

INSPECTION REPORT

Hollinhey County Primary School

Sutton, Macclesfield

LEA area: Cheshire

Unique reference number: 111030

Headteacher: Mrs S Wright

Reporting inspector: Mrs G Peet
18842

Dates of inspection: 10th to 14th January 2000

Inspection number: 197253

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
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bell Avenue Sutton Macclesfield Cheshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Haughton
Date of previous inspection:	24 th June 1996 to 27 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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		History	The school's results and achievements
		Geography	Teaching
		Art	School improvement
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			Partnership with parents
			Leadership and management
Mr A Plant	Team inspector	Science	The curricular and other opportunities offered to pupils
		Information technology	
		Design and technology	
		Physical education	
Mrs V Ward	Team inspector	English	Pupils' attitudes, values and personal development
		Music	
		Religious education	
		Special educational needs	
		Under fives	

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PART A: SUMMARY OF THE REPORT

Information about the school

Hollinhey Primary School is a village school situated outside Macclesfield town centre in the Sutton district. The school has 202 pupils aged four to 11 who attend full time. At the time of the inspection 12 pupils in the reception class were under five. Forty two per cent of the pupils come from outside the village. The school represents the wide social spectrum but has more than the average number of pupils who come from homes where the parents have higher educational qualifications and who are in full time employment. Twelve pupils are eligible for free school meals, which is well below the national average. There are 37 pupils on the school's register of pupils with special educational needs and two of these pupils have Statements of Special Educational Need. This is in line with the national average. All pupils speak English as their first language. Many pupils have pre-school educational experience. Parents are keen for their children to do well; many help in school and are active in the Friends of Hollinhey School. The intake takes from the full range of ability although assessment at entry indicates that the capabilities of the majority of pupils are above average. Pupils are taught in seven age related classes with an average of 26.1 pupils in each. The ratio of pupils to teachers is 24.9, which is in line with that found nationally. Attendance is well above national figures.

How good the school is

Hollinhey Primary School is a friendly caring school where pupils feel secure and valued. Relationships with parents are very good. The attitudes and personal development of the pupils in the school is good and behaviour is very good. The teaching is good and the school has successfully implemented the literacy and numeracy strategies. Pupils achieve high standards in English and mathematics. The curriculum for the under fives is good. The curriculum in Key Stages 1 and 2 is generally broad and balanced and pupils benefit from a range of visits to places of interest. Some subjects however, are not covered in sufficient depth to enable pupils to make the progress of which they are capable. Although the Headteacher is hard working, caring and conscientious she does not have a clear enough vision of the school needs, or give sufficient direction to sustain its progress. The deputy Headteacher and subject coordinators lack clear guidance for their role in maintaining and improving standards. The school has maintained the high standards in English and mathematics since the last inspection and has improved standards in religious education. Although overall satisfactory progress has been made in addressing the key issues of the last inspection aspects of them still remain as issues. These relate to the school's systems for ensuring that lessons build on previous learning and providing written guidance for teachers to support them in planning appropriate activities.

The school provides satisfactory value for money.

What the school does well

- Results in National Curriculum tests in English are above the national average at Key Stage 2 and are well above the national average at Key Stage 1.
- Results in National Curriculum tests in mathematics at both key stages are well above the national average.
- Overall the teaching in the school is good.
- The curriculum for the under fives is good and prepares children well for the next stage of education. Children exceed the expected levels of learning.
- The school promotes pupils' attitudes to learning well and promotes good relationships and very good behaviour. Provision for pupils' moral development is very good.
- The school's procedures for ensuring pupils' welfare are very good.
- Links with parents and their involvement in the school are very good.
- Attendance is very good.

What could be improved

- Aspects of the leadership and management of the school are unsatisfactory. The roles of the Headteacher, the deputy Headteacher, the subject coordinators and the governing body in supporting school improvement are not clearly defined.
- There are few procedures by which the work of the school can be monitored and evaluated.
- Standards in information technology at both key stages are below national expectations.
- The number of pupils achieving the higher levels in science at both key stages is below that found in similar schools.
- Standards in the foundation subjects of design and technology and music at both key stages and geography at the end of Key Stage 2 are below that generally found in other schools.
- The assessment and monitoring of pupils' academic performance and personal development is underdeveloped.
- Written guidance is insufficient to support teachers when planning the curriculum.

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

How the school has improved since its last inspection

When it was inspected in June 1996 the school was judged to be a good school which provided its pupils with a broad and balanced curriculum. Pupils were judged to do particularly well in English, mathematics, science and art. Since then most of the good aspects of the school have been maintained. The results achieved by 11 year old pupils have risen each year slightly faster than the rate of improvement nationally. The school has put appropriate emphasis on the introduction of the literacy hour and the numeracy strategy and these have both been successfully implemented. The strengths of the school in pupils' attitudes to work, behaviour and relationships have been maintained and the provision for pupils' moral development is now very good. The school has maintained its caring ethos and continues to make very good provision for pupils' welfare.

