

INSPECTION REPORT

**Norley Church of England School
Warrington**

LEA area: Cheshire

**Unique Reference Number: 111249
Inspection Number: 182524**

Headteacher: Mr Robert Shenton

**Reporting inspector: Mr David Morgan
20244**

Dates of inspection: 4th - 6th October 1999

Under OFSTED contract number: 707067

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mrs Monica Stewart
Date of previous inspection:	September 1994

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	Art	Teaching
Pat Edwards, Lay Inspector	Music	Learning resources
		Attendance
		Equal opportunities
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Clive Whittington	English	Staffing and accommodation
	History	Curriculum and assessment
	Geography	Leadership and management
	Physical education	Efficiency
Amanda Tapsfield	Mathematics	Attitudes, behaviour and personal development
	Design and technology	Pupils' spiritual, moral, social and cultural development
	Information technology	Special educational needs
	Religious education	

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MAIN FINDINGS

What the school does well

- The school is a happy, caring and safe environment in which all pupils make good progress.
- The school has a very positive ethos. The commitment to high standards of the staff, the very good relationships, and the positive attitudes of the pupils, have a major impact on the high standards achieved.
- The quality of teaching in 79 per cent of lessons seen were good, very good or excellent. No unsatisfactory teaching was seen. This is a strength of the school. The provision for the most able pupils is a strength.
- The headteacher provides very effective leadership and has a very clear vision for school improvement. The deputy headteacher provides very good support for the headteacher and sets high standards of classroom practice.
- Cross-curricular links are very well developed and literacy across the curriculum (particularly in speaking and listening) is a major strength of the school.
- Pupils have good attitudes to their learning, show good levels of concentration, and have a good capacity for personal study.
- The accommodation is clean, well maintained and used effectively. The playground and field are an attractive and valuable resource with a conservation area which is used throughout the year.

Where the school has weaknesses

- I. The arrangements for staff appraisal do not comply with statutory requirements.
- II. Although some aspects of information technology are well taught, the full requirements of the National Curriculum are not addressed.
- III. The school does not have schemes of work for all subjects.
- IV. The roles and responsibilities of the subject co-ordinators are not defined sufficiently clearly; they do not effectively monitor the quality of education in those subjects for which they are responsible.
- V. Procedures for whole-school monitoring and evaluation are ineffective.
- VI. Although the governors are supportive they do not have a sufficiently strategic role in the life of the school.
- VII. Although the most recent school development plan is satisfactory, it does not address long-term development.

In addition to the above main weakness, the school should address the following minor weaknesses:

- there is no separate play area for the under-fives, and no large play equipment;
- the school's provision for the pupils' cultural education is underdeveloped.

How the school has improved since the last inspection

Since the last inspection the school has produced a sex education policy and has improved the school development plan. It has otherwise failed to address the key issues of the last report in full. The prolonged illness of the previous headteacher, leading to five terms of temporary headship, has

seriously inhibited improvement since the last report. Areas that remain to be improved are, the provision of schemes of work for all subjects, the establishment for the monitoring and evaluation of the work of the school, and the broadening of the pupils' understanding of other cultures and other societies. The new headteacher has planned to address these issues and the school is now well placed to implement the necessary improvements.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	B	D		
Mathematics	C	E		
Science	A	C		

Inspection evidence shows that standards vary considerably between cohorts. The above results are lower than appears to be the average for the school. Early indications show that the results of the 1999 National Curriculum tests are considerably higher, and significantly higher than the national average. The standards which pupils reach in religious education are above those required by the locally agreed syllabus. Provision for information technology is unsatisfactory overall because of the lack of some major elements of the required Programmes of Study. However, those areas which are covered are addressed well, and the school's development of its own website, contributes substantially to the pupils' understanding and use of the subject. Pupils do not use information technology for the control or monitoring of external events and environments. Their experience of data-handling programs is limited and does not include the use of a database or spreadsheet.

· **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Very Good	Good	Good
Science	Good	Good	Good
Information technology	Insufficient evidence	Insufficient evidence	Insufficient evidence
Religious education	Insufficient evidence	Good	Good
Other subjects	Good	Good	Good

The above grades are overall judgements as the quality of teaching ranged from satisfactory to excellent. In 100 per cent of lessons seen the quality of teaching was satisfactory or better, and in 16 per cent of lessons it was very good or excellent. No unsatisfactory teaching was seen. The good teaching was exemplified by the selection of work appropriate to the ability and prior learning of the pupils, the emphasis on literacy across the curriculum, good planning and pupil management. These qualities contribute substantially to the pupils' good progress.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory;

unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Standards of behaviour are consistently good in all areas of the school including the playground and the dining room, and have a positive effect on the pupils' learning. They are courteous and considerate in their dealings with their peers and with adults.
Attendance	Pupils' attendance is above the national average, and pupils arrive punctually.
Ethos*	The school has a very positive ethos. The commitment to high standards of the staff, the very good relationships, and the positive attitudes of the pupils, have a major impact on the high standards achieved.
Leadership and management	The headteacher provides very effective leadership and has a very clear vision for school improvement. The deputy headteacher provides very good support for the headteacher and sets high standards of classroom practice. Although the governors are supportive they do not have a sufficiently strategic role in the life of the school.
Curriculum	The curriculum is broad and balanced and prepares the pupils well for their next stage of education. Cross-curricular links are very well developed and literacy across the curriculum is a major strength of the school. Aspects of information technology including data handling, modelling and control, are not adequately covered.
Pupils with special educational needs	The provision for pupils with special educational needs is good, and they make good progress.
Spiritual, moral, social & cultural development	The pupils' spiritual development is good and their moral and social development are very good. The provision for the pupils' cultural education is underdeveloped.
Staffing, resources and accommodation	The school is well staffed by suitably qualified and experienced teachers. The accommodation is clean, well maintained and efficiently used. The learning resources are generally adequate and of satisfactory quality.
Value for money	Although the school's unit costs are above average, considering its many strengths, the school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VIII. They feel encouraged to play an active part in the life of the school.
- IX. It is approachable and handles complaints well.
- X. It enables pupils to achieve good standards.
- XI. It encourages pupils to get involved in more than just their daily lessons.
- XII. Its values and attitudes have positive effect on pupils.
- XIII. The school achieves high standards of behaviour.

What some parents are not happy about

- It does not give a clear picture of what
- Parents are not well informed of
- Parents are not satisfied with

XIV. Children like school.

In the parents' questionnaire, the large majority of parents expressed complete satisfaction with the school. At the parents' meeting, a group of parents were very critical of the standards achieved. This criticism was not supported by the results of the questionnaire, or by inspection findings. Although there are considerable differences between the standards achieved by successive cohorts, all pupils make good progress and the provision for the more able pupils is good. Many parents have noted considerable improvements of late, particularly in the way they welcomed into the school.

KEY ISSUES FOR ACTION

In order to continue to improve the standards achieved by the pupils, and the quality of education provided by the school, the headteacher and governors should address the following key issues for action:

- (a) implement a cycle of staff appraisal in accordance with statutory requirements;
- (b) fully provide for the National Curriculum requirements for information technology, and in particular, data handling, modelling and control;
- (a) ensure better continuity and progress within the National Curriculum by:
 - (●) providing detailed schemes of work for the subjects that do not currently have them;
 - (●) enhancing the role and responsibilities of the subject co-ordinators, to include the monitoring of the teaching of their subjects;
- (a) improve whole-school development by:
 - (●) fully involving the governors in planning, monitoring, and evaluation;
 - (●) extend the school development plan to include long-term targets.

