

INSPECTION REPORT

BOLLINBROOK CE PRIMARY SCHOOL

Macclesfield

LEA area: Cheshire

Unique reference number: 111360

Headteacher: Mrs. J Bartholomew

Reporting inspector: Jean-Pierre Kirkland
4483

Dates of inspection: 17th – 21st January 2000

Inspection number: 190936

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Abbey Road
Macclesfield
Cheshire

Postcode: SK10 3AT

Telephone number: 01625 423652

Fax number: 01625 511612

Appropriate authority: Governing body

Name of chair of governors: Mr M Wootton

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect Responsibilities
Jean-Pierre Kirkland	Registered inspector	Science	What sort of school this is.
		Geography	The school's results and pupil's achievements.
		History	How well pupils are taught.
		Special educational needs	How well the school is led and managed.
		English as an additional language	What the school should do to improve further.
John Lovell	Lay inspector		How well the school cares for its pupils.
			Pupils' attitudes, values and personal development.
			How well the school works in partnership with parents.
Michael Egerton	Team inspector	Provision for under fives	The quality of the curricular and other opportunities offered to pupils.
		Mathematics	
		Art	
		Music	
Michael Wainwright	Team inspector	English	
		Design and technology	
		Information technology	
		Physical education	
		Equality of opportunity	

The inspection contractor was:

HeadStart & Associates

Higherland Bridge
49, West Street
Gargrave, Skipton
North Yorkshire BD23 3RJ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bollinbrook Church of England Primary school is a voluntary aided Infant and Junior School with pupils aged between 4 and 11. There are currently 167 pupils on roll, including 15 children under five attending the reception class full time. The school is smaller than most primary schools. There are approximately equal numbers of boys and girls. Most pupils come from the cluster of parishes nearest to the school where the local housing is a mixture of owner occupied homes and houses and flats rented from the local authority. The admissions policy gives these children clear priority. On admission to the reception class, children's attainment is broadly average. Two pupils come from homes where English is not the first language. Sixteen per cent of the pupils are on the school's register of special educational needs, a figure which is below the national average. The two per cent of pupils in receipt of a statement of special educational need is above the national average. The school's own estimate, agreed by the local authority and supported by some statistical evidence, shows that just over ten per cent of pupils are eligible for free school meals. This is lower than the national average.

HOW GOOD THE SCHOOL IS

This is an effective school showing real signs of improvement. These are most prominent through:

- Outstanding leadership; this inspires teacher confidence through very good management. It is a significant factor in raising overall provision and standards, and provides clear educational direction for the school
- A very good governing body whose knowledge, understanding, support and influence are having positive impact on sustaining the energies and commitment of management and staff
- Rising standards of pupil performance in classrooms resulting from good teaching across the school
- Very good assessment procedures used very effectively in raising standards against a backcloth of a good curriculum in terms of breadth, balance and relevance
- Effectively harnessing the positive energies and attitudes of pupils into productive work with commitment, concentration and enthusiasm in lessons across the school.

What the school does well

- Achieves above average results for its pupils in English at the end of both key stages, and in science at the end of Key Stage 2
- Provides a broad and interesting curriculum with very good opportunities for extra curricular involvement
- Succeeds well in promoting very good attitudes to learning and achieves very good levels of attendance and personal development from pupils
- Within a successful Christian ethos, has a very high standard of provision for pupils' spiritual, moral, social and cultural development
- Assesses pupils' personal and academic development very well using this information very effectively to improve standards and learning
- Provides outstanding leadership through the head teacher, very good management throughout with very high levels of governing body support and awareness which impact very favourably on teaching, learning and standards

What could be improved

- Standards in mathematics at both key stages, by building on identified developments and noted strengths through the inspection
- Standards in information technology at Key Stage 2, where significant improvements have already taken place since the school was last inspected, by focusing on the elements of control more effectively

Both these areas are currently being addressed through the school development plan.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the last inspection. All the key issues identified then have been successfully addressed. Recently, a new head teacher has been appointed and there has been a significant change in the overall staffing. This has resulted in a very good level of teamwork, impacting most noticeably on improved curricular provision and planning in all subjects, more effective use of assessment, standards rising to above average in many subjects such as English, science, art, design and technology, geography, information technology and music. There have been improvements in the quality of teaching, improved classroom facilities at Key Stage 1 and improvements in the provision of computers and other technology. Parents are more fully involved in their children's education, and many commented favourably about this.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A	A	C	C
Science	A	A	B	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Throughout the school, pupils achieve standards that are at least average in all subjects, with above average standards in English, art, design and technology, geography, information technology and music at both key stages, and in science at Key Stage 2.

Children enter the school with average levels of skills development, although each year the school identifies a significant minority who have special educational needs. Most, however, are ready to start the National Curriculum by the time they reach five years old. Standards in reading are well above average and above average in writing by age seven. Standards are above those achieved by pupils from similar schools in writing and well above in reading, a strength of the school. Standards in mathematics are average by age seven and match those in similar schools. Inspectors found current standards to be average in science as confirmed by similar school comparisons, although the most recent test results placed pupils well below average at Key Stage 1. Improvements have been due to better teaching which concentrates on identified weaker areas, and a new curriculum having a positive effect on learning.

Standards by the time pupils leave school are above average in English and science, and match national averages in mathematics. Recent tests placed the school well above average in English, but the achievements of the current cohort, which contains a significant minority of pupils with special educational needs, was deemed by inspectors to be above average. Recent emphasis on literacy is having a positive impact on standards in English throughout the school. Pupils' achievements in the tests were above those from similar schools in English and matched them in science and mathematics. In mathematics, the impact of the numeracy initiative has not been fully reflected in the results but work seen during the inspection shows that pupils are beginning to do better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils like coming to school.
Behaviour, in and out of classrooms	Good – there is respect and understanding in all aspects of the life of the school
Personal development and relationships	Very good and impacting very favourably on learning, especially in practical lessons
Attendance	Very good – consistently above the national average

These are all significant strengths in enabling good quality learning to take place. There is a high quality of debate in many lessons, especially at Key Stage 2, notably in geography, history and science lessons, and a healthy team spirit in games across the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good overall. There is no unsatisfactory teaching in the school. Thirty two per cent of lessons were found to be satisfactory, 49 per cent judged as good and 19 per cent were judged to be very good. The good and very good lessons were spread across the whole school, benefiting all pupils whatever their ages. Especially effective teaching occurs where challenges are high and appropriate so meeting the needs of pupils of all abilities, lessons are effectively planned to incorporate assistants and resources, and the pace is brisk. Such features occur for example in science, English, art, design and technology and geography. Literacy and numeracy teaching are largely good and inspectors found much evidence of rising standards in lessons, although the full impact has not yet been seen in the end of key stage national tests. A minor weakness occurs in some of the marking of pupils' work. It is not always helpful enough in showing pupils how to improve, although examples of good practice happen, for example in Year 2, where pupils are invited to respond to the teacher's comments.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; a broad, balanced and relevant curriculum with statutory requirements met in full.
Provision for pupils with special educational needs	Good; identification of problems through rigorous assessment enables clear targets to be set; progress towards these targets is good at both key stages.
Provision for pupils with English as an additional language	The school makes good provision for the very few pupils who have English as an additional language. These pupils make good progress as a result.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good overall and a significant strength with a whole school approach which promotes thought, social responsibility and caring for others. These are especially favourable areas.
How well the school cares for its pupils	Good overall, with full integration of pupils with special educational needs and those whose first language is other than English.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head and all staff work very effectively as a team. There is clear educational vision through improved standards and educational provision throughout the school.
How well the governors fulfil their responsibilities	Very good. Governors have a clear strategic overview of the work of the school, support wherever possible and act well as a critical friend to the school.
The school's evaluation of its performance	Very good; there is effective analysis of test results and other performance data, regular and very rigorous monitoring and evaluation throughout the school.
The strategic use of resources	Very good; the school is now recognising the importance of measuring value for money in all its decisions where appropriate.

Leadership by the recently appointed head teacher is outstanding in providing very clear educational direction for the work of the school, in inspiring staff to follow suit, and in involving governors and parents in the work of the school. Monitoring, planning and evaluation are significant strengths. By carefully considering a range of options, the school is now seeking ways of obtaining best value for money, evaluating this by measuring the impact of spending decisions on educational success.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children like coming to school and are making good progress, • standards are good, especially in English and mathematics, • the quality of teaching throughout the school, • the happy atmosphere and Christian ethos, • improvements since the last inspection, such as standards in English, science, information technology, and behaviour, • parents are made welcome in school, especially if they have issues to discuss, • appointment of the new head teacher who has enabled the staff to work as a team, • good level of extra curricular activities, • improved accommodation at Key Stage 1. 	<ul style="list-style-type: none"> • a reduction of class size at Key Stage 2 with the appointment of another teacher, with the removal of mixed age teaching, • more detailed information on reports home which have recently been changed from hand written to word processed format. This was especially true in English.