The school has overcome some of the weaknesses pointed out in the last inspection. Pupils' progress in learning religious education has improved and pupils now attain the standards expected in the locally agreed syllabus. The information technology equipment has been improved and there is now sufficient hardware for pupils to make consistent progress in all classes. However, there are still weaknesses. Standards in information technology are still too low. Standards in design and technology, music and geography at Key Stage 2 have fallen. This is because the key issue to improve the progressive knowledge, understanding and skills for all pupils, by providing schemes of work and monitoring attainment and progress, has not been fully addressed. Overall the work of the school is not sufficiently monitored and evaluated to identify the issues that will lead to school improvement.

Since the headteacher joined the school just over three years ago she has been without a deputy Headteacher on a number of occasions. A new deputy Headteacher has recently joined the staff of the school and the school is now in a better position to make further improvements.

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	C	C	B	C
mathematics	B	A	A	C
science	C	C	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This information shows that the results in mathematics are well above the national average, in English above average and in science in line with the average by the end of Key Stage 2. However when these results are compared to schools who have pupils from a similar background English and mathematics are in line with the average and science is below.

The national tests for 7 year olds show that results are well above the national average in reading, writing and mathematics. When these results are compared to those of pupils from similar backgrounds reading and writing is above average and mathematics is in line with the average.

In all three core subjects standards at the end of Key Stage 2, which were above expectations at the time of the last inspection, have risen over the last three years slightly faster than the national rise in standards. Standards in information technology which were in line with national expectations at the time of the last inspection are now below expectations at both key stages. This is because until recently there have been insufficient computers to maintain the expected progress throughout the school. The school has not yet provided teachers with clear guidance to help them plan lessons that build on previously learnt skills.

The children in the reception class make good progress and by the time they are five attain standards that are above those expected of pupils of their age. At the end of both key stages pupils' standard of work is in line with the level expected for their age in religious education, art, history and physical education. This reflects an improvement in standards in religious education since the last inspection, but a decline in standards in art and physical education where standards were previously judged to be higher than average. In music and design and technology at both key stages and in geography at the end of Key Stage 2 standards are below those generally seen of pupils of their age. This represents a decline in standards in these subjects since the last inspection. The school sets targets for pupils in English and mathematics, which are based on previous performance. Some pupils are given extra support in mathematics to help them reach the set targets. Pupils with special educational needs are well supported and attain the standards of which they are capable. There is no significant difference in the attainment of boys and girls. Although in some lessons observed more able pupils were not sufficiently challenged there is no evidence to suggest that they do not attain the standards of which they are capable at the end of Key Stage 2.

Pupils' attitudes and values

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are keen to learn
Behaviour, in and out of classrooms	Pupils' behaviour is very good both in and out of the classroom
Personal development and relationships	Pupils' personal development is good. Pupils are willing to take responsibility. Relationships with both other pupils and teachers are good.
Attendance	Very good

Pupils enjoy coming to school, respond well to the good teaching in the school and are keen to learn. Standards of behaviour are very good. No oppressive behaviour was observed during the inspection. Discussion with pupils reveals very little concern about bullying, and all pupils know what to do if they are treated unkindly. In their responses, parents expressed the view that the school promotes good standards of behaviour, and the inspection findings support their views. The pupils' personal development continues to be good. All pupils, including those with special educational needs, show confidence in expressing their ideas. Relationships are very good and are fostered by the attitudes of the teachers and other staff. The adults in school provide good role models for the pupils in their relationships with each other. The school is a very supportive and caring community. Attendance is well above the national average.

Teaching and learning

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

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.

The quality of teaching ranges from unsatisfactory to very good but is judged to be good overall. Teaching in English and mathematics at Key Stage 1 is good. Teaching of religious education and physical education at Key Stage 1 is good. In all other subjects except information technology teaching is satisfactory. No teaching of information technology was observed during the inspection so it is not possible to make a judgement of teaching in this subject. Teachers have a secure understanding of both the literacy and the numeracy strategies and have the technical competence to teach both literacy and numeracy. This is a significant factor in the rise in standards in these subjects. Work is generally matched to different groups of pupil needs within the class but some examples were observed of the higher attaining pupils being given the same work as the average attaining pupils and in some cases not being sufficiently challenged. Work is generally well matched to the needs of the pupils with special educational need and this contributes to how well these pupils learn and the good progress they make.

Other aspects of the school

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under fives is good. All subjects of the curriculum are included at Key Stages 1 and 2 although some subjects such as information technology, design and technology, music and geography are not covered in sufficient depth to enable pupils to make the progress of which they are capable.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's contribution to pupils' personal development is good. The school's provision for spiritual and cultural development is satisfactory, for moral development very good and for social development good. This reflects the situation at the last inspection. Pupils' knowledge of other cultures is still underdeveloped.
How well the school cares for its pupils	The school has developed the good standards of care for its pupils which were evident at the times of the previous inspection. They are now very good. It has not however, made sufficient progress on developing procedures for monitoring academic progress. Pupils with special educational needs receive good levels of support and care.

