvement since the last inspection. Results of tests are analysed carefully and challenging targets are planned well for the next stage of pupils' learning. The systematic monitoring of planning and assessment is excellent and is very detailed. It is very well organised and has been very effective in lifting standards to their present levels. The school has recently adopted a new electronic format and teachers are beginning to see how it will help them to identify patterns even more precisely. The staff

endeavour to create a stimulating environment through displays of books and pupils' work to encourage and stimulate learning.

58. Library facilities are good and are used well. Pupils also use the Internet to support much research and reference. Non-fiction books are classified, using a recognised system that is simple and practical and is understood by the pupils. There is a good range of fiction and non-fiction books that are recent publications and in very good condition. All pupils are encouraged to take their reading books home regularly.

Language and literacy across the curriculum

59. Throughout the school the pupils' literacy and language skills are constantly being very well applied and are used very well to enhance the quality of work in other subjects. Examples include writing about plans and accounts of educational visits and using specific vocabulary in writing up science experiments or accounts of what life was like for characters in times past. In Years 5 and 6, pupils researching work in history develop their skimming or scanning skills very well. English makes a very good contribution to pupils' social, moral, spiritual and cultural education. Overall the promotion of language and literacy across the curriculum is very good.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- The assessment, monitoring and tracking of pupils' work and progress are very good and contribute to the very good levels of achievement.
- Leadership and management of the subject are very good.
- There are frequent opportunities to apply mathematics in other areas of the curriculum.

Commentary

60. Results of national tests for pupils at the end of Year 2 and Year 6 over the past four years show a rise in standards. Though there was a dip in the performance of Year 6 in 2004, observations indicate that standards are well above average by the end of Year 6 and above average by the end of Year 2. The headteacher and teachers ensure that all pupils who can achieve well have the challenges and opportunities to do so.
61. In both Years 1 and 2, and Years 3 to 6, the quality of teaching, learning and achievement in the subject is very good. Teachers plan a very challenging range of investigative work in all classes and school records show that from their attainment on entry pupils now achieve well in this subject. Most pupils in Year 6 are well placed to achieve nationally expected levels, with higher attaining pupils achieving high standards. Teachers use a range of strategies to ensure that pupils are actively engaged in learning. Their attention, application and engagement are very good.
62. From the work observed both in lessons and in pupils' books, pupils in Year 2 are well placed to reach standards above national expectations. The majority of pupils understand place value to at least 100, and can add and subtract, using appropriate methods. They can name two- and three-dimensional shapes. They measure in centimetres. They rise to the challenges set by the teacher, and have very positive attitudes to the subject.

63. Pupils in Year 6 achieve very well in all aspects of mathematics. Problems solving is a strength. For example, whilst working on profit and loss, the pupils were able to name and apply proportion and ratio. Their understanding of the equivalence of number and algebra is very secure. Pupils have a very good understanding of the properties of angles when working with triangles and quadrilaterals. In a Year 5 class, pupils understood acute, obtuse and reflex angles and used them with confidence.
64. The school has made a thorough audit of the subject and the initiatives in place are showing very positive results. The school has determined that, although most aspects are strengths, they intend to spend more time developing pupils' confidence in the application of mathematical skills. The inspection team agrees with their evaluation of the success of the curriculum. The quality of provision and the standards achieved in mathematics have been improved since the previous inspection.
65. The quality of teaching is very good overall. In some lessons observed, the quality of teaching was excellent. This shows very good improvement since the last inspection, particular by the end of Year 2. All aspects of teaching are strengths. Teachers have excellent subject knowledge and understanding. This is reflected in very clear explanations and teaching of basic and advanced skills that contribute to pupils' very good levels of understanding. Planning is very good for all groups in all classes, including the pupils capable of higher attainment and those with special educational needs. The planning is based on very good tracking and analysis of pupils' attainment and achievements. Teachers use assessment information very effectively to plan lessons and, consequently, all pupils are challenged. Suitable support is offered where necessary. Pupils have individual targets and this assists them to evaluate their own learning. Sufficient time is given for the revision of earlier learning and, as a result, pupils consolidate their learning very well. The ability shown by teachers to use probing questioning is a strength, as is the way they maintain a brisk pace during lessons. The teaching assistants are very purposefully involved in every part of lessons and contribute to the attainment of high standards. The use of ICT is very well integrated in many lessons. The very good teaching is one of the key aspects that contribute to high levels of attainment. Homework is set regularly and is relevant to pupils' abilities and class work.
66. The leadership and management of mathematics are very good. There is a commitment to sustained improvement and to raise standards further in the use and application of mathematics. The co-ordinator has a programme of monitoring that includes how the subject is taught, planning and pupils' assessments. Excellent tracking allows progress to be monitored and appropriate areas for development identified.