Inspectors wholeheartedly endorse the positive views of parents. Inspectors, while agreeing that a reduction in class sizes is always desirable in principle, found that teaching in the larger Key Stage 2 classes, and the learning accomplished, was not being adversely affected. Inspectors found all reports to be appropriately informative and helpful to parents, giving a clear picture of standards and progress, and setting targets for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 On entry to the reception class, pupils' attainment is broadly average. However, each year, the school, through its local education authority initial testing, and other similar tests, identifies a significant minority of children with poorly developed language, literacy, numeracy and personal and social skills. There is a smaller proportion of above average children, but the school has currently none who are exceptionally talented or gifted. Most children under five make good progress and are ready to start the National Curriculum when they reach their fifth birthdays.
- 2 The results of the most recent national tests show that by age seven, pupils' reading is well above average. Reading is a significant strength of the school. Standards are above average in writing, which is also a strength. Standards are well above those achieved by pupils from similar schools in reading and above average in writing. Standards in mathematics are average by age seven and match those in similar schools. Although these standards are satisfactory, pupils could do better in mathematics, and the school recognises this. The teaching of numeracy is following the national initiative. This is already beginning to impact favourably on standards in the classroom, although the impact has not yet been realised in the end of key stage test results. Inspectors found standards to be average in science and average when compared to similar schools, although the most recent test results placed pupils well below average. Significant improvements have already taken place in the quality and quantity of investigative work, and there has been increased focus on the teaching of physical processes.
- 3 At the end of Key Stage 2, inspection findings show that standards are above average in English and science, and average in mathematics. The 1999 test results showed a similar pattern, except for English, where standards were well above average. Reading continues to be well above average and a great strength of the school. The current cohort of Year 6 pupils contains an above average number of pupils with special educational needs, including all the pupils with statements of special educational need. Higher attaining pupils match the national average for Level 5 in all three subjects. When compared to similar schools, pupils' achievements were well above average in English and matched performances in mathematics and science. The school development plan has appropriate focus on both mathematics and science in an attempt to sustain and strengthen these improvements.
- 4 Throughout the school, pupils achieve standards that are at least average in all other subjects, with above average standards in art, design and technology, geography and music at both key stages. Improvements have been due to better teaching which concentrates on identified weaker areas, and a new curriculum having a positive effect on learning. Recent emphasis on literacy is having a positive impact on standards in English throughout the school. In mathematics, the impact of the numeracy initiative has not been fully reflected in the results but in work seen during the inspection, pupils were recognised to be doing better.
- 5 Over time, results have remained above the national average at Key Stage 1, and last year showed signs of improvement. Reading standards are rising on average at a rate greater than the national average. While writing has fluctuated, it has remained above the national average and risen at a similar rate. Mathematics results have shown similar fluctuations, with recent results rising a similar rate to the national one. At Key Stage 2, the overall trend has been upward, but slightly less than the national trend. Results have remained above average overall. The overall average is adversely affected by the recent decline in results in mathematics, which were once above average but now match the national picture. The school has recognised this and has adopted strategies to improve the situation which inspectors found to be effective in raising standards.

- 6 In setting targets for improvement, the school is influenced by two factors:
 - Relatively low numbers annually in each cohort of pupils, making interpretation of results less reliable
 - Changes in the numbers of special educational needs pupils each year, and differences in specific needs identified.

- 7 Targets set in literacy and numeracy and agreed with the local education authority are realistic and achievable, bearing in mind the criteria above. Full and thorough analysis of data is undertaken by all staff in their new teamwork approach, led by the head teacher and appropriate subject coordinators. This effective strategy is already beginning to have positive effects in identifying whole school weaknesses which become areas for improvement in the school development plan. Although inspectors found that standards of work in mathematics could be better, and that teaching of information technology at Key Stage 2 could be improved by greater focus on control elements in the curriculum, the school had already identified these as areas for improvement. Inspectors found that the school is likely to achieve its stated targets in the forthcoming year. These targets also include more specific ones identified for pupils with special educational needs. These pupils are making good progress in lessons and over time at both key stages.

Pupils' attitudes, values and personal development

- 8 Pupils have very good attitudes to learning and to all school activities. They value their relationships with each other and the school community, enjoying friendships and displaying caring attitudes and respect towards pupils, teachers and other adults throughout the school. They sustain their concentration well, undertaking work with interest and enthusiasm, responding well to challenging work, displaying initiative and undertaking responsibilities with confidence. Pupils relate very positively to each other and to adults, displaying consideration for the feelings, values and beliefs of others. They work effectively on their own and with others, co-operating, collaborating and sharing resources very well.

- 9 Pupils respond very well to the expected standards of behaviour and are courteous, trustworthy and have respect for property. Their behaviour around the school and in lessons is good and most pupils are self disciplined, although, on occasions a small minority of pupils behave in an inappropriate manner. Any incidents of bullying or unacceptable behaviour are dealt with effectively and pupils understand the rewards and sanctions which are applied, having been involved in drawing up the rules and regularly considering the effect of their actions on others through assemblies and during circle time. There have been no exclusions in the current year and this rate of exclusions is static.

- 10 Particularly at Key Stage 2, many pupils are able to take responsibility for their own work and effectively organise themselves when undertaking activities. This was demonstrated by a small group of Year 6 pupils, working outside the classroom on a computer using an interactive program entitled 'Zommbinies' to solve logic and mathematical problems. Pupils work with enthusiasm and interest, collaborating well and discussing and developing their ideas. Year 3 pupils considering the functionality of photograph frames in a design and technology lesson provided such an example. Throughout the school, and particularly at Key Stage 2, pupils respond very well to opportunities of responsibility ie. as classroom helpers, librarians and monitors or by supporting and organising the play of younger pupils at lunchtime. Pupils readily volunteer to undertake tasks.

- 11 Pupils in Year 6 respond very well to opportunities for social development and team building, through activities such as raft building, which are provided during a residential visit to Conway, undertaken early in their final year at Bollinbrook school.

- 12 Throughout the school, pupils warmly welcome visitors and are confident in showing and discussing their work. They respond well to visiting speakers and visits. They support a range of local, national and international charities, such as an orphanage in Uganda which is run by a former Macclesfield resident who has visited the school and talked to pupils about the work

undertaken. This has developed their understanding of others needs. Pupils value the local environment and appreciate the Bollin Valley, which forms the basis for much work and is part of a local schools art project to mark the millennium. Pupils enjoy their involvement with the local community in a range of activities. They make contributions to both a local hospice and at services within local churches.

- 13 Pupils' attendance and punctuality are very good. Registers are completed efficiently and comply with requirements. In 1998/9, the attendance level of 96.1 per cent, with no unauthorised absence, was well above the national average of 94.1 per cent. Attendance rates are consistently high and have a very positive effect upon standards of attainment and progress.
- 14 Very good attitudes to work and play, good behaviour, very good relationships and a very good response to opportunities for personal and social development make a significant contribution to pupils' attainment and learning.

HOW WELL ARE PUPILS TAUGHT?

- 15 Teaching is good throughout the school. This is a significant improvement since the previous inspection. During the inspection, all teaching was judged to be at least satisfactory. Thirty two per cent was judged as satisfactory, 49 per cent as good and 19 per cent as very good. There were no significant variations in the teaching between key stages or for children under five.
- 16 Teaching for children under five is good overall. The teacher places an appropriate emphasis from the start on problem solving and investigation in order to interest and challenge pupils. This is most effective in raising awareness of different periods of time in history, and distinguishing between different materials in science. Pupils make good progress towards the desirable learning objectives so that they are ready to begin the National Curriculum when they reach five.
- 17 The school has adopted the National Literacy and National Numeracy Strategies throughout the school. Planning of lessons is good. Lessons have a clear structure, objectives are communicated to pupils so they know what they are learning, and progress is reviewed towards the end effectively. Key points, such as emphasis on the rules in mathematics, or teaching phonics in group sessions, are particularly effective at both key stages. As a result, pupils make good progress in their learning in English and mathematics at both key stages.
- 18 Teaching is satisfactory in music and physical education throughout the school, and satisfactory in history at Key Stage 1. Teaching is good in science, information technology, design and technology and music throughout the school and good in history at Key Stage 2. There is very good teaching in art and geography overall.
- 19 Especially successful lessons occur when:
 - Teachers use their good and often very good subject knowledge to challenge pupils of all abilities in lessons. This is the case in geography in Year 3 and 4, for example, and in exploring the still life paintings of Caravaggio in art with Years 4 and 5.
 - Teachers use technical terms effectively so that pupils acquire an appropriate language base in their specific subjects. This is the case in physical education at Key Stage 1 when pupils learn how to use space appropriately so that all aspects of health and safety are taken into account. In history and information technology in reception, pupils begin to use correct terminology for artefacts such as coal tongs and flat irons, emphasising language development well.
 - Teachers plan an effective range of activities such as listening and performing in Key Stage 2 music, or following a specific process in design and technology in Key Stage 2.
 - The pace of lessons is brisk so that pupils retain their interests and yet have time to consolidate their learning towards the end. This was especially effective in geography, science, music and art throughout the school.
 - Teachers incorporate information technology in lessons, such as and history in Year 2 and in some lessons at Key Stage 2.