How well the school is led and managed

Aspect	Comment
Leadership and management by the headteacher and other key staff	Aspects of the leadership and management of the school are unsatisfactory. The educational direction for the school is unclear. It does not focus sufficiently on improving standards in all subjects other than English and mathematics.
How well the governors fulfil their responsibilities	The governing body is properly constituted. It fulfils its statutory duties in most areas. It does not ensure that teachers receive their statutory entitlement to appraisal. It makes a useful contribution to the running of the school. The governors monitor the budget carefully but its role in monitoring the work of the school or in holding it to account for the quality of its provision and the standards that it achieves is underdeveloped.
The school's evaluation of its performance	The school's monitoring and evaluation of performance is underdeveloped. Consequently, senior staff do not have clear direction for driving forward improvements in teaching and learning.
The strategic use of resources	The school has an adequate range of learning resources which are used effectively although there is at present some under use of computers.

Aspects of the leadership and management of the school are unsatisfactory. The educational direction for the school is unclear and does not, for example, focus sufficiently on improving standards in all subjects other than English and mathematics. The role of staff who have subject management responsibilities is underdeveloped. They do not, for example, have clear direction on their responsibilities for monitoring and driving forward improvements in teaching and learning. The school's monitoring and evaluation of performance is underdeveloped. The governing body is properly constituted. It fulfils its statutory duties and makes a useful contribution to the running of the school. However the role of the governors in monitoring the work of the school or in holding it to account for the quality of its provision and the standards that it achieves is underdeveloped. The financial management of the school is satisfactory and financial control and administration is good. The governors monitor the budget carefully. The school has made a start on applying the principles of best value to its major purchases.

The school has enough experienced and qualified teachers to enable it to teach the subjects of the curriculum. Appraisal does not currently take place. The school has an adequate range of learning resources, which are generally used effectively. The accommodation is of good standard. Learning resources for pupils with special needs are satisfactory. Funds allocated for special needs are allocated for their intended purpose.

Parents' and carers' views of the school

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school. • The good behaviour of the pupils in the school. • The links with parents, which are a strength of the school. • The caring staff. • The school is approachable. 	<ul style="list-style-type: none"> • More able pupils are not always sufficiently challenged.

Inspectors' judgements support parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Attainment has risen slightly faster than the national rise in standards in each of the three core subjects of English, mathematics and science and in the 1999 end of key stage tests was still above the national average at both key stages. Inspection findings are that attainment is judged to be above expectations in English at both key stages and in mathematics at Key Stage 2. Attainment is judged to be in line with expectations in mathematics and geography at Key Stage 1 and science, religious education, art, history and physical education at both key stages. It is judged to be below expectations in information technology, design and technology and music at both key stages and geography at Key Stage 2.

- 2 On entry to the school, the school's assessment tests indicate that the attainment of most children is above the level expected for their age, although there is a range of abilities. Overall, the under fives make good progress in the reception class and by the time they reach compulsory school age they achieve beyond the desirable learning outcomes in all agreed areas of learning. The teachers promote the children's personal development very successfully and children are confident and articulate when talking and when listening to stories. In mathematics, they recognise and use numbers to ten and have a good understanding of their quantities. They count a given number of objects and know that seven is bigger than two. They have good attitudes to learning.

- 3 Pupils' performance in the 1999 end of Key Stage 1 national tests was well above the national average in reading, writing and mathematics. Teacher assessments indicate that attainment was very high in science. When these results are compared to those of schools with a similar number of pupils entitled to free school meals, science is still very high, reading and writing are above average and mathematics is in line with the average. In reading, writing and mathematics the proportion of pupils achieving the higher Level 3 was well above average. When these results are compared to those of schools with similar pupils, they are average. In science the number of pupils attaining at the higher level was below average when compared to the attainment of similar pupils. Results in reading, writing and mathematics have declined slightly over the four years since 1996 but are still overall above average. Taking the four years 1996 to 1999 together, the performance of both boys and girls was well above the national average in reading and mathematics. The performance of boys was very high and the performance of girls was well above the national average in writing. The inspection findings indicate that pupils in Year 2 are attaining standards, which exceed national expectations in reading, writing and mathematics and are attaining the levels expected in science.

- 4 By the age of seven, the majority of pupils speak clearly and confidently. They listen attentively to stories and can read fluently and with expression. They write their own stories using a neat cursive script. In mathematics pupils have a good understanding of number and are able to quickly say what double or half a single digit number is. Pupils are beginning to understand their twos, threes and fives times tables. In science pupils understand that pushing and pulling are forces and they know that some materials are magnetic and some are not.