Mathematics across the curriculum

67. Planning identifies many opportunities for using mathematical skills in other subjects and this greatly assists learning. For example, pupils use ICT in Year 5 to help with measuring angles. Practical measuring skills are used in science lessons in Year 1 where plant growth was being taught. In this class, pupils demonstrated what they knew about how shapes tessellate as they constructed real walls during work in design and technology. Pupils use graphs and charts when recording data in geography and science, shape and pattern in art and design, and calculations with large numbers when studying historical periods. Work in pupils' science books includes a superb range of the use of their knowledge of measurement.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The leadership and management of the subject are very good and are contributory factors to improving standards and to the well above average levels of achievement.
- Provision for the subject has greatly improved since the last inspection and children achieve very well reaching standards that are well above those expected.
- Teaching and learning are very good overall and are excellent in some classes; this contributes to the very good level of achievement.
- The very good provision for pupils with special educational needs ensures that they are included in all activities; higher attaining pupils are very well challenged in all lessons.
- Science makes a very positive contribution to pupils' understanding of a healthy lifestyle and many aspects of their personal and social education.
- The broad and balanced curriculum is greatly enhanced by a wide range of visits and links within the community.

Commentary

68. The provision for science has greatly improved since the previous inspection and this has contributed to the standards overall being well above expected levels. All pupils, including those who are gifted and talented, higher attaining pupils and those with special educational needs achieve very well. The excellent monitoring and tracking by the co-ordinator has made a highly significant contribution to improved standards and the level of challenge for all pupils.
69. Pupils in Year 2 attain standards above the national average in all aspects of the subject. During the inspection they classified a wide range of plants and animals before identifying similarities and differences between different groups of animals. They made detailed observations and used classification to sort organisms into groups.
70. In all lessons the quality of investigations were outstanding. Most pupils in Year 6 achieve standards well above the national average in all aspects of science. Standards are consistently high because the school concentrates on children becoming young scientists and the planning and opportunities for investigations are outstanding.
71. Pupils in Years 3 to 6 successfully build on the very good achievements in Years 1 and 2. The very carefully planned links with other subjects give the subject relevance and as a result pupils' learning is purposeful and thorough.
72. Pupils in Year 6 attain standards well above the national average in all aspects of the curriculum. During the inspection pupils planned an outstanding range of investigations related to the effect of yeast on dough; they had excellent understanding of the need for only one variable and knew all the elements that would have to stay the same. Their suggestions about how the results could be tested and evaluated were not taken from a textbook but built on their excellent investigative skills and understanding. The quality of collaboration was superb; the challenge was relentless and pupils learned a great deal about the application of science to industry.
73. The standards in Years 3 to 6 are consistently high because the school concentrates on pupils becoming young scientists and there is a whole school commitment to investigations. Pupils in Years 3 to 6 successfully build on the good practices established in Years 1 and 2. The careful links made with other subjects, especially literacy, numeracy and ICT enhance pupils' scientific understanding. In all classes, pupils use accurate scientific terminology and understand that scientific investigations are written in formats that are different from other aspects of writing.

74. Teaching and learning are very good overall and at times excellent. The analysis of work reflects very good teaching and excellent levels of investigations. Very good relationships allow teachers and pupils to work in calm, purposeful yet stimulating atmospheres, and ensure time for reflection. Lesson planning is excellent and allows opportunity for individual development. Resources and pupils are managed very well and with apparent ease as a result of impeccable planning. In most lessons, the different approaches used made the speed of learning brisk and pupils very well motivated. Teachers questioned pupils very skilfully and encouraged them to think of answers to questions, solve problems and demonstrate their understanding of complex issues.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in ICT is **very good**.