- 20 In all classrooms, the learning needs of all pupils are successfully addressed. Groups are arranged to maximise learning, sometimes in ability settings, and sometimes according to interest. Support from assistants is used effectively when the need arises, and learning is good for pupils with special educational needs and those who have English as their second language. Teachers regularly assess their pupils' work, and take particular note of progress towards the targets on individual education plans for pupils with special educational needs. Homework is used effectively in most subjects as appropriate and this successfully encourages further and independent learning.
- 21 Marking of pupils' work is inconsistent across the school. This is a relative weakness and needs improvement. Although teachers talk regularly to pupils about their work, written comments are sometimes not helpful in showing pupils how to improve. Too much work has occasional ticks and no comment. Good examples of marking occur in Year 2, for example, when the teacher poses a question to which pupils respond in written form. This has the positive effect of encouraging and developing writing, as well as encouraging thinking skills to formulate an appropriate response and aimed at raising standards.
- 22 Pupils learn well in most lessons in the school. In mathematics in the reception class, for example, pupils are provided with alternative ways of counting, using fruit in a basket so that they are able to answer the question: how many altogether? In Year 1 in English, effective use of specific language by the teacher, 'and they lived happily ever after' helps pupils to make good progress in recognising fairy stories, and distinguishing them from other 'versions', another good learning objective. In Years 4 and 5 in science, pupils increase their knowledge and understanding of forces by experimenting with forcemeters, learning how to record their results accurately and recognising the conditions applicable to a fair test.
- 23 Working in groups in almost all subject areas, with an emphasis on discovery, research and independent learning, is a very successful feature of lessons throughout the school. It effectively develops pupils' personal and social skills and gives them frequent opportunities to hypothesise and debate well. Pupils show interest in their work. They enjoy debate and discussion, which are prominent features of many good lessons. By exploring questions such as 'why was Florence Nightingale not accepted immediately by doctors?' in Year 2, in structured group work, pupils begin to understand the problems associated with early medicine.
- 24 Pupils work well creatively. Pupils' interests are sustained at a high level through role play in Year 5 and 6 lessons in geography and design and technology, when they debate the practical realities of relocating the town centre market, or designing new bus shelters. Activities such as these extend pupils' intellectual and creative skills well. They understand what they are doing and why, because most teachers provide clear learning objectives which they review effectively towards the end of lessons.
- 25 Pupils learn how to improve their skills, through sorting objects in Year 2 mathematics to using floor space well when skipping and creating new and improved movements in gymnastics across the school. Concentration is usually very good, but there are lapses when teachers take too long to explain or summarise tasks, especially at the end of the day. These occasions are rare, and when challenges through problem solving activities are high, pupils respond with energy and enthusiasm. This occurs in most of the mental arithmetic sessions, in scientific investigations and in specific information technology programs related to a range of subjects.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 26 The school's overall provision across the whole curriculum is good and a strength in raising standards. The school provides a broad, well balanced and relevant curriculum, which meets statutory requirements in full and reflects the aims and objectives of the school. The curriculum for children under five and at both key stages covers all areas of the National Curriculum and religious education, providing a good balance of time for all subjects. The school has been very successful in its introduction of both the Literacy and Numeracy Strategies and these are now

well established and are having a positive impact on standards of attainment. Staff are working as a committed team to implement these two initiatives and the degree of commitment shown by the staff is a major factor in their level of success and a strength throughout the curriculum.

- 27 As well as promoting pupils' intellectual development the school is successful in making very good provision for the enhancement of pupils' personal development and prepares pupils well for the next stage of education. The governors have an entirely appropriate policy for sex and drugs education, which is delivered with sensitivity and with the needs and ages of the pupils in mind.
- 28 The school ensures that all pupils have equality of access to the curriculum and to extra curricular activities. The planned provision for pupils with special educational needs is good, with all pupils having relevant individual education plans, which match and meet their needs. These plans are of good quality, they are precise, set in manageable and achievable steps and meet the agreed needs of individual pupils. They form good working documents whereby pupils' progress is carefully assessed, recorded and reported on. The specific curricular needs of pupils with English as an additional language are effectively met with appropriate provision and support being given to them.
- 29 The step by step development of pupils' skills, knowledge and understanding in both the core and foundation subjects is clearly mapped out to provide all pupils with a relevant curriculum providing challenge and interest. The close relationship and the good lines of communication between members of staff ensure that progression and continuity are now firmly embedded in the work pupils undertake. In planning the curriculum, staff have worked as a team to bring together and implement the new initiatives that include the National Literacy and Numeracy Strategies and national commercial guidelines in order to improve continually the standards of attainment of its pupils.
- 30 The statutory curriculum enjoys enormous benefit from the wide and varied range of extra curricular provision the school offers to its pupils. This is a significant strength of the school. Pupils can take part in a rich array of activities ranging from sports to clubs embracing such arts as music and painting. These activities continue throughout the year both at lunchtime and after school and are described in the words of Y6 pupils as 'brilliant'. Not only do they add vitality to an already good curriculum range but also they have a profound effect on the pupils' positive attitudes to school. Throughout the school, all pupils are provided with the opportunity to take part in a range of visits to support the curriculum. Numerous visitors come into the school to share their interests and talents with the pupils. The nearby Bollin Valley is a rich source of experience that is regularly used to inspire pupils' writing and provide investigations for science and geography. The school is in the process of introducing an interactive homework strategy which aims to strengthen the links between homework and the curriculum and bring parents into greater involvement with what is being taught and learned.
- 31 The school makes very good provision for pupils' spiritual, moral, social and cultural education. Its' aims as a Christian community clearly set out its determination to be a positive force in pupils' lives. Staff are very good role models, demonstrating to pupils, through their everyday actions, how best to treat others and oneself in order to both benefit from and contribute to the life of the community. This is another significant strength of the school in providing an effective back cloth for good quality teaching and learning.
- 32 Provision for pupils' spiritual development is very good. All aspects of school life make a very positive contribution towards pupils' spiritual growth. Opportunities are provided both in full assemblies and in class assemblies for pupils to reflect on their own behaviour and expectations. Some of the youngest pupils at Key Stage 1 produced very sensitive responses after reflecting on how they could care for each other in school. Older pupils commented on how quiet reflection in the surroundings of the Bollin Valley often helped them to express themselves in their writing. The school provides many opportunities for pupils to come to terms with their own beliefs about life. Displays of pupils' work throughout the school are of high quality and promote spiritual enrichment as well as increasing pupils' understanding of life.
- 33 The provision to develop pupils' moral and social development is very good. Teachers

constantly reaffirm the principles of moral living and ensure that pupils are in no doubt as to the meaning of right and wrong. Pupils treat each other and adults with respect and teachers make good use of praise in order to instil in pupils the importance of valuing others as well as themselves. Pupils work well together, getting out their activities, sharing resources and tidying up at the end of sessions. From an early age they are used to taking responsibility with even the youngest children taking the register to the office. In Year 6 the pupils take on a whole range of important responsibilities ranging from Road Safety and liaison with the County Council over competitions and awards to the recycling of materials. The list is endless and provides the pupils with a real sense of playing a leading role in the school and in the community.

- 34 The school provides very good opportunities to develop their cultural awareness. Through religious education pupils are taught about major world faiths and begin to understand the similarities and difference between religions and cultures. In the arts week they explored the music of Africa and in their reading they enjoy books about other cultures and the history of customs. Visits to the local area and visitors from the community help to develop pupils' cultural awareness in art, history and geography. Musical performances in the Macclesfield Musical Festival and for local people bring them into contact with a wider community and enhance their awareness of life.
- 35 Opportunities provided by the school through the curriculum and a broad range of other activities ensure that the pupils are growing up experiencing a rich understanding of what is important in life. The school has many good links with other schools and institutions in the area and at all times these are used to benefit the education of the whole pupil by improving expertise or an enrichment of experience, as well as ensuring a smooth transition to the next stage of education.
- 36 The curricular and other opportunities provided by the school are good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 The school provides a secure, happy environment, which functions as an orderly, caring community with a Christian ethos. Teachers and staff set high standards for pupils and act as very good role models. They have a very clear understanding of pupils' progress, both academic and personal, and are very effective in promoting good standards of discipline and behaviour.
- 38 Teachers and support staff have very good, effective procedures for monitoring and recording pupils' academic and personal progress throughout their time at the school. Planning for pupils is guided by initial assessments, which are made within the first term and by the very good transfer of information from the Bollinbrook Playgroup, which many pupils attend before joining the school. Pupils with special educational needs are very well supported and receive targeted help. Pupils are very confident in approaching staff with any problems and feel that they are well supported. The very good educational and personal support and guidance, which the school provides, assists pupils to benefit from the educational opportunities offered. Individual targets set by staff, together with those set by pupils and recorded within their 'Golden Books', are closely monitored and reviewed to ensure that they are realistic and attainable, and guide planning. The monitoring of pupils' academic progress and personal development is used very effectively to improve standards and learning.
- 39 The school's ethos and the high expectations of all adults working within the school are successful in promoting pupils' very good standards of behaviour in and around the school and during lessons. The school has an effective discipline policy, which is consistently applied by staff and well understood by pupils, who have been fully involved in drawing up the basic rules, which are displayed throughout the school. Pupils value the rewards, such as stickers, which they may earn and recognise that the sanctions are applied fairly. The effectiveness of the strategies employed and the close monitoring ensures high standards of behaviour and very good personal relationships, which together, have a very positive effect on both attainment and progress.