- 5 At the end of Key Stage 2, the proportion of pupils achieving the expected level was above average in English. When these results are compared with schools that have pupils from similar backgrounds, results are average. The proportion of pupils attaining a higher level was well above average in English. When these results are compared to those of schools with similar pupils they are above average. Trends over the last three years show a rise in standards that is slightly higher than the national trend. Taking the four years 1996 to 1999 together, the performance of boys was above the national average but the performance of girls was close to the national average. The rise in standards in both key stages is due to the emphasis the school has put on raising standards in literacy and the introduction of the literacy hour. The inspection findings indicate that the majority of pupils in Year 6 are attaining standards, which exceed national expectations.
- 6 By the end of Key Stage 2, pupils contribute to discussion constructively. They read a range of texts accurately and fluently and express definite preferences for types of books and authors. They have a good understanding of basic grammar and use punctuation effectively.
- 7 At the end of Key Stage 2, the proportion of pupils achieving the expected level was well above average in mathematics. When these results are compared with schools that have pupils from similar backgrounds, results were average. The proportion of pupils attaining a higher level was well above average. When these results are compared to those of schools with similar pupils they are in line with the average. Trends over the last three years show a rise in standards that is slightly higher than the national trend. Inspection findings indicate that attainment at the end of Key Stage 2 is in line with national expectations. This is because there a higher than usual number of pupils who are on the school's register of special educational need in this year's Year 6. These pupils have particular difficulty with mathematics. Although the school is providing these pupils with extra support the school is unlikely to have as many pupils reaching the higher Level 5 this year.
- 8 Standards in mathematics have improved since the last inspection mainly because of improved teaching and the effective way the school has introduced the numeracy strategy. Another factor has been the influence of the Headteacher who has taught groups of pupils both of higher ability and with special educational needs.
- 9 Pupils in Year 6 enjoy number and have a good understanding of place value, large numbers and their order. Because the numeracy strategy, with its emphasis on mental strategies, has only recently been introduced pupils' ability to do mental calculations is not yet as well developed as other aspects of mathematics.
- 10 At the end of Key Stage 2, the proportion of pupils achieving the expected level was average in science. When these results are compared with schools that have pupils from similar backgrounds, results in science were below average. The proportion of pupils attaining a higher level were close to the average in science. When these results are compared to those of schools with similar pupils they are below average in science. Pupils at the end of Key Stage 2 demonstrate a good understanding of forces and recognise when they see they them in action. Pupils have a good understanding of the functions of the major organs in their own bodies.

- 11 Attainment in information technology is below expectations at both key stages. Although the school has responded to the key issue to improve the quantity of hardware available for pupils to use there is still no written guidance to support teachers in planning activities that build on pupils previously learnt skills and extend them further. Pupils at the end of Key Stage 2 are unsure of how they might store and retrieve work and are not confident in their ability to amend work independently.
- 12 The school has responded positively to the key issue of the last inspection to improve progress in pupils' learning of religious education. Pupils in both Key Stages now make satisfactory progress and attain the levels expected of the locally agreed syllabus
- 13 Pupils make satisfactory progress and achieve satisfactory levels of attainment in art, history and physical education and geography at Key Stage 1.
- 14 Pupils learning in design and technology and music and geography at Key Stage 2 is unsatisfactory. This is because in each of these subjects there is no written guidance to support teachers when planning activities for their pupils. Because they do not have clear direction about what is to be taught and learnt at each stage the curriculum in these subjects lacks depth and the activities pupils experience do not progressively builds on previous learning.
- 15 Pupils with special educational needs attain standards that match their abilities, and make generally good progress in relation to their prior attainment. The attainment of more able pupils is sound and, at times, is good, especially in Year 5 when extra tuition is provided in some mathematics lessons.
- 16 The school has set targets for pupils at the end of Key Stage 2 which are based on pupils' previous performance. These targets were met in 1999. The school has set targets for the year 2000 that are challenging for some pupils, particularly in mathematics. The school is providing additional support to help pupils achieve these targets.

Pupils' attitudes, values and personal development

- 17 Pupils are keen to come to school and speak enthusiastically about aspects they particularly enjoy, such as reading exciting books and visits to places of interest. They respond well to the good teaching in the school, display positive attitudes in lessons and are keen to learn. The children under five settle quickly into the reception class. They are confident, eager to learn, and enthusiastic. Throughout the school, pupils are interested in their work and willingly contribute to discussion and shared activities. They support and enjoy out of school activities. Pupils with special educational needs show positive attitudes to their work, particularly when they are withdrawn from class for special tuition. Almost all parents agree that their children enjoy coming to school. The school has maintained the positive attitudes reported in the last inspection.