INTRODUCTION

Characteristics of the school

1. Norley CE school is situated in the village of Norley in mid-Cheshire. Almost all the houses are privately owned, and many parents commute to Warrington, Manchester and Liverpool. The school building, which is ten years old, was designed to accommodate three classes of children and a small fourth classroom has been created from an entrance hall. The school has a large multi-purpose hall, attractive playgrounds and field featuring a conservation area.
2. The school roll is rising and is currently 98. The size of entry is approximately 12 and all pupils are full-time. The gender balance is good. The attainment of pupils entering the school varies from year to year, but is generally slightly above that which is found nationally. At the time of the inspection, there were 11 pupils under five all of whom were in the reception class. Pupils are admitted on the basis of their proximity to the school.
3. There are no pupils from ethnic minority groups. Two per cent of pupils are entitled to free school meals, which is well below the national average. Six per cent of pupils are on the special educational needs register, which is very low when compared with the national picture.

No pupils have Statements of Special Educational Need.

4. The school summarises its aims as:

- .to provide for the pupils a first class education, within a happy environment;
- .to help pupils to establish moral values and to respect and tolerate the spiritual views of others;
- .to assist them to develop enquiring attitudes to learning;
- .to enable them to become effective in the use of number and language; and
- .to develop to their full potential.

1. The school has identified four priorities:

- .to implement the numeracy strategy successfully;
- .to continue to raise standards overall and in writing in particular;
- .to extend and develop information technology throughout the school; and
- .to extend the opportunities for investigations in science.

1. Since the last report, a new headteacher has been appointed.

Key indicators

2. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	7	5	12

7. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils	Boys	5	5	5
At NC Level 2 or Above	Girls	5	5	5
	Total	10	10	10
Percentage at NC Level 2 or above	School	83	83	83
	National	80	81	84

7. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	5	5	5
At NC Level 2 or Above	Girls	5	5	5
	Total	10	10	10
Percentage at NC Level 2 or above	School	83	83	83
	National	81	85	86

3. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	10	7	17

8. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils	Boys	7	6	8
At NC Level 4 or Above	Girls	7	4	7
	Total	14	10	15
Percentage at NC Level 4 or above	School	82	59	88
	National	65	59	69

8. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	5	5	6
At NC Level 4 or Above	Girls	6	4	7
	Total	11	9	13
Percentage at NC Level 4 or above	School	65	53	76
	National	65	65	72

9. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

9.

10. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

11. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	16
	Satisfactory or better	100
	Less than satisfactory	0

11. **PART A: ASPECTS OF THE SCHOOL**

11. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

11. **Attainment and progress**

4. Overall standards of attainment in English at the end of both key stages are above those expected nationally. The school's results in the 1998 national tests for seven year olds show standards in reading to be generally in line with the national average, although below when compared with those of similar schools. In writing the results show the pupils to be well above the national average and above when compared with similar schools. The school's results in the 1998 national tests for 11 year olds show standards to be generally above the national average, although these standards are below when compared with similar schools. Although no national comparisons are available at this time, early indications from the 1999 tests show that standards achieved by pupils at both Key Stage 1 and 2 are significantly higher. Evidence gathered during this inspection confirms this. Pupils make good progress in English throughout the school.
5. Attainment in speaking and listening at the end of both Key Stages 1 and 2 is above that expected nationally, and all pupils make good progress. Speaking and listening is a strength throughout the school and across the whole curriculum. Pupils enter Key Stage 1 with standards in reading which are slightly above average. They make good progress through both key stages, and leave the school with standards which are above those expected nationally. Standards in writing are above the national average at the end of both key stages. By the end of Key Stage 1, pupils are developing good skills in narrative and non-narrative writing. Spelling is generally accurate and handwriting is usually neat, joined and consistent. By the end of Key Stage 2, pupils have increased their competencies in creative work, the study of word meanings and dictionary work, grammar, poetry and extended writing.
6. Literacy is used very effectively across the curriculum to develop writing and research skills through a variety of topics.
7. At Key Stage 2, pupils' attainment in mathematics in the 1998 National Curriculum tests, was in line with national averages, but well below average for schools of a similar type. In the 1999 national tests 100 per cent at the end of Key Stage 2 attained the level expected, or higher, for pupils of this age. These results demonstrate a substantial improvement especially in comparison with the national average of 68 per cent.
8. Inspection evidence shows that standards attained by Year 6 pupils in the school at present are above those expected for their age in some aspects such as mental arithmetic, number and using and applying mathematics, and at expected levels in all other areas of mathematics.
9. Although numeracy is used across the curriculum to a small degree, and the rest of the curriculum support numeracy, this is an area for further development.
10. The pupils' levels of attainment in science, as indicated by the National Curriculum tests (teachers' assessments) in 1998, are below the national average at Key Stage 1 and well below when compared with schools of similar type. They are above the national average at Key Stage 2 and broadly in line when compared with schools of similar type. However, the 1999 teachers' assessment scores are substantially higher, but national comparative data is unavailable as yet.

11. Inspection evidence shows that pupils' attainment at the end of both Key Stages 1 and 2 in science is above national average. During the inspection some of the work seen by last year's Year 6, was of an exceptionally high standard, and demonstrated that pupils of high ability are appropriately challenged.
12. Standards attained in information technology, by the end of Key Stage 2 are satisfactory overall and in some aspects such as the use of CD-ROMs for research and the designing of the school website, are good. However, those areas not addressed, including data handling, modelling and control, form a significant deficit.
13. The standards which pupils reach in religious knowledge are good, given the requirements of the locally agreed syllabus.
14. Pupils make satisfactory progress through both Key Stage 1 and 2 in design and technology, geography, art, music and physical education, and good progress in history. This progress applies equally to pupils with special educational needs and those with high prior attainment. Pupils with special educational needs make good progress against the targets set within their individual education plans for reading and spelling. There is no significant difference in the progress made by boys and girls.
15. There is insufficient data to indicate a trend in pupils' attainment over the past few years as the cohorts are small and vary considerably in their potential.
23. **Attitudes, behaviour and personal development**
16. Norley is a friendly, happy school which promotes high standards of behaviour, consideration of others, very good co-operative and collaborative learning and gives plenty of opportunities for independent learning at appropriate levels.
17. Throughout the school pupils' attitudes to learning and concentration in lessons are very good. The children under five settle well in class and develop good routines. Their behaviour is good and they soon learn to share equipment and help each other with simple tasks. From an early age pupils undertake research tasks using books and computers to foster independent learning. Older pupils were observed interrogating an encyclopaedia program for information about their science and history projects, and pupils throughout Key Stage 2 talked about how they interrogate the Internet at home and how they are looking forward to using the school's facility once the initial problems have been dealt with. Ninety-one per cent of parents returning the questionnaire agree that the values and attitude embodied in the school's ethos have a positive effect in their children. Almost all pupils, including those with special educational needs have an enthusiastic approach to their learning and are eager to discuss work in progress and work completed with their peers and adults alike. Pupils with special educational needs are positive in their response both to classwork and to the work they undertake with the special educational needs teacher. They work hard and collaborate well with their classmates. All children give good support to their peers with special educational needs, often being very protective of more vulnerable members of their class.
18. Standards of behaviour are consistently good in all areas of the school including the playground and the dining room, and have a positive effect on teaching and learning. Pupils are proud of their school and take care of the school environment, maintaining a recycling area and making good use of litter bins. Pupils are courteous and considerate in their dealings with their peers and with adults alike. There have been no incidents of exclusion over the past three years. Parents comment that the rare incidents of bullying are dealt with quickly and effectively.