- 40 Circle time is used very effectively to promote discipline and good behaviour. For example, in a Key Stage 1 lesson, the teacher effectively linked the morning assembly, which had focused on concern for others, with an incident which had occurred in the playground during the midday break. Pupils were given the opportunity to reflect upon the ways in which we can help each other and how it is possible to hurt someone through words and actions as well as through physically hurting them. Bullying is not a problem identified by pupils or parents and the school acts as a community which is free from oppressive behaviour. Any incidents that are identified are dealt with effectively by staff, who seek to involve parents fully.
- 41 The school has very effective procedures to monitor attendance and punctuality and very strongly encourages parents to take holidays outside term time. In those cases where concerns are identified, staff work with parents and outside agencies to address them. Registers are marked accurately and, if parents have not advised the school of the reason for their child's absence, they are contacted by midday.
- 42 Child protection procedures are good. The school uses the local authority's procedures, which comply with requirements. The head teacher is responsible for child protection and has received appropriate training. There are good liaison arrangements with outside agencies. Staff are aware of the procedures to be followed in the case of any concerns. All staff are fully aware of the implications for child protection through the policy, and the school is vigilant and sensitive in exercising its responsibilities.
- 43 Outside agencies, including the education welfare officer (EWO), social services, the school nurse, the educational psychologist and an additional special educational needs teacher provide support and advice for pupils.
- 44 The school has a good health and safety policy and safe practices are promoted in lessons and through the involvement of pupils in identifying hazards and risks when annual safety audits/risk assessments are completed. Teachers are successful in ensuring that pupils understand the need to behave and act sensibly for the safety of themselves and others. Equipment and appliances are regularly tested. There is a good awareness of safety throughout the school.
- 45 The arrangements for providing first aid are very good and all teaching and many of the support staff hold current first aid certificates. Pupils are looked after well, both within the school and in the playground. First aid boxes are readily accessible throughout the school and meet requirements. Accidents are appropriately recorded and regularly reviewed to identify any risks.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 Partnership with parents is very good and makes a significant contribution to the ethos of the school. A close and effective partnership between school and home is promoted through good communications and the involvement of parents in the life and work of the school.
- 47 Parents express very positive views of the school and particularly value its Christian ethos and the ease with which they can approach the head teacher or staff with any questions or problems. Whilst some parents express concern about the size of those classes which exceed 30 pupils, this issue has been very carefully considered by the head teacher and governors in relation to how best to raise standards with available resources. The inspection did not find that teaching and learning is adversely affected in these classes.
- 48 Parents play an important part in the life and work of the school and their contribution is valued by staff and pupils. Parents provide effective assistance in classrooms, practical help and financial support. The school developed its home/school agreement in close consultation with parents and used that exercise constructively to build upon the very good partnership which exists with parents. The Friends of Bollinbrook raises money through events such as discos, fairs and, last year, arranged for 'ice skating' sessions on a synthetic rink hired for use within the school hall. The funds are used to improve the learning environment and opportunities for pupils. They have provided additional playground equipment and facilities and, have helped to finance the refurbishing of the Key Stage 1 area.

- 49 Most parents are supportive of the work which pupils are expected to do at home and almost nine out of every ten parents are satisfied with the amount of work which pupils are expected to do at home. Homework extends classroom learning and is sometimes targeted, for individual pupils, to provide opportunities to reinforce understanding. The support of homework by parents has a positive impact on learning and attainment.
- 50 The information provided for parents is good and the school is successful in keeping them informed. Parents receive annual reports which are carefully written and provide details of the areas of work covered and of pupils' progress and attainment. They set general targets for improvement as well as specific targets in mathematics and English. The format of reports has been reviewed and, although a minority of parents express concern about the information with which they are provided, the quality of reports has improved in the previous year. Reports are supported by two consultation evenings, which are well attended by parents, and the opportunity to meet with staff after the issue of the annual report. In addition, a strength of the school is the accessibility of the head teacher and staff to parents, to discuss any concerns. Each term parents are provided with a homework plan, which details the frequency and scope of homework. However, parents do not receive an overview of the topics which pupils are to study, which could help them in providing opportunities to support learning at home or when making family visits. Frequent, informative newsletters and letters about specific events are provided and parents are regularly invited to events and performances. Well attended meetings are held to inform parents about areas of the curriculum. These may include workshops at which parents not only have the opportunity to experience learning, but also to resolve some of the questions which they have in understanding issues such as the setting out of sums in the manner taught within the National Numeracy Strategy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The leadership of the head teacher is outstanding in providing a clear and very effective educational direction for the work of the school. This is a great strength of the school and it is having a significant impact on standards and learning. In order to improve on issues reported in the previous inspection, there is now whole school planning, monitoring and evaluation. This further significant strength in teamwork is impacting very favourably throughout the school. It is especially effective in:
- Developing a unified and corporate approach to planning, ensuring that all pupils have their full entitlement with a smooth transition between key stages. The very good quality school development plan identifies priorities appropriately and sets clear targets, such as the introduction of the National Numeracy Strategy currently, with ongoing monitoring and evaluation by appropriate staff and governors. This enables effective action to be taken in a consistent way, evident in the success of the National Literacy Strategy, and helps to raise standards in appropriately identified areas.
 - The aims and objectives of the school, including the commitment to raising standards, which are fully reflected in all aspects of the work of the school. Implementing these aims is accepted as a shared responsibility by all staff and governors, and it is effectively tackled through rigorous monitoring and consistently high standards of evaluation.
 - Monitoring the quality of teaching and lesson planning, ironing out inconsistencies and improving areas identified for development. This high quality monitoring, with very detailed record keeping, enables teachers to clearly identify their strengths and build on these. It highlights areas for development and helps to iron out inconsistencies. Very good levels of support are provided for newly appointed staff or newly qualified teachers.
 - Subject leaders having very good levels of delegated responsibilities. They know and understand their subject areas, identify strengths and appropriate weaknesses and tackle these latter as a team through realistic and manageable targets.
 - Involving the very knowledgeable and supportive governing body in the work of the school. All governors, through their committees and regular visits to school, have developed a clear understanding and agreement with the head and staff on the way forward. They examine each policy and area of change in detail before ratifying them. They support and evaluate the results and work alongside the staff in a harmonious and productive manner. As a result, all statutory requirements are met in full, there is a rich and varied curriculum, the

- head and staff feel supported and encouraged and realistic targets are being set.
 - Enabling parents to become more fully involved in their children' education. Regular consultation now takes place, parents feel they are welcome in the school, and many choose to help with a range of activities such as fundraising, accompanying trips, helping in the classroom and supporting their children with homework.
- 52 The budget is very carefully and well managed and focuses on meeting the needs of all pupils while striving to improve provision and raise standards. It is successful in all cases. Overall, resources are adequate for the needs of teachers in their daily classroom routines. The teamwork approach has helped to ensure that resources are used very well and shared fairly, and that any shortages are identified and made good. For example, there is a continual appraisal currently of the resources used in mathematics, and data logging resources for Key Stage 2 science have been identified as an important requirement for the next financial year. Through careful and prudent budgeting, with hard decisions to take, the school is constantly seeking to obtain best value for money by obtaining a range of quotes for essential maintenance jobs. Governors and staff examine the educational impact of spending decisions on improved standards where this can be measured. Strategic financial planning is very good. The governors have been forced to accept larger class sizes than they and the parents would like to see at Key Stage 2. Inspectors agree a reduction in class sizes is often desirable, but found no evidence to suggest that either learning or standards were being adversely affected by the current arrangements. Indeed, the teamwork approach to planning and teaching is resulting in a raising of standards through an interesting and challenging curriculum, not just at Key Stage 2, but throughout the school.
- 53 There is a good match of teachers to the demands of the curriculum. All subjects have very effective co-ordinators, who support one another throughout the school. Support teachers are used very effectively, whether deployed to support pupils with learning difficulties, or to assist with groupwork and debate. Teachers make very good use of the accommodation, including the study room, shared areas in the Infants and Juniors, the school library, the hall and the carefully separated play areas outside. Smaller groups work and play harmoniously together as a result.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 54 In order to raise standards further, and to improve the overall quality of educational provision, the staff and governing body should now:
- 1) Improve attainment in mathematics by:
 - Continuing to monitor and evaluate the introduction of the National Numeracy Strategy effectively (paragraph 71).
 - Continue to build on existing strengths and improve weaknesses, such as mental arithmetic at both key stages for lower attaining pupils (paragraph 72).
 - 2) Improve pupils' achievements in information technology at Key Stage 2 by:
 - Ensuring teachers plan to focus more effectively on the control elements of the curriculum (paragraphs 100, 101).