- 18 Standards of behaviour are very good in all classes and this is an improvement since the last inspection. No pupils have been excluded. The teachers are consistent in their expectations of good behaviour, and pupils respond positively, both in and around the school. The pupils play sensibly and the older pupils, in particular, are aware that they must be careful not to bump into younger pupils as they run around the playground. They are very aware that younger pupils may copy any misbehaviour and realise that they have a responsibility to set a good example. The pupils talk sensibly about the reasons for playground regulations and understand the need to treat each other kindly if the school is to be a happy place for everyone. No oppressive behaviour was observed during the inspection. Discussion with pupils reveals very little concern about bullying, and all pupils know what to do if they are treated unkindly. They report that the staff resolves disputes quickly and effectively. Pupils are courteous, polite and friendly, opening doors and offering help to the adults around the school. In their responses, parents expressed the view that the school promotes good standards of behaviour, and the inspection findings support their views.
- 19 The pupils' personal development continues to be good. They have a number of class responsibilities, which they carry out conscientiously; for example, taking the register to the office, and tidying resources away after lessons. The oldest pupils respond positively to the additional responsibilities they are given in helping to look after the youngest pupils in the dining hall and during wet lunchtimes. They organise games for them, offer help as necessary, and use their initiative by telling the children a story when they begin to get restless. These tasks help to foster in the pupils a sense of belonging to the school community. All pupils, including those with special educational needs, show confidence in expressing their ideas. Pupils are very willing to listen to what others have to say and recognise that people have different opinions and experiences to share.
- 20 Relationships are very good and are fostered by the attitudes of the teachers and other staff. The adults in school provide good role models for the pupils in their relationships with each other. The school is a very supportive and caring community. Pupils learn to share and take turns in the reception class, and develop skills of cooperation, which extend throughout the school. The pupils respect their teachers
- 21 Attendance is very good and is well above the national average. Procedures for registration are efficient and punctuality is good throughout the day.

HOW WELL ARE PUPILS TAUGHT?

- 22 Across the school as a whole, the good quality of teaching makes a positive impact on pupils' learning. Teaching of the under fives is consistently good. At Key Stage 1 over half the teaching is good or better and at Key Stage 2 nearly four in every ten lessons is good or better. There was one very good and one unsatisfactory lesson at both Key Stage 1 and Key Stage 2. At both key stages teaching in English is good overall. In mathematics, three quarters of teaching at Key Stage 1 is good and two fifths of teaching is good at Key Stage 2. Teaching is generally satisfactory in other subjects and often good.

- 23 The quality of the teaching of the under fives is good. The areas of learning are all addressed appropriately in teachers' planning and a balance of each area is ensured throughout the week. Teachers' high expectations and their good knowledge and understanding of how young children learn have a direct impact upon the progress the children make. An imaginative fun approach to learning and a good pace to lessons ensure children remain interested and learn what is intended. The two part time teachers plan carefully together to ensure continuity in learning. In this class the pupils' learning is very effective.
- 24 In general teachers have good subject knowledge, except in information technology, design and technology and music. The problem is exacerbated by the lack of schemes of work that set out what pupils are expected to learn at each stage and by the underdeveloped roles of the coordinators in supporting teachers in their planning. An example of the effect of this was seen in a Key Stage 2 science lesson when the teacher planned an inappropriate activity that did not match the learning objectives. In other subjects, such as religious education and history, teachers' subject knowledge is used effectively. For example, where pupils in Year 3 were taught about the ancient Greeks and the teacher was able to answer unexpected questions about the extent of the Greek empire and compare the Greeks to the Romans. Teachers have a secure understanding of both the literacy and the numeracy strategies and plan lessons that build progressively on pupils' previous learning.
- 25 Teachers have the technical competence to teach literacy and have a good knowledge of phonics. In lessons there is a good balance between word, sentence and text level work that promotes good progress. Plenary sessions are well used to consolidate learning. Teachers value contributions from all pupils and use the opportunities provided by them to promote and extend learning. An example of this was seen in Year 1 when the teacher used a contribution made by a pupil to clarify the difference between 'on' and 'no'. Work is generally matched to different groups of pupil needs within the class but some examples were observed of the higher attaining pupils being given the same work as the average attaining pupils and in some cases not being sufficiently stretched. In one Key Stage 2 class the higher attaining pupils felt unchallenged and wanted something more demanding. In another Key Stage 2 class the higher attaining pupils lost interest in an undemanding task and failed to reach the more demanding work provided as extension. Throughout the school large books are used effectively to include all pupils and involve them in their own learning. Work is generally well matched to the needs of the pupils with special educational need. When these pupils are supported by the special educational needs classroom assistant they make good progress.
- 26 Teachers use the numeracy framework well to plan appropriate lessons. Teachers increasingly encourage pupils to think about and share the strategies they use for mental calculations. In the most effective lessons the pupils enjoy the quick fire questions set by the teacher or the challenge of a game. In these lessons pupils are highly motivated to succeed and a good level of learning takes place. In one lesson however the pace was not brisk enough to maintain the level of challenge and pupils became bored. Teachers have a competent understanding of mathematics and they explain new concepts clearly. This was observed in Year 5 when pupils meeting brackets for the first time made good progress because of the clear explanations given by the teacher. Plenary sessions are well used to consolidate learning and sometimes to extend. For example when the teacher at the end of a lesson on symbols used the plenary to introduce negative numbers.