19. The personal development of all pupils including those with special educational needs is very good. Pupils co-operate well in lessons, often helping and supporting each other. On shared tasks they collaborate very effectively, and are able to surrender their individual preferences on minor elements of a task in order to achieve the whole. They display interest in and respect for each other's ideas and work, and are courteous and willing to talk with visitors. Pupils are happy to speak freely about their experiences in school.
20. Pupils show respect for other people's feelings, values and beliefs. Throughout the school pupils take responsibilities appropriate to their age. For example Year 1 pupils often take the initiative to assist new reception children when changing for physical education. Older pupils have duties around the school such as managing the hi-fi, overhead projector and light switches during assembly, managing the recycling area and supervising movement around the school corridors.
28. **Attendance**
21. The high level of attendance found at the previous inspection has been maintained.
22. Registers are marked neatly and accurately in accordance with legal requirements.
23. Most pupils are punctual in arriving for school allowing sessions to start on time and continue without interruption. Pupils with special educational needs do not have attendance patterns different from the rest of the school.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

24. The quality of teaching in all of the 29 lessons observed was at least satisfactory. In 79 per cent the quality of teaching was good or better, and in 21 per cent was satisfactory. The distribution of good teaching was generally consistent through the school.
25. Teaching staff are hardworking, devoted to the well being and good progress of all pupils, and committed to high standards. They have very good relationships with the pupils and promote good behaviour.
26. A feature of the good teaching is the preparation of appropriate tasks for all abilities within the class and the high attaining pupils are particularly well provided for. In the scrutiny of pupils' work in the core subjects, evidence was seen of some Year 6 pupils working at two National Curriculum levels above what is expected of pupils of that age. The support given to pupils with special educational needs is good.
27. In lessons, there is a good balance between activity and instruction, prescribed tasks and opportunities for independent working. This was a feature of a Year 4 and 5 lesson in which pupils designed and carried out their own experiment to determine the thermal properties of various materials.
28. Teachers plan well and clearly identify the learning objectives which are often shared with the class. The planning includes evidence of clear progression through the year groups. Resources are appropriately chosen and used well to secure better understanding.
29. Teachers generally have good subject knowledge, and take opportunities to link other subjects

to literacy, with good speaking and listening activities being a feature of a number of the lessons seen. They use well constructed questions to challenge pupils' thinking, and often extend the learning beyond the stated objectives. Lessons are generally well paced and time is used effectively.

30. Teachers actively promote equal opportunities, for example, in one lesson a teacher asked the pupils how they helped their fathers at home as well as their mothers. Similarly, one classroom display depicts one of the boys in the class wearing the costume of Jane Seymour during a history project.
31. The teaching of pupils with special educational needs is good. Teachers plan work according to the underlying abilities of their pupils and the work they plan for pupils with special educational needs is appropriate. The teaching by the specialist teacher is of a good standard. All staff show a great deal of care for their pupils and know them and their difficulties well. When pupils are withdrawn for special support by the special educational needs teacher, class teachers take particular care to welcome pupils back into class and bring them up to date on the lesson.
32. The quality of teaching is a strength of the school and contributes substantially to good progress that the pupils make.

40. **The curriculum and assessment**

33. The school provides a curriculum which is broad and balanced and meets the statutory requirements of the National Curriculum, swimming, sex and drugs education and the locally agreed syllabus for religious education. The exception is information technology, which does not fully cover all areas of the National Curriculum. This represents an overall improvement since the last inspection, when the key issues for action included the need to provide a better balance of subjects and improve continuity and progression. However, all the key issues within that report have not been addressed.
34. In the reception and Year 1 class the curriculum for children under five is appropriate and effective. Both teacher and classroom assistant plan well together to cover all the desirable outcomes of learning recommended by the government. Children benefit from a suitable variety of individual and group tasks. Good use is made of assessment and this is used well to target appropriate learning opportunities for each individual. Children under the age of five are prepared effectively for the next stages of their education.
35. The headteacher and staff work hard to promote the pupils' intellectual, physical and personal development. The school ensures that all pupils have equality of access to the curriculum.
36. The curriculum for pupils with special educational needs is good overall. The work undertaken with the special support teacher follows that detailed in their individual education plans. These focus on reading and spelling. This work is good, with detailed planning for each step and a clear progression of skills evident. The curriculum for these pupils is modified to match their ability. The special educational needs teacher undertakes extensive assessment of pupils with special educational needs and uses this effectively in the planning of individual education plans.
37. At both key stages all subjects are covered well and the time given to these is appropriate. There are effective policies for all subjects and detailed schemes of work for some, although many are due for review. The curriculum is planned effectively for continuity and progression, however this is often informal. Long and short-term planning is sound, but medium-term plans are an area for development. Subject co-ordinators are not given time to monitor planning or classroom practice in their areas of the curriculum, so quality of subject teaching is not

guaranteed.

38. The curriculum is enhanced by extra-curricular provision, which includes French language teaching, sports, country dancing, a chess club and instrumental tuition. More than half the pupils take part in these activities, and all the staff.
39. Assessments to determine what children understand and can do are carried out when children enter the school. This provides an indication of early attainment and helps teachers to plan so that all pupils make the best possible progress. Assessment in mathematics and English is used very effectively to identify priorities and set individual targets for each pupil. Assessment is being developed for some of the other subjects, such as physical education but it is in its early stages of development. Portfolios of pupils' work, which give teachers a clearer understanding of achievement, are now being developed in all subjects.
47. **Pupils' spiritual, moral, social and cultural development**
40. The provision the school makes for the spiritual, moral, social and cultural development of pupils is good overall.
41. The provision for pupils' spiritual development is good. The school fulfils the requirement to provide a daily act of worship. Themes for this are planned to support the concurrent work in religious education. Times for reflection and prayer are usually included, and where these are led well, suggestions are made for the focus of the children's reflections. Pupils' spiritual development is promoted well in many other subjects. For example in science pupils are given the opportunity to marvel at designs of weave in cloth and the extent of decay in food stored under differing conditions. Work on owls and on small creatures is developing a sense of wonder and curiosity about living things in the younger member of the school. In religious education pupils are given opportunities to consider the ways in which different people show their beliefs in their own religions. They consider the effects different lifestyles and circumstances have on people's feeling – some very moving writing has been done on the feelings of Kosovan children returning to their villages. Teachers value pupils' ideas and efforts and give a lead for pupils to value one another's contributions too.
42. The provision for pupils' moral development is very good. A strong framework of values is promoted which emphasises consideration and respect for others, at school, at home and in the wider community. All staff have good and consistent expectations of the level of behaviour required and the need for mutual respect to be evident within their school community. This is clear both in lessons and at break and lunchtimes – mid-day supervisors expect and receive the same degree of courtesy as teachers, and actively support the caring ethos of the school.
43. There is very good provision for pupils' social development through a wide range of opportunities for pupils to understand and contribute to life in school and beyond. All pupils can have special responsibilities if they wish and monitors are changed weekly. Older pupils are encouraged to care for younger ones and this is evident down to the youngest class where older members of that class volunteer help for those who have only recently started school. Throughout all classes pupils readily take turns, help their friends and share equipment. Charitable fund-raising is also part of the opportunities the school provides to promote pupils' social awareness, and children may organise their own fund-raising events. In nearly all lessons children are regularly seen working in pairs or groups, gaining valuable understanding about teamwork.
44. Provision for pupils' cultural development is satisfactory. The school gives many opportunities for pupils to learn about their own culture and its traditions. Visits to local

places of interest are varied and support a balance across the curriculum, with visits such as to Jodrell Bank Museum supporting work in science, to Chester supporting work in history and to Salford Art Gallery to support work in art. Provision for developing children's awareness of multi-cultural issues has improved, but is nonetheless still limited. Pupils consider other faiths and lifestyles within the religious education curriculum, and have visited a mosque to experience aspects of the Islamic faith. However, they are not taught about the diversity and richness of other cultures and are not given experience of non-western art or music. They have few opportunities to develop a perception of Britain today as a multi-cultural society. This was an issue in the last report.