Main strengths and weaknesses

- Very good leadership has had a very positive impact on extending the quality of provision.
- Pupils throughout the school achieve very well from their previous levels.
- Teaching and learning are very good overall; there are examples of excellent teaching.
- The use of the subject to promote and extend learning in other subjects is well developed.

Commentary

75. Levels of attainment exceed national expectations by the end of Years 2 and all of those in Year 6 have attained beyond the expected level. This reflects very good improvement since the last inspection. Since the new computer suite was established early this year pupils of all ages have made rapid progress and are now achieving very well. At the end of Year 6 the most confident pupils are working well within Level 5. All of the teachers and support staff have undertaken training and the scheme of work ensures that all aspects of the curriculum are taught. The work to integrate this subject across the entire curriculum is good. The effect of the improved provision is having a positive impact on standards as can be seen in the very good start that is now showing in classes lower down the school.
76. By the end of Year 2, pupils understand the various forms of communication such as CD-ROMs, tape recorders, text and photographs. They use the computers for word processing, drafting and editing and importing pictures, and use a mouse confidently. They are totally familiar with the keyboard and use of icons. They confidently log on, edit text, save their work and log off. They readily demonstrate their skills when using remote controlled robotic floor toys. Pupils are confident in loading and saving work and are able to word process to save work by deleting or inserting text.
77. By Year 6, most pupils are confident and competent users of computers. They know the usefulness of ICT in their work and in the outside world. For example, pupils readily collect information and present it on spreadsheets and graphs. They use secure search engines to access websites on the Internet. Their skills in control technology are being developed very well, as the school has good access to an interesting and up-to-date range of relevant software. These pupils had a more limited start to developing their skills in ICT before the new computer suite was established but they are now making rapid gains.
78. Teaching is very good overall and this is enabling pupils to learn very well. This has a positive effect on raising standards. All teachers have strong subject knowledge and explain the purpose of planned work very well to pupils. Lessons are very well planned and the learning objectives are made very clear. Emphasis is placed on the development of relevant technical vocabulary. Teachers achieve a good balance between formal instruction and the time allowed for pupils to get on with their independent work. This results in good learning. In all lessons, the pace is brisk and the activities used are broken down into manageable steps. Pupils are fully engaged in their learning as a result of teachers' skilful use of questioning. Positive attitudes and very good behaviour are important factors in pupils' very good achievement in lessons.

79. The leadership of the subject is very good. A wide range of interesting and stimulating strategies to raise attainment levels has been very well managed. The subject leader has undertaken a comprehensive whole-school monitoring programme to evaluate the best ways to use and extend the existing skill base. As a result, teachers have a very good understanding of what pupils do well and where more support is needed. Very good assessment systems are used to chart pupils' work and progress, and to enable teachers to provide relevant follow up work. The resources are very good both in the computer suite and in classrooms.

Information and communication technology across the curriculum

80. The use made by teachers and pupils of ICT in other subjects is very good. It is school policy to use ICT in all areas of the curriculum. The way in which teachers use pupils' skills is purposeful and effective. Teachers' planning for other subjects almost always identifies opportunities for its use. Teachers and pupils often use work from other subjects as the means to promote and extend computer skills. Increasing skills and confidence in mathematics help pupils to develop more advanced skills in the subject. Planning is evaluated to ensure that this meets the school's expectations. In Year 4, pupils programmed a turtle on the screen to create two-dimensional shapes. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading and spelling. Pupils use software programs and the Internet for personal research in other subjects such as history, geography, and art and design. Data handling in science and mathematics using computer skills particularly inspires pupils. The subject leader has structured plans to extend the use of ICT into even more areas of learning.