- 27 Teachers plan carefully and care is taken to ensure that pupils are provided with equal opportunities. Sometimes when planning an integrated lesson of different subjects the teacher focuses on one subject more than the others and in these cases unsatisfactory learning takes place in some of the areas being taught. An example of this was seen when the teacher was teaching a satisfactory science lesson and pupils were left to carry on independently with design and technology models. The pupils were unclear about what to do and insufficient learning of design and technology took place. On another occasion the same teacher taught a very good numeracy lesson when all activities were linked to the same subject. On this occasion the pupils were all included in the introduction and plenary parts of the lesson. When they were working on independent activities they had clear instructions and knew exactly what was expected of them. They were able to get on with the task independently and make progress in consolidating their learning.
- 28 Average pupils are usually well challenged by the activities provided although occasionally activities are not well matched to the learning objectives and little progress is made in that part of the lesson. For example when in a geography lesson the activity involved copying a piece of work from the blackboard or in a religious education lesson when the teacher went through the activity so thoroughly that there was little challenge left to the pupils.
- 29 The teaching of pupils with special educational needs varies between satisfactory and good, and is good overall. The special needs teacher and classroom assistant are deployed well and contribute significantly to the pace of learning and positive attitudes of the pupils. During whole class lessons, the teachers often adjust their questioning to make sure that special needs pupils are fully involved and able to contribute. This gives them confidence and raises their self esteem. When teaching focuses on specific needs, such as when the teacher works with a small group, the pace and quality of learning is good. At other times, when a whole class carries out the same task, the work is sometimes too hard for them and then they make less progress than they should. Similarly, on such occasions, work can be insufficiently challenging for more able pupils. The more able pupils in Year 5 were set a challenging activity in mathematics that necessitated their full involvement and good level of learning. In a minority of lessons however, the more able pupils are not sufficiently challenged and they become bored with the activity and fail to make the expected progress
- 30 The methods and organisation used by the teachers are varied and usually effective. The most imaginative teaching takes place in the under fives. Children in this class enjoy learning and this is reflected in the progress they make. In this class planning often includes some kind of game, such as when children had to identify objects beginning with 'ch' or when in numeracy they had to hold up the correct shapes. These activities are effective in motivating pupils to succeed in their learning. Throughout the school the most successful teaching occurs when the teacher is teaching and not simply supervising a whole class activity. Teachers were more frequently observed working with groups in literacy and numeracy lessons.
- 31 Lessons usually have an appropriate pace. This was most evident in the under fives and in literacy where the teachers are aware of how much they have to complete in one period. The special needs support assistant is consistently well used throughout the school. She is fully aware of the teachers' plans and uses her own skills well to ensure that they are carried out effectively.

- 32 Teachers know pupils well and day to day assessment is effective in enabling teachers to put pupils into appropriate learning groups. Teachers' use of this assessment beyond grouping the pupils is variable. Some teachers have the confidence to amend their weekly plans in the light of pupils learning but others feel constrained by their weekly planning and are reluctant to change it. Consequently lessons do not always build on solid foundations of learning.
- 33 Homework is given in literacy and numeracy. Parents are generally satisfied with the provision and parents of Year 6 pupils feel that their children are well prepared for the homework they will meet in the secondary school.

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

- 34 The curriculum for children under five is good. Children in the reception class are well prepared for compulsory education at the age of five. Curriculum planning is clearly linked to the nationally recommended areas of learning. It is of a consistently good standard, and teachers are clear about their aims for individual lessons and their aims over time. Children are well prepared to work on the National Curriculum Programmes of Study, which they move onto as soon as they are ready.
- 35 The curriculum meets statutory requirements at Key Stages 1 and 2, incorporates all National Curriculum subjects and religious education and provides a satisfactory balance in time for all core and foundation subjects. Some subjects such as information technology, design and technology and geography are not covered in sufficient depth to enable pupils to make the progress of which they are capable. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares pupils well for the next stage of education. The governors have a suitable policy for sex and drugs education.
- 36 At the time of the last inspection there was an issue relating to the planning of the curriculum. The school has not yet responded effectively to the need to provide work that builds on what pupils have already learnt or to develop schemes of work in order to provide effective support for teachers in what to teach and when to teach it. The step by step development of pupils' skills, knowledge and understanding in English, mathematics and religious education is clearly mapped out but there is a lack of written guidance in all other subjects except music. In these subjects there is no structure within which skills, knowledge and understanding can be progressively developed. In music there is no monitoring to ensure that teachers follow the agreed curriculum and in some classes they are not. The school has not yet devised a whole school curriculum plan that ensures even coverage of all subjects. As a result teachers are not well placed to plan for pupils' progress in all subjects, and pupils do not attain the standards, which pupils of their age normally attain
- 37 A strength of the curriculum is that it provides equality of access and opportunity for all pupils and meets the interests and requirements of pupils with special educational needs well. A sound policy, which pays due regard to the Code of Practice for pupils with special educational needs, is put into practice effectively. Special needs are identified at an early stage and intervention is effective. Satisfactory individual education plans identify suitable, achievable targets.