52. Support, guidance and pupils' welfare

45. The appropriate care given to pupils found at the time of the last inspection has been maintained.

46. The teachers know the children well and encourage them to reach their full potential. Parents are appreciative of the standard of care and support provided. They know their children are treated with understanding and respect. Targets for improvement are included in pupils' annual progress reports. The pupils with special educational needs feel valued and secure. The school works closely with parents and support agencies if appropriate to provide suitable programmes of support. Staff are quick to identify needs as they arise and monitor pupils' progress well.

47. The school's policy on behaviour is consistently applied by all staff. Any reported instances of bullying are dealt with swiftly and effectively and as a result it is not a significant problem.

48. The school monitors levels of attendance regularly and effectively. Parents are clear about informing the school when their children are absent. The school follows the procedures of the local area child protection committee and these procedures are well known to staff. However no recent training has been undertaken by the member of staff with responsibility for child protection issues.

49. Matters relating to pupils' health, safety and well being are catered for effectively. The school makes use of various outside agencies as appropriate. There is a comprehensive health and safety policy and risk assessment is regularly undertaken. The school has an agreed sex education policy and drug awareness is taught. Pupils in Year 5 and Year 6 are able to take part in a cycling proficiency course. The procedures for administering first aid and informing parents are good. All relevant checks on fire appliances, physical education and electrical equipment are up to date.

57. Partnership with parents and the community

50. The overall satisfactory links between the school, parents and the community found at the previous inspection have been maintained.

51. The school provides good information for the parents. They are pleased with the welcome they receive in the school and the quality of day-to-day information. Meetings have been held for parents with other schools in the small school's federation on literacy and numeracy. Information is given to parents on the curriculum to be studied each year. The new format annual reports on pupils' attainment and progress are useful and contain information on areas for improvement. Parents of pupils with special educational needs are encouraged to participate in reviews of their children's progress. They are kept well informed through formal and informal opportunities to discuss their children's needs with members of staff.

52. Parental involvement in the classroom is being encouraged and most parents recognise that they are able to play an active part in the life of the school. Some parents help out on a regular basis, for example with reading and cooking and others help out when asked such as on school trips. Some parents are keen to help their children with their work and would appreciate the provision of more consistent homework. The school is aware of these concerns and a new homework policy is awaiting ratification by the governing body. Parents will be sent a copy of this policy as soon as it has been agreed.
53. The school has appropriate links with the community it serves. Pupils take part in country dance festivals and the Women's Institute Christmas concert. The local vicar assists with religious education lessons for pupils in Year 6 and a leavers' service is held in the church. Local senior citizens have been invited into school to talk about their experiences during World War 2 as part of a class history topic. These visits together with the expertise of visitors to the school enrich the pupils' learning and enable them to experience life in the wider world.

61. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

61. **Leadership and management**

54. The new headteacher provides very effective leadership and has a very clear vision for school improvement. The deputy headteacher provides very good support for the headteacher and sets high standards of classroom practice. The commitment shown by the headteacher and staff has a direct influence on the high standards.
55. Most governors are supportive. However, they have not sufficiently developed their strategic role in monitoring and evaluating the school development plan or in setting their own targets for the future. A governor monitors the procedures for pupils with special educational needs but although there are governors with other responsibilities for the curriculum, they are not fully involved within the school.
56. The governors have usefully co-opted the school secretary, for her help with the budget; the caretaker, for his involvement with the accommodation; and a third new member, who helps in school with sport.
57. The co-ordinators do not have well-defined roles and although there are job descriptions, these are not specific to each individual. There are no formal procedures to monitor their subjects. They do not see planning and have no well-defined role in evaluating classroom practice. As a result the quality of teaching cannot be guaranteed. Targets are set for each pupil and all staff work effectively as a team to improve standards and quality. There is a strongly shared ethos of support and encouragement.
58. Although an action plan was drawn up after the last inspection, not all the key issues for action have been addressed. The prolonged illness of the previous headteacher, leading to five terms of temporary headship, has seriously inhibited improvement since the last report. Priorities are now identified appropriately through the development plan and reflect the needs of the school. The headteacher has targets for school improvement which are given a realistic time scale. He is establishing good procedures to involve the governors at all stages of school planning and monitoring. The school is now well placed to implement the necessary improvements. Areas that remain to be improved from the last report are, the provision of schemes of work for all subjects, the establishment for the monitoring and evaluation of the work of the school, and the broadening of the pupils' understanding of other cultures and other societies.

59. The equal opportunities guidelines have been reviewed and a statement regarding equal opportunities is included in each policy.
60. The management of the provision for pupils with special educational needs is good. All the procedures are designed to be manageable and useful whilst meeting the requirements of the Code of Practice for pupils with special educational needs. This ensures that pupils' needs are met properly with a minimum of administration time.
61. The ethos of the school is very good and reflects its high expectations. These are evident throughout the school, with the values shared between all teaching and non-teaching staff. Pupils benefit from an effective learning environment, a commitment to high achievement and very good relationships.
62. Statutory requirements are met with the exception of appraisal, which is behind schedule and the prospectus, which does not contain a comparison of the school's test results with the national averages.
70. **Staffing, accommodation and learning resources**
63. The findings of the previous inspection regarding staffing and accommodation have been maintained. The school is well staffed by suitably qualified and experienced teachers to teach all pupils the full range of the subjects in the national curriculum. There are sufficient support assistants to meet all the pupils' needs. The support staff are well deployed and effective in their role. Job descriptions are in place and signed by all members of staff although they are not specific as to roles. There is a good staff handbook containing full school information. There are no school procedures for the induction and monitoring of newly qualified teachers, although details of the local authority procedures are available. In-service training for staff is linked to the needs of the school. However arrangements for the appraisal of teachers have not been brought up to date as required by law, therefore opportunities for the systematic professional development of staff are limited.
64. The accommodation is adequate for the needs of the curriculum. The school is well presented with lively and attractive displays. The classrooms are organised effectively and provide adequate space. The school is clean and well maintained. The outside environment is well kept and enhanced by a wildlife area and spacious grass play area. There is a hard surface area but no fenced off area that enables appropriate safe play for the children under five years of age. The cleanliness of the interior and exterior of the school does credit to the hard work of the caretaker and cleaning staff.
65. Resources are generally satisfactory in quantity and quality for all subjects and good for English, including the library, and information technology. Teachers and pupils have good access to resources and they generally put to good use, except for information technology, where the National Curriculum requirements are not fully met. The school shares a good range of resources with other small schools in the area. The school funds a generous amount of support time for pupils with special educational needs from a specialist teacher who has extensive experience with special educational needs.
73. **The efficiency of the school**
66. The last report found that the school's budget was managed efficiently and that staff and resources were used efficiently. These standards have been maintained.
67. Financial management is good and is based on a careful analysis of needs. The school's development plan identifies priorities for the current year with resource implications and

success criteria where appropriate. A governors' finance sub-committee meets regularly, but is not fully involved with measuring the plan's cost effectiveness. Identification of longer-term aims has been postponed prior to this inspection. This matches judgements made during the previous inspection. There is no recent auditor's report, but all the recommendation from the previous report have been implemented.

68. The use of teaching and support staff is good, they are efficient and take their responsibilities seriously, and although co-ordinators do not have a full role in planning and monitoring their subjects, their management of resources is efficient.
69. The school makes satisfactory use of its resources, overall. Teaching time is used well, with little or no time lost during the day. Staff make very efficient use of the accommodation, both inside and out. The building is well used, as are the outdoor resources.
70. The school has effective procedures in place for financial control. Finances are in a good order and an appropriate surplus exists within the budget. Effective use has been made of the additional allocation of funds for the implementation of the literacy hour. Governors receive regular reports and know what monies are available. Routine administration and financial control procedures are carried out very effectively by the headteacher and school secretary.
71. Norley Primary School has many strengths. The pupils leave the school with above average, and sometimes high standards of attainment. The school has a very positive ethos, and pupils are provided with a good quality of education. The overall quality of teaching is good, and the pupils make good progress. Taking all these factors into account, the school provides good value for money.