HUMANITIES

81. It was not possible to observe many lessons in **history and geography** during the inspection. From the lessons observed and a scrutiny and analysis of work, together with the analysis of teachers' planning and assessment, and discussions with pupils in all classes indications are that most pupils in Years 2 and 6 are on course to exceed the expected levels in both subjects by the end of the year. From their start on entry to Year 1 pupils achieve well. In Years 1 and 2, pupils learn about old and new toys and compare the methods of transport and style of vehicles now and in times past. Their writing illustrates exceptional knowledge of social conditions, employment and the differences between rich and poor children. Pupils investigate and use a wide range of information including maps, and plans together with ICT and a wide range of reference material. Pupils use accurate geographical vocabulary and speak with interest and understanding about different parts of their town comparing it with other towns and villages in the United Kingdom and in Europe and Africa. The stimulating and creative manner in which the subject is taught develops children's understanding of the impact of the locality on lifestyles and the environment.
82. In Year 6 pupils have very good understanding of the effects of historical events and inventions on present day lifestyles and customs. In geography, they locate regions of the United Kingdom. Pupils planning for a residential visit used road maps, and ordnance survey maps with great skill. They readily identify national boundaries, rivers and major cities. They have extended their geographical knowledge and skills by studying physical features, such as rivers and mountains, and use a wide range of mapping skills. Residential and local visits to places of educational interest are incorporated very well into the curriculum. Pupils have a good understanding of environmental issues and how all individuals have a responsibility to care for the environment. There are many opportunities for developing literacy and numeracy skills and the planned curriculum contributes very well to pupils' spiritual, moral, social and cultural development.

83. In the lessons observed, teaching was very good across the school and pupils learned very well as they worked together in class. Teachers' planning is very good. Teachers monitor planning and marking together and their moderation and assessment of completed work is very good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. It is not possible to make an overall judgement on provision or teaching and learning in **physical education** as very few lessons were observed. In the lessons seen pupils' attainment exceeded national expectations. In these lessons teaching and learning were good overall. Lessons are very well planned and are managed at a brisk pace. All pupils clearly enjoy the subject. They try hard and display very good attitudes and behave very well. Relationships are very good. There is good evidence to show that there has been great improvement since the last inspection.
85. Pupils know the value of regular exercise and enjoy the facilities provided by the school. Pupils enjoy regular swimming lessons and, by the end of Year 6 have achieved the expected level. Most exceed this and many have gained awards that greatly exceed national requirements. The school has adopted national guidance for physical education. This provides total coverage of curriculum requirements. Dance is a particular strength and is used very effectively with music to promote culture development through African drumming and Indian temple music. During the present term dance has been used to very good effect to extend pupils' work about the Egyptians and traditional dances intended to influence the weather.
86. The leadership and management of the subject are very good. The subject leader provides clear and informed support for others and has regular opportunities to monitor and support colleagues in lessons. The school has established a pattern of additional support for teachers from various coaches through organisations such as, 'Warrington Wolves Rugby Club', that provide specific expertise. After-school clubs for football, rugby and cross-country running for pupils in Years 3 to 6 are held at the school. Resources are good and are well organised. The hall is very well equipped for gymnastics and dance. For outdoor sporting activities there is a hard play area and a well-maintained field.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Very effective leadership and management ensure that all pupils benefit from very good enrichment experiences.
- Very good teaching contributes to very good learning.
- Knowledge and understanding from a wide range of other subjects are incorporated into pupils' learning.
- The very impressive displays throughout the school, not only create an enriching environment, but also reflect the value placed on pupils' work.

Commentary

87. Pupils achieve standards that are well above national expectations. Pupils are surrounded by extremely high quality art and are influenced by work from many cultures. There are exacting challenges for gifted and talented pupils and very good support for those with special educational needs. Pupils benefit from a wealth of visiting artists and visits to places of artistic interest. All aspects of provision for the subject are strengths and contribute to pupils' very positive attitudes to the subject and enjoyment in this aspect of their creative development.

88. Pupils gain many artistic skills in all aspects of the subject as they progress through the school. They incorporate art from an extensive range of cultures and different historical periods into their work. The analysis of the wide range of work displayed, pupils' sketchbooks and discussions with pupils show very good improvement in all aspects of the subject since the last inspection. Outstanding examples of work in Year 2 include ceramic tiles in the style of Gaudi; showing superb design, use of colour and technical skills. Pupils spoke of his influence on architecture in Barcelona with great confidence based on very secure knowledge. Pupils in Year 5 produced excellent mixed media work in the style of Monet and the pencil sketches of the local church by pupils in Year 6 showed very good knowledge and understanding of shape, perspective, proportion and shading. Provision has improved significantly since the last inspection.
89. The leadership and management of the subject are very good. The co-ordinator has very clear vision and has developed the curriculum to have a rigorous progression of skills with many opportunities for creativity and spiritual development. Teachers are very well supported and all aspects of their teaching including knowledge and understanding and the development of art through the progression of artistic skills are assured.

Design and technology

Provision in design and technology is **very good**.