- 38 The school has modified the curriculum to take account of the National Literacy and Numeracy Strategies. The Literacy Strategy has been very effectively implemented and its success is evident in the improved standards at both key stages. The Numeracy Strategy, in accordance with recommendations, has only been in place since the beginning of the academic year and is being effectively implemented.
- 39 The school provides a range of extra curricular activities for its pupils. In Key Stage 2 pupils take advantage of the variety of sports clubs offered. Other opportunities include choir, recorders and chess club. The school makes good use of visits to enrich the curriculum for all pupils.
- 40 The school's contribution to pupils' personal development is good. The school makes effective use of a published scheme to provide a structured framework for the teaching of personal and social education. The programme covers appropriate aspects of health, drugs and sex education.
- 41 Good links exist between the school and its local community, for example, older pupils act as road safety and recycling officers. Representatives from Macclesfield Town Football Club visit the school, pupils participate in a public speaking event and pupils in Year 5 regularly use a computer suite at the local high school.
- 42 Overall the provision for pupils' spiritual, moral, social and cultural development is good. Through a structured programme of assemblies and their lessons in religious education pupils are given appropriate opportunities to reflect upon religious themes, moral values and beliefs. The school complies with the statutory requirements for collective worship. This term pupils in Key Stage 2 have been learning about the Hindu religion and this has been extended to consider some of the cultural aspects of the religion such as the way Hindu women sometimes paint Mendhi patterns on their hands. Pupils in Year 2 have been learning about China and have compared the Chinese story of the creation with that of the Christian story. Provision for spiritual development is satisfactory.
- 43 The provision for the moral development of the pupils is very good. Pupils understand the difference between right and wrong. Teachers provide good role models and value the ideas and opinions of pupils. Pupils understand the school's code of conduct and behave well around the school. Stories in assembly usually have a moral message and encourage pupils to think about the way they should behave towards each other.
- 44 Provision for pupils' social development is good. Opportunities are given for pupils to take responsibility, for example, older pupils look after younger pupils at lunchtimes. Year 5 and 6 pupils all participate in a residential trip, which provides valuable opportunities for cross-curricular activities and the development of social and team skills.
- 45 Provision for pupils' cultural development is satisfactory. The school raises pupils' cultural awareness appropriately in a variety of contexts. Pupils explore some of the traditions of their own culture through visits to places such as Tatton Hall where they experience medieval life or Bramall Hall where they experience life in Tudor times. Shakespeare is a focus of drama work in Key Stage 2. Throughout the school pupils have study the work of a variety of artists. Pupils in Year 2, in their topic on China, learn about Chinese stories and hear Chinese music which they use in their dance lesson. Pupils in Year 4 listen to African music. There are however, missed opportunities to develop a multi-cultural awareness. There are for example no outside visitors specifically to offer a multi-cultural dimension to the school and in geography there are few opportunities to develop knowledge and understanding of other parts of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 46 The school cares for its pupils very well. The headteacher, staff and governors are vigilant in ensuring that the school provides sensitive support for the pupils. It works closely with a local health promotion agency and invites them into school to give talks on issues such as drugs abuse and nutrition. Visiting health professionals provide routine screening. The school is alert to individual needs and has clearly defined procedures for dealing with allergies and the administration of medicines. Suitable professional help is sought to supplement the work of the special educational needs coordinator. This is successful in identifying needs and in involving the parents in setting plans for appropriate extra help for their children.
- 47 The procedures for dealing with health and safety matters are recorded in a formal policy. Regular checks are made to ensure that the premises are free from safety hazards and risk assessments are recorded as a result. The approach road to the school is narrow. It often becomes congested when the pupils arrive at and leave the school. This poses a threat to safety and the school enlists the help of the local residents and the police in trying to overcome the potential dangers.
- 48 The arrangements for child protection are coordinated by the headteacher. The policy and procedures are clearly understood throughout the school.
- 49 The assessment and monitoring of the pupils' academic performance is underdeveloped and relies heavily on formal testing and teacher knowledge. The teachers have good relationships with the pupils and they know the pupils in their care well. They use this informal monitoring effectively to provide help. In one class, for example, the teacher made an adjustment to the seating arrangements so that a pupil who had forgotten his glasses could see a large book and participate fully in the literacy lesson. Apart from in literacy, assessment is not used to develop a curriculum that meets the needs of individual pupils. There are no agreed recording systems that enable information to formally and effectively be passed from one teacher to the next. This means that the progress pupils make is not clearly tracked and there are no systems to ensure that the curriculum is well matched to individual pupil need.
- 50 The school has effective procedures for maintaining high standards of behaviour. The staff use a range of rules, rewards and sanctions, which the pupils understand. These are successful in preventing oppressive behaviour. The school's procedures for promoting good attendance ensure that the overall level remains well above the national average.
- 51 The care offered to the pupils is effective in creating a positive culture of learning. The pupils feel valued and enjoy coming to school. This makes a positive contribution to their overall achievements whilst they are at the school.
- 52 The school has maintained the good standards of care for its pupils, which were evident at the times of the previous inspection. It has not however, made sufficient progress on developing procedures for monitoring academic progress.
- 53 Pupils with special educational need receive good levels of support and care from the staff in the school and from support services and other agencies, as appropriate. The teachers make satisfactory assessments of the attainment of pupils with special educational needs, and keep satisfactory records of their progress towards the targets in their individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 The parents' views of the school are very positive. They value many of the features that are provided for their children. They are for example, satisfied with the standards achieved in English and mathematics and they value the care that the school takes in developing their children into becoming responsible citizens. A significant minority of the parents expressed concerns about the lack of challenge for the higher achieving pupils. The inspection team found evidence in lessons to support their views.
- 55 The school's links with the parents are very effective. The school provides a suitable range of information on what the pupils are learning. The annual report, for example, provides a description of what the pupils can do and gives guidance on areas for improvement. The school holds regular meetings at which the parents can discuss their children's progress. From time to time it holds meetings on specific topics such as those covering the tests given to pupils at the age of 7 and 11 or on the recently introduced Numeracy Strategy. The teachers are accessible and the parents often take opportunities to discuss concerns with them before and after school.
- 56 The parents are welcomed into school. As a result, they feel confident in offering help in the classes. They are fully briefed for their volunteer roles by the teachers. There is a regular programme of parental support in the classes. Several parents were seen helping in the school. During the inspection, in Year 5 for example, a parent worked in harmony with the class teacher to provide support for pupils who needed extra help with their reading skills. The school has an active Friends Association, which organises social events and raises funds for additional resources.
- 57 The home school agreement gives parents guidance on how they can help their children at home. Guidance on support for homework is a feature of this agreement. Discussions with pupils showed that there is a high level of help at home for important aspects of their learning such as reading and spelling.
- 58 Overall, the school has maintained the strong and positive links with the parents, which were identified in the previous inspection report. These links have a positive impact on the work of the school.
- 59 Links with parents of pupils with special educational needs are good. Parents are appropriately informed when their child is placed on the special needs register, and are invited to individual review meetings to discuss their child's progress. They are given a copy of their child's individual education plan and often support their child through a programme of learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 Overall, the leadership and management of the school are unsatisfactory. Whilst the day to day management of the school relies heavily on the conscientious work of the headteacher, the concept of a team approach to leadership is lacking. Consequently, the educational direction for the school is unclear. It does not, for example, focus sufficiently on improving standards in all subjects other than English and mathematics. Neither the Headteacher nor the deputy Headteacher has a clearly defined role in the drive to improve overall standards. The school has a set of aims and values which are well-understood by staff. These are reflected in the school's work in caring for and supporting the pupils. The majority of the teaching seen adequately reflects the school's aims. However, in some subjects such as information technology, the lack of leadership and guidance for the teachers means that the learning, which takes place, is unsatisfactory.