It is recognised that both these areas for improvement are already included in the existing school development plan, but that recent changes have not yet had a full impact on standards overall in either subject.

Other issues which should be considered by the school:

Ensure better quality marking throughout the school, by adopting a consistent approach which builds on the good practice already established by some teachers (paragraph 21).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	49	32	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	167
Number of full-time pupils eligible for free school meals	-	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	13	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	12	13	12
	Total	21	22	21
Percentage of pupils at NC level 2 or above	School	95 (84)	100 (88)	95 (92)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	12	13	11
	Total	19	21	18
Percentage of pupils at NC level 2 or above	School	86 (88)	95 (94)	82 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	10
	Girls	10	7	10
	Total	19	14	20
Percentage of pupils at NC level 4 or above	School	83 (68)	61 (68)	87 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	9	6	9
	Total	16	15	18
Percentage of pupils at NC level 4 or above	School	70 (74)	65 (69)	78 (79)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	30

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	256,170
Total expenditure	269,729
Expenditure per pupil	1,719
Balance brought forward from previous year	27,391
Balance carried forward to next year	13,832

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	167
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	4	0	1
My child is making good progress in school.	60	39	0	0	1
Behaviour in the school is good.	57	37	0	0	6
My child gets the right amount of work to do at home.	48	40	4	1	6
The teaching is good.	61	36	1	1	1
I am kept well informed about how my child is getting on.	52	39	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	21	0	1	0
The school expects my child to work hard and achieve his or her best.	67	30	3	0	0
The school works closely with parents.	61	31	7	0	0
The school is well led and managed.	72	22	3	1	1
The school is helping my child become mature and responsible.	64	33	3	0	0
The school provides an interesting range of activities outside lessons.	42	43	6	3	6

Other issues raised by parents

- Some parents expressed concern over the large class sizes of over 30 pupils at Key Stage 2. They stated they would like to see these classes reduced by appointing another teacher.
- There were some minor concerns regarding what parents described as new computerised reports, which did not give as full a picture of their children, especially in the English section, as previous reports had done.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 55 The majority of the children who enter the reception class are of average ability although each year there are a significant number of children who have special educational needs. All the children respond well to quality provision made in the reception class and make good progress. By the time they are five, most children are likely to acquire the skills they need to meet the recommendations of the nationally agreed Desirable Learning Outcomes for children of that age. Overall, all children make very good progress in their personal and social development and in the development of their creative skills. Children make good progress in the development of their language and literacy and mathematical skills. They develop a good knowledge and understanding of the world and make good progress in their physical development. The school has improved the level of provision and the quality of planning considerably since the last inspection and now provides a much more appropriate curriculum for the children under five.

Personal and Social Development

- 56 Children settle quickly into the warm and friendly atmosphere of reception and make very good progress in developing their personal and social skills. They are a delight to talk to and they respond with confidence. They relate well to each other, sharing and co-operating when working in groups. They are encouraged to be independent by being given a range of jobs from clearing up to taking registers to the office and in religious education and circle time they learn how to treat each other and be caring towards others. They are eager to try new things and when asked to work on a particular activity they are able to organise themselves, set to work and stay on the task. By the time they are five, all children are likely to achieve the expected levels in the development of their social skills and many are likely to attain levels above those expected for their age.

Language and Literacy

- 57 The provision for the development of language and literacy is good. The first part of the literacy hour has been introduced and children derive great pleasure from sharing the 'big book' with the teacher. Great emphasis is placed on books and they are carefully linked to displays, for example, the books arranged with the teddy bear display attract children to pick them up and browse through them. All children understand that print carries meaning, they can handle books appropriately, love listening to stories and some can read along with the teacher from the 'big book'. All the children can write their names and a number of them can recognise the first letter in words. Through activities in the role play area they are encouraged to write and many of them write their own pretend shopping lists and help to make labels for displays. At all times, children are encouraged to discuss things and make contributions. They are developing clear diction and a confidence in talking as well as an understanding of how important it is to be a good listener.

Mathematics

- 58 The provision for children's mathematical development is good. Children make good progress in consolidating and developing their number skills. There is a carefully structured programme of activities where children can gain practical experience of matching and sorting, sequencing and counting. Most children count and order objects to 10 and count accurately to 10 and above. They know and recognise the place of numbers up to ten in a number line. Children recognise and identify simple capacity such as 'full', 'half full' and 'empty' and can use these terms accurately. Children further develop their mathematical learning through the use of the computer and this gives them an increased awareness of shape and movement. Most children

are likely to attain the desirable learning outcomes for mathematics by the time they are five.

Knowledge and Understanding of the World

- 59 The school makes good provision for developing children's knowledge and understanding of the world. Children make good progress in developing this area of learning. Good use is made of the surrounding area and the Bollin Valley to explore the natural world and the man made world. They learn about the passage of time by studying old toys and visiting a nearby museum. Visitors to the school talk about their work and their lives. Visitors have included a paramedic, a blind lady with her dog and people from the Water Board. All are confident in skills such as cutting, folding and sticking and they use the computer with confidence in many areas of learning. By the time they are five, most children are likely to reach the expectations of the Desirable Learning Outcomes.

Physical Development

- 60 The school makes good provision for children's physical development and children make good progress. They use pencils, crayons, scissors and glue with increasing confidence and they have good fine control skills. They have opportunities to run, jump and skip and use wheeled toys with an increasing awareness of space. In the school hall they demonstrate good awareness of each other when moving in this large space. When moving to music they are beginning to co-ordinate their movements and change the speed of movement as the tempo changes. All children are likely to attain the expectations of the desirable learning outcomes by the time they are five.

Creative Development

- 61 Provision for creative development is very good. Children make very good progress learning a wide range of basic techniques when using paints, pastels, collage and many other materials. They mix colours very well and apply them using brushes confidently. A feature of their work is the good development of observation skills, these skills help them to make good progress in both painting and drawing. Children sing a variety of songs from memory and use percussion instruments. In these activities they play and sing with enthusiasm and are confident in maintaining rhythm.
- 62 The quality of teaching is good. Good planning and interesting activities ensure that the children's pace of learning is good and that they are well prepared for the National Curriculum. The teacher has a clear understanding of the needs of young children and all children including those with special educational needs receive effective support and make good progress in all the areas of learning. All pupils have full and equal access to the curriculum.

ENGLISH

- 63 Pupils' levels of attainment in English at the end of both key stages are above the national averages in all aspects. The 1999 national tests of attainment show that standards at Key Stage 2 are well above average, maintaining consistently higher than average standards over the last four years. Compared to schools of a similar nature, standards are above average, with the proportion of higher attainers being well above. Inspectors found that there was some disparity between last year's results and the achievements of pupils currently. This is largely due to the current cohort having a significant number of pupils with special educational needs of a literacy nature. Key Stage 1 tests showed that all pupils attained Level 2 in writing, which is very high in comparison to national standards, with the number of higher attainers close to the average. When compared with similar schools, writing is above average and reading is well above average. Evidence from the inspection confirms these high standards in the subject with the quality of reading at both key stages being a strength of the school.
- 64 At the end of Key Stage 1 pupils' skills in speaking and listening are above average. All

teachers encourage pupils to listen carefully and share views. When Year 2 pupils enact aspects of the life of Florence Nightingale they ask and answer questions thoughtfully, reflecting their understanding. By the end of Key Stage 2, pupils are particularly good listeners and enter into discussions fully. In a design and technology lesson, Year 6 pupils work in groups of varying sizes discuss town planning matters in a mature and articulate way, adding effectively to their prior debating and social skills. They listen to each other well and wait their turn to speak. Consequently, discussion is fruitful and they make good progress in their tasks.