Main strengths and weaknesses

- There is a total commitment to usefulness and high quality of the products made.
- The design element is followed through to the testing and evaluation stage to good effect.
- There are good shared planning about the nature and purpose of work undertaken.
- Pupils' enthusiasm and interest in all classes is clear to see.

Commentary

90. Work on display and other collected evidence indicates that standards in this subject exceed the expected level by end of Years 2 and 6. Teachers work collaboratively to plan work that is clearly linked to a purpose. Practical ideas are carried through and items are designed to meet requirements. Ideas are tested and refined, enhanced or re-worked to meet the planned standard. Assessment strategies are working well. Teachers expect high standards and pupils respond very well to the demands. There are very good links with other curriculum areas, such as history and science. Pupils understand the links with previous learning in science and ICT. In Year 1, pupils design and construct model houses, using a variety of materials.
91. The quality of teaching and learning is very good. The quality of completed work on display indicates that all of the teachers work to demanding standards and share high expectations. Pupils are keen to share their work and they are able to explain how work has been developed from the design stage to completion. Pupils' sketchbooks contain annotated diagrams and plans of their intentions, notes about how work is modified and good evaluations of how they might improve their work.
92. The leadership and management of the subject are very good. The subject leader has recently updated the scheme of work and teachers have all shared in-service training. She monitors planning, and teaching and learning. The plans agreed for the next academic year include more opportunities to link the subject with work in ICT so that aspirations for both subjects can be realised. Since the last inspection the improvements made to raise the profile and quality of work in this subject have been good, particular for pupils at the end of Year 2.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- The skilled leadership and management of the music co-ordinator contribute to the very good levels of achievement throughout the school being well above those expected.
- The wealth of opportunities for performing in the school and the community make an excellent contribution to pupils' spiritual, moral, social and cultural development.
- Standards in singing are very high.

Commentary

93. Pupils' standards of attainment across the school exceed national expectations. Provision for music has greatly improved since the last inspection. Pupils achieve very high standards in singing and have a very good knowledge and understanding of music from a wide range of styles and cultures.
94. During the inspection pupils throughout the school sang with a very good feel for the style of the music and a wide range of dynamics. They responded very well to the accompaniment and showed excellent attitudes in all activities. During the composition and performance activities pupils achieved high standards throughout the lesson. The teaching observed was very good; teachers have excellent subject knowledge and very good relationships with pupils. They give pupils confidence yet challenge them intellectually and pupils make superb efforts to develop musical excellence. Pupils' achievements are valued and there is a very good balance between praise and demonstrating areas for improvement.
95. Year 2 pupils understand the structure of a chant and very successfully developed the theme of a storm. They recognised the many ways in which sound can represent atmosphere and emotions. They maintain a steady beat and use a wide range of instruments and voices to create a highly atmospheric performance. Pupils enjoy music and rise to the demanding challenges and very high expectations of both performance and knowledge and understanding. Pupils in Years 4 compare and contrast the exciting mood and holiday atmosphere created by steel pan music with the fear created by atmospheric sounds including the voice. Their listening and evaluative skills were outstanding. Pupils in Year 5 compared the cyclic beat of an African rhythm with a European linear beat. They understood the differences between a beat and a pulse and read musical scores accurately.
96. The curriculum is very well structured and the enrichment aspects are excellent. Pupils learn a wealth of music from different cultures and styles; consequently, the subject makes an excellent contribution to pupils' cultural and multi-cultural development. The recently appointed co-ordinator has enlivened the subject by her own enthusiasm and personal skills; she empowers teachers to be confident and adventurous.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

97. Work in this aspect of the school is undertaken through a cross-curricular approach and there are strong links with the local church. Few lessons were observed during the inspection, although in lessons in science, literacy, physical education and ICT pupils' development in this area was supported very well. Teachers foster an awareness of the environment and the life of the area around the school and the extended community is part of everything that takes place in the school. The school considers that pupils' personal development is at the heart of all of its work. Within the curriculum, there is very good provision for health education, including teaching about sex and relationship education and drug education. The pupils' understanding of healthy eating, regular exercise, fair play and working together in a safe

environment is being fostered through the ongoing work in the class discussions and pupils' questionnaires that inform the staff about their ideas and opinions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
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	1
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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	1
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).