79. **PART B: CURRICULUM AREAS AND SUBJECTS**

79. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

79.

80. According to the baseline assessment carried out soon after the children enter school, the achievements of children who are under five, are slightly above those expected nationally. The quality of education provided in the reception class is good and during their time in this class, the children make good progress.

80. **Personal and social development**

72. By the time they are five, the children's personal and social skills are very well developed. The children reflecting the positive attitudes of both teacher and non-teaching assistant. At the beginning of each session the children settle happily and confidently to a variety of tasks. There is evident enjoyment and enthusiasm for most tasks and relationships are very good. Many children are able to take responsibility. They respect resources. Many are able to concentrate well, persevering with their work and play. They play well together and take turns. Behaviour is very good.

81.

81. **Language and literacy**

73. By the time they are five, the children's attainment in language and literacy is good. Within the reception class children listen well to stories and poems, learning new words. A few remember sequences in stories and join in with those words they recognise. By the time children enter Key Stage 1, they have very well developed speaking and listening skills. The 'show and tell' session was very effective in further developing these skills. Most children are developing good reading skills, handling books with care. Most make good progress in developing their writing through a range of carefully planned activities, and the use of emergent writing is effective. The quality of teaching by both teacher and classroom assistant is good. There is a brisk pace and good use is made of learning opportunities. Relationships are very good and children enjoy lessons. Assessment is used effectively to plan future learning.

82.

82. **Mathematics**

74. By the time they are five, the children's attainment in mathematics is good. Progress in mathematics is effectively promoted through a wide variety of activities, many of them practical. Children have a good knowledge of number songs and rhymes. Most recognise and create patterns. They add numbers to ten and some can write them. They recognise 'tall', 'long' and 'short' through building activities. They play a range of mathematical games with enthusiasm and increasing skill. The 'shop' provides opportunities for children to practice their understanding of money. In one lesson seen, where the teaching was excellent, children were appropriately using the terms 'cube', 'cuboid', and 'cylinder' and could identify them from a range of solid shapes. Lessons are well planned and resourced and good links are made between the whole-class mental activity and group work.

83.

83. **Knowledge and understanding of the world**

75. By the time they are five, the children's knowledge and understanding of the world is good. The children in the reception class make very good progress in knowledge and understanding of the world. A number of topics have been effective in widening children's experiences. They discuss their journeys to school, and stimuli such as three stuffed owls to develop their speaking, listening and observational skills. They know the difference between herbivores and carnivores. Teaching is imaginative and supportive.

84. **Physical development**

76. By the time they are five, the children's physical development is good. They make good progress in their physical development. The children are generally aware of space and distance. They practise movement and dance with increasing skill. They work well with partners and as individuals. Staff join in enthusiastically with physical education sessions. However, there are limited opportunities for play using large equipment such as tricycles to develop their gross motor skills.

85.

85. **Creative development**

77. By the time they are five, the children's creative development is good. They make good progress in developing their imaginative and creative skills. They paint and print, exploring different colours. They use sand and water with enthusiasm and begin to recognise patterns and colours in the environment. Opportunities are provided for role play and the children sing a wide range of number and other songs with enthusiasm.

78. There is no school policy for provision of children under the age of five and there is no secure outdoor play area. Both teacher and classroom assistant plan well together, and both have assessment responsibilities. The overall quality of learning in the reception class is good and the children are prepared well for entry into Key Stage 1.

87.

ENGLISH, MATHEMATICS AND SCIENCE

87. **English**

79. Overall standards of attainment at the end of both key stages are above that expected nationally.

80. The school results in the 1998 national tests for seven year olds show standards in reading to be generally in line with the national average, although below when compared with those of similar schools. In writing the results show the pupils to be well above the national average and above when compared with similar schools. Although no national comparisons are available at this time, early indications from the 1999 tests show that standards achieved by pupils are significantly higher. Evidence gathered during this inspection confirms this.

81. The school results in the 1998 tests for 11 year olds show standards to be generally above the national average, although these standards are below when compared with similar schools. Early indications from the 1999 tests show that standards are substantially higher. Judgements made during this inspection confirm this rise in standards at Key Stage 2.

82. Pupils make good progress throughout the school. Those with special educational needs are supported well, enabling them to make good progress towards the clear targets identified for them.

83. Attainment in speaking and listening at the end of Key Stage 1 is above that expected nationally. All pupils, including those with special educational needs, make good progress within the key stage. This progress continues through Key Stage 2, at the end of which, attainment is well above the national average. Speaking and listening are strengths throughout the school and across the whole curriculum. Pupils listen with sustained concentration, share ideas from their own experiences and take part confidently in role-play situations. In the reception/Year 1 class, pupils asked thoughtful and searching questions when observing three

stuffed owls. In Years 2 and 3, the use of drama as a part of their history topic on World War II developed speaking and listening skills during an imaginary air raid. Pupils in Years 4 and 5 were observed taking the role of a character in a story they are studying and in Year 6 they developed a variety of roles from their studies of 'Twelfth Night' and the life of Henry VIII.

84. Pupils enter Key Stage 1 with standards in reading which are slightly above average. They make good progress through both key stages, and leave the school with standards which are above those expected nationally. Tests carried out in 1999 show that pupils at the age of 11 achieve very high standards. Pupils talk about what they like in their books, describing the various characters and events. By the end of Key Stage 1, many pupils are able to self correct, recognising any errors. By the end of Key Stage 2, most are reading with expression, some fluently. A variety of books are used (some from reading schemes), depending on the needs of the individual. Many pupils talk about authors and explain why they like a particular type of book. They have experience of poetry and non-fiction and can talk about these.
85. Books are taken home on a regular basis and home/school reading records are used; though this use is inconsistent across the school and they often contain little information except the book's title, pages read and dates. Many pupils use public libraries. Library skills within school are less well developed. Although pupils have a good understanding of contents, index and how to retrieve information from non-fiction books, a few have less knowledge on how to find a particular book within the library. Information technology is used effectively to seek information within a variety of cross-curricular topics.
86. Standards in writing are above the national average at the end of both key stages. By the end of Key Stage 1, pupils are developing skills in narrative and non-narrative writing. They write accounts of books they have read, and are extending their vocabulary through a variety of interesting tasks, some of which are connected to other subject areas. Spelling is generally accurate and handwriting is usually neat, joined and consistent. By the end of Key Stage 2, pupils undertake various tasks to improve their writing skills still further. These include creative work, a study of word meanings and dictionary work, grammar, poetry and extended writing. Much of their writing is lively and thoughtful, with some pupils writing very expressively. Words are chosen adventurously, and sentences are often complex. Spelling is accurate and handwriting is legible, joined and fluent. Many pupils use paragraphs and speech marks accurately. They plan and redraft pieces of work.
87. Displays around the school are used well to stimulate learning and record the high standard of work covered. These include hand-made books from Year 4/5 in the entrance hall, containing a wide variety of high quality work inspired by the book 'Mennymys' by Silvia Waugh.
88. Literacy is used very effectively across the curriculum to develop writing and research skills through a variety of topics. These include garden creatures in the reception/Year 1 class, history in Year 2, 3 and 6, and editing work using word-processing in Year 4 and 5.
89. Pupils' attitudes to English are good at both key stages. They are attentive, eager to take part and are interested in the contributions of both teacher and other pupils. They are confident and in most lessons their enjoyment is obvious. They work well, whether individually or with others, persevering with tasks set. Relationships and behaviour are good.
90. The quality of teaching is good at both key stages. Teachers are enthusiastic and of the four lessons observed, three quarters were good, with the other lesson satisfactory. Teachers plan well for pupils of all abilities, so that all succeed. Tasks are challenging but realistic and are explained clearly. There is generally a brisk pace, teachers are relaxed, humour is used well and lessons are enjoyable. In the best lessons questions are used very effectively to stimulate