- 65 A sound basis for the acquisition of reading skills is provided for the youngest pupils. They are encouraged to respect and enjoy books. In all literacy lessons pupils pay attention and show great interest in the big books. When Year 1 pupils follow the story of the 'Three Billy Goats Gruff', the teacher constantly encourages them to observe particular sounds and punctuation. Their collective reading shows understanding of how to read expressively. The previous inspection report noted that a significant number of pupils at Key Stage 1 had reading difficulties. Good progress has been made and pupils read with confidence. The enthusiasm for books is continued through Key Stage 2 and develops into wider aspects of language development. Older pupils read poetry with understanding and pleasure and investigate some of the work of Shakespeare. They use reading skills well to extract information from both books and CD-ROMS. Those heard reading individually did so with confidence and spoke of their enjoyment of books. They make wise choices of books at an appropriate level and know which authors they prefer. By the end of the key stage, reading is well above average with very good progress made.
- 66 Pupils' writing is above average and they make good progress. They are encouraged to form letters and match words to pictures in the youngest class. By the end of Key Stage 1, they are able to write stories with correct basic punctuation and use of rhyme on occasions. Higher attainers use brackets to show 'an aside'. Most pupils' handwriting and spelling is satisfactory although below-average pupils experience difficulties with spelling. By the end of Key Stage 2 pupils show a good grasp of a full range of punctuation, used in various writing tasks. Higher attainers writing 'The Mystery of the Stone' use speech and expression marks very accurately. Teachers are aware of the need to present language in different forms. Year 6 pupils enjoy using words. They respond to Haiku and Tanka poetry with interest and write their own successfully. They draft and improve work, developing imaginative use of language and writing extensively on occasions. The previous inspection report questioned the challenge presented to higher attainers. Many pupils are now reaching a level above the national average. Most pupils present work showing careful spelling and handwriting. However, this is not always applied and standards are sometimes inconsistent at Key Stage 2. Writing skills are beginning to be used widely in other areas of the curriculum. Pupils with special educational needs and those with English as an additional language are supported well and make good progress.
- 67 Teaching is good throughout the school. This is reflected in the quality of work seen and the attitude of pupils in lessons. Teachers make lessons interesting and have high expectations of behaviour and commitment. They are well versed in the National Literacy Strategy and implement it well. The teaching of phonics is good. Mature vocabulary is used so that Year 1 pupils are familiar with 'setting' and 'version'. When Year 2 pupils write in speech bubbles, they are given opportunities by the teacher to discuss and present their work to their peers. The teacher poses questions and expects full explanations. Whole class sessions are particularly beneficial in developing skills in speaking, listening and reading. When Year 3 pupils read an Aboriginal myth, the teacher makes effective use of the text and thoughtful questioning to check pupils' understanding. The best lessons have good pace and tasks are well matched to ability. Pupils apply themselves very well and behaviour is good. Their ability to share in discussions purposefully provides strong reinforcement to pupils' personal development. Marking of written work is inconsistent in quality across the school. Some very good marking in Year 2, where pupils respond to the teacher's comments and questions, sets a very good standard.
- 68 English is a strength of the school. The co-ordinator provides strong leadership so that systems for planning and assessment are very good. Pupils' attainment is assessed in depth and used for planning future targets. Suitable resources have been gathered and are used effectively. The libraries are well stocked and pupils know how to use them. The national tests show that at Key Stage 1 the attainment of boys is below that of girls but by the end of key Stage 2 this

difference has been eradicated. Much thought has been given to providing materials to stimulate all pupils. The school fosters the enjoyment of language most successfully.

MATHEMATICS

- 69 The 1999 test results at the end of Key Stage 2 show that the percentage of pupils achieving the national target of Level 4 was below the national average, but the percentage achieving the higher Level 5 was above the national average. These results are broadly in line with the national average, but well below in comparison with similar schools. The schools results peaked in 1997 at above the national average but have since fallen back to the current position whilst the national trend has been upwards.
- 70 Results of the 1999 national tests at the end of Key Stage 1 show that the percentage of pupils achieving the national target of Level 2 was above the national average, but the percentage achieving the higher Level 3 was below the national average. These results are broadly in line with the national average but below average in comparison with similar schools. When results over previous years are compared a pattern similar to that at Key Stage 2 emerges with higher achievement in 1997 with a dip in 1998/1999.
- 71 Although attainment is in line with the national average, standards could be higher in mathematics and the school recognises this and has worked hard to put into place the National Numeracy Strategy and a number of very good strategies developed by the school. Not least of the school's strategies is its' very good policy for assessment in mathematics where careful monitoring of achievement is now providing accurate information to help the planning of appropriate work for pupils.
- 72 Inspection findings indicate that the steps taken by the school to raise attainment are beginning to be effective and that the school is poised for a considerable improvement in performance in mathematics. At present in time standards are in line with the national average at the end of both key stages. Throughout both key stages pupils make satisfactory progress in all elements of the subject, however indications are that progress is beginning to improve as the newly introduced approaches take effect. Lower attaining pupils have, in the past, had some difficulty with mental recall, and the school is now seeking ways of improving standards for these pupils.
- 73 The development of number skills throughout the school is good and pupils use these skills well in other curriculum areas. They give opportunities to develop the investigative elements of mathematics and pupils use information technology on a very regular basis to support many elements of their work from an early age. The very successful implementation of the National Numeracy Strategy is having a positive impact on raising standards.
- 74 At Key Stage 1, the younger pupils can add and subtract numbers to 10, recognise pattern, simple relationships and sequences. They can understand the language related to their work and when engaged in mathematical activities they are keen, eager to learn and can concentrate for quite long periods of time.
- 75 Pupils are now making good progress through the key stage being given well planned work to meet their individual needs and provide them with a good level of challenge. By the end of the key stage pupils know different ways of solving problems and when asked which is the best way to add two numbers they will give a confident explanation. Pupils know number 'bonds' to 20 and understand that the answer to $6 + 14$ is the same as $14 + 6$. Teachers are very good at introducing the numeracy lessons with very clear explanations of what is expected of the pupils and what they will be doing. This in turn has a positive impact on the rate of progress pupils make in lessons. By the end of the key stage pupils attainment overall is in line with the national average.
- 76 At Key Stage 2, the younger pupils can use a variety of methods when carrying out addition and subtraction problems. They are confident in their ability to add and subtract numbers with two

digits and in the oral mental arithmetic lessons they use their knowledge of the 2, 3, 4 and 5 times table to solve problems. Pupils enjoy their oral work, they are eager to answer questions and help demonstrate how to do things using the blackboard. The older pupils in the key stage are now making good progress. They are gaining confidence in using numbers to the extent that the Year 5 pupils are enjoying the newly introduced work on decimals. More able pupils in Year 6 are working with square numbers with confidence. By the end of the key stage standards are in line with the national average, pupils know and use number facts, such as times tables, they know how to add, subtract and order decimals. They know how to work out percentages and understand the correlation between decimals, percentages and fractions. Information technology continues to be used well to support learning in mathematics. Pupils' work in mathematics makes a good contribution to their literacy skills as they learn to read problems and follow written instructions.

- 77 Throughout the school the progress made by pupils is now good, including the progress of pupils with special needs and those with English as an additional language. There are two clear factors that are ensuring the good progress that we can now see in lessons. The first is the quality of planning. Teachers are using the National Numeracy Strategy but through careful assessment of how well pupils are achieving they are tailoring it to the needs of individual pupils or groups of pupils. This means that pupils are moving forward with confidence and are secure in their knowledge. The second factor is the quality of the teaching in numeracy lessons, where there is a good balance between oral and written work. Introductions to lessons at both key stages give pupils a clear understanding of what they are going to do and support during lessons is both encouraging and challenging. The impact of this good teaching is raising pupils' own expectations of what they can achieve and this in turn is beginning to raise standards of attainment.
- 78 Recent, very positive changes, in the school's approach to mathematics, including the National Numeracy Strategy have clearly established a course for improvement. Leadership of the subject is good and there is a powerful commitment amongst the staff to raise standards of attainment. The management, planning and assessment of the subject have improved greatly since the time of the last inspection.

SCIENCE

- 79 Pupils' achievements in science at the end of Key Stage 2 are above the national averages. The 1999 end of Key Stage 2 test results show pupils' performances above the national average at Level 4 and Level 5. Over the past three years, results in the Key Stage 2 tests have remained above the national average, but have not improved quite as much as all pupils nationally. When compared to schools with pupils from similar backgrounds, pupils' performances were average. Boys perform slightly better than girls but not significantly so.
- 80 At Key Stage 1, inspection findings show the standard of pupils' work to be in line with national averages. This is a significant improvement on the recent teacher assessments, which indicated that pupils were well below national averages. The reasons for the significant improvements are due largely to:
- Improvements in teaching, with greater emphasis on investigation,
 - The recent introduction of a new curriculum which emphasises all areas of science and ensures more even skills development,
 - The recent identification of weaker areas, notable experimental and investigative science and physical processes, with staff focusing on these effectively in a successful attempt at raising standards.
- These initiatives have also improved science provision at Key Stage 2. Learning and progress are good at both key stages as a result, and the good teaching is helping to inspire and motivate pupils well. Attitudes are good at both key stages. Pupils are doing well.
- 81 Science is now a strength of the school. By Year 6, pupils, including those with special educational needs, are confident investigators. They explain in detail the conditions necessary for a fair test. They know and understanding how forces such as magnets work and explain how

like poles repel. Their written work shows good levels of knowledge and understanding of electrical circuits, parts of the body, or the way in which we obtain our food. Progress and learning are good throughout the school. Higher attaining pupils quickly learn how to predict when undertaking experiments, and they link cause and effect, for instance, when explaining a break in an electrical circuit. Average pupils produce clear diagrams of their work, learning how to label them effectively, and how to convert results of tests into appropriate graphs. Lower attaining pupils develop the skills of analysis well, and they, along with their peers who have special educational needs, are articulate and correct when explaining what conditions apply to the setting up of a fair test. The development of all these skills is linked strongly to good teaching, a broad and effectively balanced curriculum, and the ability in teachers to inspire interest, enthusiasm and confidence in their pupils.

- 82 Good quality teaching is a significant factor in raising standards and is effective due to:
- Teachers consistently using and reinforcing technical language so that from an early age, pupils develop an understanding of terms which explain the differences in materials and their properties. Pupils in the reception class use words such as metal and wood when sorting objects; by Year 1 they have learnt to sort objects by function and in Year 2 they distinguish well between naturally occurring materials and manufactured items. Through good focus on investigation, they learn to find out things by themselves, with teachers and support staff helping them to record what they have learnt effectively.
 - Consistently high challenges in lessons. Teachers expect good learning from pupils. They expect accurate measurement, for example when reading from the scale in Newtons as they measure forces and weights in an experiment in Year 4 and 5. Teachers encourage accurate and clear recording in well planned tables with appropriate space for writing as they measure changes in temperature in Year 3 and 4. There is an expectation that behaviour will be good, and it is.
 - Teachers and staff capitalising well on pupils' interests and enthusiasms. Teachers arouse pupils' curiosity by demonstrating how things work, and this leads to high levels of interest and determination as pupils try to solve problems. This resulted in all pupils in a Year 5 and 6 lesson having a clear understanding of the concept of force and the principles of measuring it.
 - Ensuring that by planning as a whole team, pupils' skills in investigation, research, recording, accuracy and presentation improve progressively as they mature.
- 83 Pupils learn less successfully when plenary sessions at the end of lessons are too long, especially towards the end of the school day. Good plenary sessions are short and effective when they focus on what has been learnt and what the next stages in learning are to be, effectively demonstrated in a Year 2 lesson. Teachers do not always encourage pupils to make the best use of technology in science, for example, when recording results and converting them into graphs, especially at Key Stage 2. However, this has now been recognised and the school is in the process of purchasing new software to enable this to be integrated into lessons.
- 84 Other factors which positively influence learning include:
- Very good teamwork amongst staff in their determination to raise standards,
 - Very effective levels of leadership from an enthusiastic and committed co-ordinator, who has identified relative weaknesses through careful monitoring and discussion with colleagues,
 - Very good levels of assessment, used well across the school to set targets for improved pupil performances.

ART

- 85 Art makes a significant contribution to the personal and social development of the pupils and to the ethos of the school. It plays a major role in creating an exciting and vibrant working environment where displays of high quality work show the pupils' considerable achievements in this area.
- 86 The planning of work by the teachers produces activities which often extend over a period of

time and this gives the pupils opportunity to develop their skills and become confident in particular materials. This way of working, by all the staff, is a major factor in the high standard of achievement. An excellent example of this approach can be seen at Key Stage 1, where the younger pupils observe a portrait of Queen Elizabeth 1 and then depict items from the portrait in their pictures. At a later date they then add crayon patterns, ink wash and acrylics to heighten the effect. When dry, the pictures are further enhanced with gold and silver highlights to produce stunning effects. At Key Stage 2, a similar approach is used over a period of time to produce masks for 'Midsummer Night's Dream'. Again the results are of high quality.

- 87 On many occasions, at both key stages, pupils work collaboratively on pieces of art, planning and producing work where they can use and share their individual talents. An example of this can be seen in the large pieces of work based on looking at religious symbols in Upton Priory. These pieces of work are quite remarkable, not only do they demonstrate very good use of materials but also the groups of pupils have been very perceptive in the way they have combined the symbols into unique imaginative pictures.
- 88 Throughout the school there are examples of work produced during the art week when an artist in residence worked alongside the pupils. Again the work is exciting and imaginative.
- 89 Observation of work around the school shows that pupils, including those with special needs, are provided with a wide range of opportunities and make good progress in their artwork through revisiting a particular style, technique or skill and refining it over a period of time. Good use is made of the work of great artists to inspire and stimulate. Older pupils study the work of a sculptor and then produce their own high quality pieces of work.
- 90 The quality of teaching throughout the school is very good. Pupils are continually challenged to evaluate their own work and improve it. The work itself shows how much pupils enjoy the challenges and respond to them. The subject is very well led by an enthusiastic coordinator who uses her own expertise to support other staff. There are very good cross curricular links between art and other subjects of the curriculum. The pupils work in art is a strength of the school.

DESIGN AND TECHNOLOGY

- 91 Pupils' standards are above those expected of pupils of a similar age. Progress is good throughout the school. This is an improvement since the previous inspection. Significant factors responsible for this have been:
- The good use of assessment, which is used effectively to set pupils targets for improvement,
 - Whole staff planning across both key stages, thereby ensuring skills build up progressively and logically.
- 92 The designing element of the subject is taught thoroughly. Teachers ensure that the whole process of planning, design, making and evaluation is implemented. When pupils in Year 4/5 make musical instruments, for example, they start by considering those that they know and use. They proceed to decide on their preferred materials and order of working, including a drawing of their intended construction. Self evaluation of their work is carried out effectively at the end of the task. When Year 5/6 plan their shelters, they begin with an initial discussion in which all participate. Good teaching, with preliminary field visits linked to geography, ensure that their task is relevant to real life problems. As a result, pupils show an awareness of practicalities and learn to think logically as they acquire problem solving skills.
- 93 Pupils' constructions are of good quality and, although not seen in the making, are finished with care, as, for example, the musical instruments. Masks made by Year 5/6 pupils which are based on characters from Shakespeare's plays are of very high quality, both in their artistic design and the care of construction. Pupils with special educational needs are indistinguishable in these activities and also make good progress. Teaching is good at both key stages. Teachers have good knowledge of the subject and prepare pupils well for their tasks. Specific

vocabulary is introduced when applicable and other adults assisting in class are well briefed. The quality of completed work reflects high expectations. Pupils enjoy the investigative approach and respond with enthusiasm. They apply skills from other subjects when appropriate. Year 3/4 pupils refer to scientific vocabulary such as 'opaque' and 'transparent' when describing the structure of photograph frames. Pupils include measurements on their designs and use artistic skills to show different elevations. They remain on task, persevere and behave well.

- 94 Standards of pupils' work are now above average at all ages and this is an improvement since the previous inspection, when standards were stated as average.

GEOGRAPHY

- 95 Standards in geography have risen since the previous inspection, and pupils' achievements are now above expected levels throughout the school. Much of this is due to three main factors:
- Good levels of staff expertise, enabling consistently good quality teaching for all ages,
 - The introduction last year of a new and stimulating curriculum which ensures that essential skills develop as pupils mature, ensuring good progress is made,
 - The use of field work to motivate and stimulate pupils, engaging their interests, harnessing their enthusiasms effectively and impacting favourably on learning.
- 96 Teaching is good, and pupils learn well as a result, making good progress throughout the school. In Year 1, for example, the teacher used a film made of a recent visit to the nearby Bollin valley, enabling pupils to refresh their memories of their walk effectively. This then encouraged them when the task set was to draw a map, thus helping to develop their map work skills appropriately. In Years 3 and 4, the teacher structured the lesson well so that pupils were able to draw upon their holidays to compare and contrast weather and climate across parts of the world. Especially effective was the way in which pupils with special educational needs became fully involved in discussion and debate. In the upper juniors, pupils are given highly challenging tasks in role play situations. Once again, using field studies as the starting point very effectively, the town centre was up for grabs for redevelopment. Pupils took on the roles of shopkeepers, planners, pedestrians and drivers as they debated issues such as pedestrianisation of town centre streets or relocation of the town market. Based on first hand evidence from questionnaires from the general public when in the town, pupils were able to expand their ideas using evidence and fact. They began to learn how to present reasoned and balanced arguments effectively. The whole exercise used a wide range of geographical map and investigative skills effectively, including speaking and listening, so that learning was at a high level and interest and enthusiasm were sustained over a number of lessons. These approaches to the teaching and learning in geography are highly successful and result in improved progress, better levels of knowledge and increased awareness of the influence of school subjects on thinking and the environment.