- and extend learning. Learning points are reinforced and assessment is used well to inform planning. Where non-teaching staff are involved in lessons, good quality support is given.
91. The co-ordinator analyses test results to ensure that all areas are covered effectively. The National Literacy Strategy has superseded the school policy, although this strategy is not used consistently throughout the school. All staff work closely as a team. Whole-school planning is informal and the co-ordinator does not have a role to monitor this or to see how effectively it is taught.
 92. Resources are generally good including the library. The books are not classified using the Dewey system and this limits development of the pupils' understanding of how libraries work.
 101. **Mathematics**
 93. At Key Stage 2, pupils' attainments in mathematics in the 1998 National Curriculum tests, were in line with national averages, but well below averages for schools of a similar type.
 94. In the 1999 national tests 100 per cent at the end of Key Stage 2 attained the level expected, or higher, for pupils of this age. These results demonstrate a substantial improvement especially in comparison with the national average of 68 per cent.
 95. Inspection evidence shows that standards attained by Year 6 pupils in the school at present are above those expected for their age in some aspects such as mental arithmetic, number and using and applying mathematics, and at expected levels in all other areas of mathematics.
 96. At the end of Key Stage 1, pupils' levels of attainment in the 1998 National Curriculum test were above national averages, and in line with averages for schools of similar type. Inspection evidence shows that the standards attained by pupils at the end of Key Stage 1 are above those expected for their age.
 97. At the end of Key Stage 2 pupils use their understanding of place value to multiply and divide whole numbers and decimals by ten or 100. They use a range of written and mental strategies to apply the four operations of number, and can apply these to work with decimals to at least two places. They understand how fractions, decimals and percentages relate to one another, and can apply this knowledge to practical problems. They measure angles with a protractor and can identify acute and obtuse angles. They can calculate the perimeter and area of simple shapes and can use Pi to calculate the circumference and area of a circle. Pupils collect data and construct and interpret graphs of various forms. They develop their own strategies for investigating a given problem and present their findings in a clear and organised way. They search for patterns within their findings and test them thoroughly.
 98. At the end of Key Stage 1, pupils recall addition and subtraction facts to 20 and can interpret and extend number sequences. They know the two, five and ten times tables and apply this knowledge to multiplication and division problems including those with remainders. Pupils know the difference between odd and even numbers, and identify simple fractions of whole numbers. They name common two-dimensional and three-dimensional shapes and identify their properties. They know and use a range of standard units of measure. They sort objects using a range of classifications, present data in a variety of ways and interpret simple graphs and tables.
 99. Pupils in Key Stage 2 make good progress. They consolidate and extend their skills and learn to apply them effectively. Higher attaining pupils are given plenty of opportunities to extend their knowledge and application of mathematical concepts and all the pupils benefit from this climate of high expectations.

100. Pupils in Key Stage 1 make good progress. Their confidence in applying known concepts grows, and pupils at all levels of ability make good progress in their acquisition of skills. Pupils with special educational needs are supported well and make good progress throughout the school.
101. Pupils have a positive attitude to their work. They enjoy working in groups and collaborate well to investigate particular assignments. A notable feature of all mathematics lessons observed was the lack of any irrelevant conversation by the pupils during group work. They are particularly good at helping one another and at ensuring the involvement of peers with special educational needs in group activities.
102. The teaching of mathematics is always good and occasionally is outstanding. Teaching is successful in that it is characterised by good pupil management emanating from very good relationships within the classroom. Teachers make very good use of time to promote pupils' learning. Teachers make good use of questioning to extend pupils' deductive skills, and facilitate pupils sharing their own ideas and strategies with their peers. Teachers know their pupils very well and plan lessons to provide challenge for all levels of attainment. They circulate around the classroom to give support for learning effectively, and provide opportunities for pupils to evaluate their own learning. Techniques vary for whole-class mental arithmetic sessions, but all teachers use this time well to promote and extend pupils' skills in mental arithmetic. They make good links with work in literacy. Although numeracy is used across the curriculum to a small degree, and the rest of the curriculum support numeracy, this is an area for further development.
103. There is good monitoring of pupils' progression between classes, but this is informal and relies heavily on the excellent relationships amongst the staff. There are no mechanisms in place for the monitoring of teaching and planning in mathematics. Resources are adequate and used well.
112. **Science**
104. The pupils' levels of attainment in science, as indicated by the National Curriculum tests (teachers' assessments) in 1998, are below the national average at Key Stage 1 and well below when compared with schools of similar type. However, the 1999 teachers' assessment scores are substantially higher, but national comparative data is unavailable as yet. This change in standards reflects the substantial difference in the two consecutive cohorts, as identified by the school.
105. The pupils' levels of attainment in science, as indicated by the National Curriculum tests in 1998, are above the national average at Key Stage 2 and broadly in line when compared with schools of similar type. However, the 1999 test scores are substantially higher, with 100 per cent of pupils reaching the required standard or above, but national comparative data is unavailable as yet. The trend in these results over the three years from 1996 is up overall though erratic. The validity of this trend should be regarded with some caution as the cohorts involved are relatively small
106. Inspection evidence shows that pupils' attainment at the end of both Key Stages 1 and 2 is above national average. During the inspection some of the work seen by last year's Year 6, was of an exceptionally high standard, and demonstrated that pupils of high ability are appropriately challenged.
107. Pupils make good and consistent progress throughout Key Stage 1 and 2. Those with special

educational needs make good progress in science, as do pupils with higher prior attainment. There is no significant difference in the progress made by boys and girls.

108. At the end of Key Stage 1, pupils have developed good observational skills and make sensible predictions. However, pupils do not have a wholly secure understanding of fair testing. Pupils understand that plants need sunlight to grow and that the sun's rays help the plant to produce food. They know which materials float and sink and which fabrics are suitable to wear in hot and cold climates. They understand that the earth's spin changes the lengths of shadows.
109. At the end of Key Stage 2, pupils have a secure understanding of fair testing, and successfully design their own investigations. Pupils know the life cycle of the dragonfly and the frog, have a good knowledge of habitats and food chains, and can classify animal life. They know the functions of different part of a plant and understand the conditions required for germination. They understand simple circuits and know which are good and bad conductors of electricity. They know some of the differences between acids and alkalis and understand the function of an indicator such as litmus.
110. Pupils respond well in science lessons, taking a keen interest and remaining on task throughout. One group of Year 4 and 5 pupils took responsibility for an investigation to establish which materials acted as the best insulators of heat. They co-operated well together and shared the tasks equally.
111. In the three lessons seen, the teaching was good in one and very good in two. The very good teaching was characterised by the focusing on good scientific procedures, the encouragement of pupils to take responsibility for their own learning, the availability of good research materials (especially CD-ROMs) and the setting of tasks which were appropriate for each of the ability groups.
112. The subject is well managed, and the co-ordinator has identified the need to increase the amount of time spent on science investigations. Years 4 to 6 pupils have visited the Catalyst Museum at Ellesmere Port and Years 5 and 6 have had some 'hands on' experience at the local secondary school. Such experiences help to engender a love of the subjects and to raise standards of attainment. Resources for science are adequate.

121. **OTHER SUBJECTS OR COURSES**

121.

Information technology

113. Provision for information technology is unsatisfactory overall because of the lack of some major elements of the required Programmes of Study, such as data handling, modelling and control. However, those areas which are covered are addressed well, and the school's development of its own website, contributes substantially to the pupils' understanding and use of the subject.
114. Standards attained by the end of Key Stage 2 are satisfactory overall and in some aspects such as the use of CD-ROMs for research and the designing of the school website, are good. However, those areas not addressed form a significant deficit.
115. Nearly all pupils use the Windows operating system to access required programs. They use a word-processing package to produce and edit a piece of work and use of desk-top publishing programs. They regularly interrogate a CD-ROM for information related to topic work. They

use adventure programs to explore simulations, where they consider the consequences of decisions on for example a rainforest environment. The school has its own website and the oldest pupils have helped set it up and are now involved in maintaining and updating it.

116. Pupils do not use information technology for the control or monitoring of external events and environments. Their experience of data-handling programs is limited and does not include the use of a database or spreadsheet.
117. Pupils at the end of Key Stage 1 enter text into a word processor and undertake simple editing. They use a mouse to select words, pictures and match parts of simple sentences. They use a modelling package to design their own town and then to write about the features they have selected. They use a simple data-handling program to retrieve, process and display information they have previously stored. Although the school possesses a programmable toy, the evidence of its recent use to create sequences of instructions to control its movements is limited.
118. Pupils make satisfactory progress overall in their acquisition of information and control technology skills but unsatisfactory progress in the areas that are not addressed. They make satisfactory progress in their use of word-processing skills and of computer simulations for modelling. They make good progress in their use operating systems and in their ability to interrogate a range of CD-ROM information packages. Computers are not used to address the specific difficulties of pupils with special educational needs.
119. Pupils enjoy using the equipment and share and collaborate well. They support one another, expressing delight in their own and each other's achievements. Older pupils develop personal study skills through the use of CD-ROMs, often under their own initiative.
120. Teachers enabled pupils to use the computers within the context of other lessons. They make good use of a range of software to support literacy and numeracy and to extend enquiry skills in history, geography and science, for example the use of the 'Spywatch' program to support work on World War II. They plan the use of information technology within all class topics and co-operate well with colleagues to share the use of classroom-based equipment. Computers are in use by groups of pupils most of the time.
121. The school has adopted a published scheme and is beginning to implement this. Teachers keep a track of the programs pupils have experienced, however, there is no systematic record maintained of the skills pupils have learned. Assessment procedures are in their infancy, and based solely on teachers' informal observations of pupils. These are recorded annually on the individual pupil profile sheets, which are passed on to the child's next teacher.
122. The co-ordinator is enthusiastic and has identified a need to be more specific in the planning of which areas each year group will address each term. Staff are positive and have between them attended a good range of training during the past year.
123. The development of the subject has been put on a secure footing and the co-ordinator has introduced a system for monitoring the activities undertaken in each class. The existing hardware is well organised and is used well for cross-curricular activities.
132. **Religious education**
124. The standards which pupils reach are above those required by the locally agreed syllabus.
125. By the end of Key Stage 2 pupils know of other faiths such as Islam and Buddhism. They know many of parables of Jesus and aspects of His life. They consider similarities and

differences in the festivals and rites of passage of different faiths. They understand aspects of church architecture and make comparisons with other places of worship. They know the principle books of the Bible and whether they are found in the Old or New Testaments. They learn the geography of biblical times and about the growth of the Christian church. They evaluate those things which they value and things which make them happy. They discuss 'the qualities necessary to be a good king' (in the context of their history projects). Some very moving work reflecting on the return to their homes of Kosovan refugees was also in evidence.

126. Pupils in Key Stage 1 know many of the stories of Jesus, and about children in the Bible. They understand many of the symbols in Church and consider the principle festivals in the Christian calendar. They reflect on a story they have been told and consider it from the various points of view of the different characters. They discuss the values of friendship, peace, honesty, caring and respect and can review the things, which make themselves and others happy or sad.
127. Pupils make good progress throughout the school in the development of the knowledge and skills related to religious education. There is strong evidence of good development of thinking and reflecting, and in an ability to empathise with others. In Key Stage 2 very effective practices in group discussion have been developed, enabling pupils to learn to use each other's contributions to develop their own. Pupils are keen to contribute to discussion and value each other's contributions. They co-operate efficiently, sharing equipment and collaborate well on shared tasks.
128. All teaching of religious education seen during the inspection was good. Teachers lead discussions well to promote and stimulate children's own ideas. They value pupils' contributions and encourage them to value each other's ideas too. They question well and know and use children's own experiences to illustrate points. Good control of pupils maintains their interest without stifling discussion. A visiting minister leads the older children in a study of the Bible and bible times. The children are very enthusiastic about these lessons and recall details of what they have learned at some distance. The local vicar also supports the delivery of the religious education syllabus through the school's collective worship which he leads regularly.
129. The religious education programme is based on the locally agreed syllabus and the planning for the school's daily act of collective worship supports this. The needs of all pupils are met well. Informal teacher assessment is used to aid planning and ensure that work is suitably tailored to the individual needs of their pupils.
130. The co-ordinator provides strong leadership and is very knowledgeable about the subject. Resources are managed well, and good use is made of the county resource library to enhance pupils' experience of other faiths.
131. The school's ethos provides and climate for learning about the beliefs and ways of life of others which is very positive.
140. **Art**
132. During the inspection, only one lesson was seen. Evidence was gathered from the pupils' sketchbooks, wall displays and photographs of past work and conversations with the pupils.
133. Pupils experience a satisfactory range of art at both Key Stages 1 and 2, and examples of good practice were seen, but the standard of art achieved is not consistent through the school, although, overall, pupils make satisfactory progress.

134. At Key Stage 1 pupils use a good range of media including, wax crayon, pastels, water colour and acrylics. They print using a variety of materials and techniques. Some pupils understand what primary colours are, and which secondary colours are formed by mixing them. They have used papier mache and made models from junk materials. In one lesson seen Year 1 pupils made owl pictures using a range of media and techniques. Year reception and Year 1 pupils recently visited the Walker Art Gallery in Liverpool, which contributed significantly to their appreciation of and attainment in art.
135. At Key Stage 2, pupils continue to use a satisfactory range of media including clay which they use to make thumb pots. Much of their work is centred around other subjects through topic work including Tudor portraits. Years 3 and 4 have studied the works of Lowry and tried to imitate his style using felt tipped pens on card and a variety of colouring techniques including collage. The pupils' art work is very attractively displayed by the teachers, which not only creates a pleasant learning environment but helps the pupils realise that their work is valued.
136. Pupils enjoy art, work conscientiously, and take care to achieve a good standard. Insufficient teaching was seen to comment on the quality of teaching in the school.
137. The subject is underdeveloped, but the co-ordinator has appropriate plans for the subject, including a greater emphasis on the pupils experiencing the work of other artists, and the use of three-dimensional through the school.
146. **Design and technology**
138. No teaching was seen at either key stage during the inspection. Scrutiny of planning, work on display and in progress and discussions with pupils show that standards of making are satisfactory but standards within the design element are less well developed.
139. Key Stage 2 pupils have made models of Tudor houses around a rectangle structure. Some have taken this basis and constructed two and three-storey models with interior features such as staircases. Others have made their houses in relief and have investigated forms of hinges. They have also made puppets using egg boxes, models of Chinese dragons using a spring construction and hinge mechanisms and have made masks with Modroc. They can explain clearly their methods and why these work. The oldest children in the school have considered pattern and have developed and enlarged their original designs. Designs are modified as construction proceeds but no records of these modifications are made.
140. Pupils in Key Stage 1 have experimented with paper weaving and in food technology discuss the effect of cooking and heat upon the original ingredients. They have made three-dimensional tube figures and have considered nets for boxes. Children apply this knowledge in the making boxes for gas masks, linked with their history project on World War II. It is planned that later within the project they will consider cooking on rations.
141. Progress in the development of manual skills and dexterity is sound at both key stages. Pupils can explain the processes they use in the creation of an artefact and can reflect upon the success of these. Progress in the design element is unsatisfactory since no record is made of modifications made. This limits the application of findings within subsequent projects.
142. Teachers plan a programme of assignments, which gives a balance across the development of skills and the consideration of an object's function. Pupils are given experience of a wide range of materials and techniques and create different joints. They use levers and pulleys to good effect. They also work with a range of commercially produced construction kits. All pupils do not make records of projects where they design, evaluate and modify an artefact.