HISTORY

- 97 The school has maintained the standards reported in the previous inspection, which are in line with the expected levels for pupils' ages throughout the school. The improved teaching, which is good overall, and newly introduced curriculum with its appropriate emphasis on investigations, have been largely responsible for the continuing good practice in the subject. The co-ordinator has ensured that skills, especially investigative skills, develop progressively as pupils mature. Pupils' response is normally very good.
- 98 As soon as they are five, pupils begin to learn about the differences between old and new, showing amazement, for instance, at the sight of flat irons or highly decorated canal teapots in the reception class. Pupils love handling artefacts. It increases their enjoyment in lessons and enables them to make good progress when beginning to discover aspects of life in times gone by using first hand evidence. Pupils continue to make satisfactory progress due to the appropriate structure of lessons, good planning and systematic investigative approach adopted by staff. By Year 1, they are able to sort objects into old and new with ease such as cameras,

which they draw to illustrate their findings. Knowledge and understanding of how the past influences the present is built upon successfully in Year 2. Here, the pupils develop well their investigative skills effectively as they begin to research the life and times of Florence Nightingale, developing a clear understanding of her invaluable contribution to the nursing profession.

- 99 At Key Stage 2, these investigative skills are extended further so that all pupils, including those with English as a second language and those with special educational needs make good progress in their learning overall. Teachers use field work very well to motivate and stimulate pupils, who tackle their class work with interest, enthusiasm and vigour. In the Year 4 and 5 class, all pupils made good progress in learning how to investigate life in Tudor times. For example, they were beginning to develop a good understanding of how houses were constructed, following their recent visits to Tudor buildings in the Cheshire countryside. However, older pupils have not benefited from the newer curricular approach, adopted last year, and as a result their understanding of the sequencing of time is less secure. They do, however, have good recall of facts and Year 6 pupils talk avidly about evacuees, ration books and air-raided shelters with confidence and understanding. Attitudes to learning are very good in the productive and supportive atmosphere created in Key Stage 2 lessons.

INFORMATION TECHNOLOGY

- 100 Attainment at the end of Key Stage 1 is in line with expectations for pupils aged seven. By the end of Key Stage 2, attainment is similar to that found in most schools and is in line with national expectations except in the element of control technology. This shows, overall, very good progress since the previous inspection. The very recent improvements in resources and provision for learning are making a big impact on pupils' progress in the subject.
- 101 By the end of Key Stage 1 pupils have had many opportunities to use computers, and use them regularly to support literacy. They are also aware of other technological aids, listening independently to stories on cassette recordings. Year 2 pupils use computers to write stories and create pictures. They seek and use information from CD-ROMS. Pupils are familiar with the keyboard and use the mouse with good control. They save and print work, with help. By the end of Key Stage 2, pupils combine different types of information. They use graphics to complement their text, using different fonts, sizes and colours, with an awareness of audience. Pupils search for information and answers from a stored database. In Year 5/6 they apply their skills to their town planning survey in local geography. In aspects of handling and communicating information a number of pupils are above the national expectation. Pupils use simulations to explore possibilities and predict what they think will be the outcome of their decisions. In the aspect of control, pupils understand how to achieve certain outcomes by the use of a series of instructions. Most are not yet able to refine these instructions to create procedures, when for example, using Logo. Their understanding of computers has not yet developed sufficiently for them to use higher order skills.
- 102 Progress in the subject, overall, is good throughout the school. Considering the limited previous experiences of the oldest pupils, they have made very good progress. This is a consequence of good teaching and many opportunities to practise and apply their skills. Reception pupils use computers in design and technology to assemble different colours as they design coats for Joseph and cars. In most literacy lessons, some pupils work on computers. They are used for word processing and for seeking information, for example researching Florence Nightingale in Year 2. Pupils with special educational needs are well supported by specific programmes aimed at raising standards of literacy and numeracy, and they make good progress.
- 103 Pupils develop independence very well and learn to work together, sharing expertise very sensibly. They treat resources with respect and behave well, even when working outside the classroom. When asked about their tasks they are keen to explain and demonstrate their understanding. Pupils clearly enjoy and benefit from the activities.
- 104 Teaching is consistently good throughout the school. There is a high level of confidence and competence. In specific lessons to teach skills, teachers show this in their thorough

explanations and demonstrations. In the reception class lesson the teacher constantly refers to the key basic vocabulary and pupils have time to attempt the new skill. Year 6 pupils have opportunity for questioning and discussion. Management of pupils in these lessons is good. Confirmation of the quality of teaching is seen in confident use of the computers in other subjects. Effective use is made of pupils' expertise to raise the standards of other pupils by sharing knowledge.

105 The improvements made in the subject stem from:

- Very good leadership by the co-ordinator,
- The implementation of the new scheme of work ,
- Very good provision for assessing attainment and thorough monitoring of both provision and development,
- Shared commitment of the whole staff to improve provision in subjects and continue this development.

MUSIC

106 It was only possible to observe three music lessons during the time of the inspection. Evidence from discussion with the co-ordinator, photographs of musical activities, teachers' planning and observations during assembly indicates that attainment in music at the end of both key stages is above that normally expected of pupils of similar ages. The pupils make good progress in the development of musical skills and are provided with opportunities to both play and perform music, compose music, and listen to and appraise it.

107 Pupils at Key Stage 1 regularly listen to music and develop simple appraisal skills. They are able to use body sounds and simple instruments to explore the textures of sounds related to a story from their literacy work. Throughout Key Stage 1, pupils sing a good range of songs from memory, they sing in tune, they demonstrate the ability to sing both quietly and loudly and do this with enthusiasm and clear diction. This is due to the good teaching of music where teachers have high expectations of the pupils and plan lessons well, building on previous work.

108 As pupils move through Key Stage 2, they develop an effective musical vocabulary, and follow simple notation. All pupils in Year 3/4 have the opportunity to learn the recorder and with the help of one of the governors those pupils who wish to will be able to go on to learn the treble recorder. Pupils sing a range of songs from different cultures and countries around the world. They have opportunities to compose music and at times this is linked to their topic work. An excellent example of this is the composing of music linked to the topic on Egypt; an occasion when the pupils gained real satisfaction in recording their finished pieces. A feature of the good teaching is the way in which members of staff seek opportunities that enable pupils to perform their musical skills. Pupils regularly take part in the Macclesfield Music Festival; they have performed at the Upton Church Fete and will shortly be rehearsing for a musical adaptation of the Trolls. Pupils continue to develop their good singing skills and for those who wish to develop these further the choir meets after school on Thursdays.

109 Pupils with special educational needs and those with English as an additional language have equality of access to the music curriculum and extra curricular activities and make good progress.

110 The quality of teaching is good overall. Whilst not specialists, teachers work hard to provide a lively programme of work for pupils using the Cheshire County scheme very effectively to underpin their planning. Lessons are well paced and rigorous. Teachers demonstrate real personal enthusiasm for music lessons and create a motivating environment in which good learning can take place. Pupils respond to this and approach their work in music in a very positive manner. As a result of this, pupils made good progress in the lessons observed. The subject makes a strong contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

- 111 Pupils' performance in the various aspects of physical education is similar to that seen from pupils of a similar age. Teaching is satisfactory overall and pupils make satisfactory progress throughout the school. Pupils' attitudes to the subject are very good, contributing strongly to their personal development. This stems from:
- The good curriculum provided,
 - The very good role models of all teachers.
- 112 Standards in swimming are average, with more than 90 per cent of pupils able to swim 25 metres when they leave the school.
- 113 Only one gymnastics lesson was seen, at Key Stage 1. Year 1 pupils are able to skip both forwards and sideways, and most can perform a controlled star jump. The teacher set a good example in her manner and active involvement, so that pupils tried to carry out instructions to the best of their ability. Similarly only one dance lesson, at Key Stage 2, was seen when again the teacher's involvement was very positive. Year 3 pupils show satisfactory ability to work at different levels and to mirror their partner's movements. Response to rhythm is less well developed but pupils use a limited space sensibly and with an awareness of others. Teachers ensure pupils' awareness of safety factors in their use of space and in handling apparatus.
- 114 Games lessons seen, at both key stages, show that pupils' ball handling skills develop satisfactorily. A few Year 5 pupils have above average basketball skills of control and passing. Management of pupils is usually good. Pupils have a high awareness of fair play, reinforced by teachers, and display very good attitudes when sharing and playing together. Although progress in practising skills was good in the Year 5 lesson, there is sometimes insufficient awareness of how to effect the best progression and skills points are not always made. Pupils with special educational needs are fully involved and well supported, so that they make satisfactory progress.
- 115 Other strengths within the subject include:
- The many extra curricular sporting activities, with both the coordinator and colleagues giving additional time to them,
 - Parents and outside agencies such as the local football club give their support and valuable assistance,
 - Pupils enjoying and benefiting from a residential visit where they participate in outdoor activities such as orienteering and adventure courses.