They do not use sketches and models to show potential alternatives within a design, nor demonstrate the constraints intrinsic to each. Pupils are encouraged to work safely and additional adult help is made use of for food technology. This provides the opportunity to extend pupils' understanding of the processes occurring.

143. Staff make very good use of the local authority technology centre to extend learning within design and technology. Older pupils have spent a day there this term learning accurate cutting, measuring and joining techniques, and there are plans for the younger pupils to visit later in the year. Resources are limited with regard to tools available in school but satisfactory with regard to the range of materials available. Since they make such good use of tools at the technology centre, resourcing overall is satisfactory.

152. **Geography**

144. No lessons in geography were observed during the inspection week, so insufficient evidence was available to make a judgement on teaching. A scrutiny of pupils' work and teachers' planning shows that progress is generally sound. There is evidence of good work on the local environment, particularly in Years 2 and 3, where work on mapping is linked to the history topic on World War II. Good links are made with other subjects.

145. Planning consists of a rolling programme, which is monitored informally by the co-ordinator. There is no formal arrangement made for her to monitor pupils work. This planning shows that, despite changes to the National Curriculum, geography is covered through the year, although evidence from the pupils' work suggests a lack of work on other countries. There is a satisfactory range of resources to support the subject and others are available from the county's resources library. The school uses the local environment well and pupils have the opportunity to extend their learning through visits out of school.

154. **History**

146. During both key stages, pupils make good progress in developing their historical skills, knowledge and understanding. They are interested in learning about the past, have a good concept of the value of historical evidence, posing questions and finding answers about the past from books and other sources. There are lively displays which are used very effectively to enhance and record pupils' learning, i.e. World War II, and the Tudors. In Year 6 the pupils, through links with design and technology, have made models of Elizabethan houses during a visit to Kingsley Technology Centre. Good links are made in this class with literacy, where their study of Shakespeare reinforces and develops the pupils' understanding of the period. A drama lesson in Year 2/3 gave the pupils the opportunity to develop speaking and listening skills during a simulation of an air raid.

147. Pupils' attitudes to learning are good. During most lessons they listen attentively, contributing to discussion thoughtfully and valuing the opinions of others. They collaborate well, sharing tasks and appreciating the contribution of others. Behaviour is good.

148. In the two lessons observed, the quality of teaching was good. Both lessons were well prepared, imaginative and purposeful and the pupils were totally involved. The tasks are well matched to the needs of individual pupils.

149. The quantity and quality of resources are satisfactory and others are borrowed from the county's resources library.

158.

158. **Music**

150. During the inspection, two music lessons were seen, pupils were observed singing in assembly and pupils were interviewed.
151. At Key Stage 1 pupils sing together, often with the under-fives. This gives the young pupils a chance to learn new songs. The singing is largely in tune and the tone sweet and controlled. Pupils use percussion instruments to accompany poems with their own simple compositions. They have the opportunity to listen to a wide variety of recorded music in assembly.
152. At Key Stage 2, pupils sing in assembly and when preparing for concerts. The singing in assembly is to a pre-recorded accompaniment. As a result, most pupils do not sing confidently or sing well in tune. They compose using untuned percussion instruments, some of which they have made themselves. They listen to music, often related to topics, such as music of the Tudor period. Some have the opportunity to learn to play orchestral instruments with visiting instrumental teachers.
153. Pupils enjoy music and they participate willingly. They listen well to music, which in turn helps their listening skills across the curriculum.
154. The lessons seen were well prepared and demonstrated satisfactory subject knowledge and skills on the part of the teachers. The Key Stage 2 lesson seen contained a useful rhythm game, which could be developed to become progressively more challenging.
155. Pupils make satisfactory progress in most aspects of music, but it is a relatively undeveloped subject, as the basic skills of performance and composition are not progressively taught in the school.
164. **Physical education**
156. During the inspection, only two lessons were observed in physical education. Pupils, including those with special educational needs, make sound progress throughout the school. By the end of Key Stage 2, pupils have good control over their bodies when engaged in a wide variety of activities, including gymnastics, dance, outdoor games and apparatus work. They find solutions to challenges set and work to improve their performance. Regular opportunities for swimming are provided for all those at Key Stage 2 and all pupils leave the school able to swim according to the requirements of the National Curriculum.
157. Attitudes to the subject are good. Pupils listen to and follow instructions readily. Behaviour is good and most enjoy the lessons, working quietly, fully involved with the activities provided. Pupils co-operate well together. When demonstrating movements and actions, they appreciate each other's efforts and as a result, pupils are eager to show what they can do.
158. The quality of teaching is generally sound. Lessons are planned and organised well, with clear detail of what is to be covered. There is a scheme of work which highlights activities to be covered and assessment and recording is being trialled. Informal advice and support are provided to teachers when required. The various areas of the National Curriculum are covered with the exception of outdoor and adventure activities. The curriculum is enhanced by a number of extra-curricular activities.
168. Facilities and resources for physical education are satisfactory; resources are readily accessible and are used effectively.

- . The team of four inspectors, one of whom was a lay inspector, was in school for a combined total of 10.5 days. Pre-inspection meetings were held with teaching and non-teaching staff, governors and parents. During the inspection 29 lessons were observed and three collective acts of worship were attended.
- . Pupils' work from the current and last academic years was examined, in addition to work undertaken by pupils during the inspection period. Pupils from each year group were heard to read. Inspectors held interviews with governors, the headteacher, other senior staff, subject managers and other teaching and non-teaching staff. Over 48 hours were spent in lesson observations, interviews and work sampling.
- . The school's documentation and registers, teachers' files and records and a sample of pupil reports were examined. The morning arrival, breaks and lunchtimes were observed and morning and afternoon registrations attended. The school development plan, budget figures and the school's administrative procedures were examined.

168. **PART C: INSPECTION DATA**

168. **SUMMARY OF INSPECTION EVIDENCE**

171. **DATA AND INDICATORS**

172. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	98	0	7	2

172. **Teachers and classes**

173. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	4.6
Number of pupils per qualified teacher:	21.3

173.

174. **Education support staff (YR - Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	28.5

175. **Average class size**

Average class size: 27

176. **Financial data**

Financial year: 1998 - 1999

	£
Total income	198,357
Total expenditure	181,008
Expenditure per pupil	1,885
Balance brought forward from previous year	23,274
Balance carried forward to next year	40,623

177. **PARENTAL SURVEY**

Number of questionnaires sent out: 63
 Number of questionnaires returned: 22

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	68	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	36	0	5	0
The school handles complaints from parents well	27	27	23	4	0
The school gives me a clear understanding of what is taught	18	40	18	22	0
The school keeps me well informed about my child(ren)'s progress	27	31	27	14	0
The school enables my child(ren) to achieve a good standard of work	27	54	18	0	0
The school encourages children to get involved in more than just their daily lessons	36	41	13	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	41	4	13	4
The school's values and attitudes have a positive effect on my child(ren)	27	64	4	4	0
The school achieves high standards of good behaviour	32	64	5	0	0
My child(ren) like(s) school	36	50	5	0	0

177. **Summary of responses**

162. At the parents' meeting, a group of parents were very critical of the standards achieved. This criticism was not supported by the results of the questionnaire, or by inspection findings. Although there are considerable differences between the standards achieved by successive cohorts, all pupils make good progress and the provision for the more able pupils is good. Many parents have noted considerable improvements of late, particularly in the way they welcomed into the school.