- 61 The governing body is properly constituted. It fulfils its statutory duties in most areas although it does not ensure that teachers receive their statutory entitlement to appraisal. It makes a useful contribution to the running of the school. Governors have a sound knowledge of the school's strengths and have an understanding of the need for continuous improvement. They visit the school regularly to offer support and advice. One governor, for example, offers her expertise regularly to help under achieving pupils with their reading work and several others frequently help with small groups of pupils. Regular reports from the headteacher keep the governing body up to date with the school's progress and plans. However the role of the governors in monitoring the work of the school or in holding it to account for the quality of its provision and the standards that it achieves is underdeveloped.
- 62 The school's monitoring and evaluation of performance is underdeveloped. The headteacher has made a start on evaluating the effects of the recently implemented plans for the teaching of literacy and numeracy. In other subjects, monitoring and evaluation is often lacking. The monitoring of teaching is irregular and unsystematic. It relies mainly on reviewing teachers' plans and this is often superficial. Consequently, guidance on what should be taught is unsatisfactory. The role of staff who have subject management responsibilities is underdeveloped. They do not, for example, have clear direction on their responsibilities for monitoring and driving forward improvements in teaching and learning. As a result, opportunities for them to influence and shape a broadly balanced curriculum are lost. These areas were key issues for action in the previous inspection report and insufficient progress has been made in dealing with them.
- 63 The financial management of the school is satisfactory. The headteacher and governors make appropriate allocations of money from the annual budget to support the developments outlined in the school's plan. The grants, which the school receives for specific purposes such as that for supporting pupils who need extra help with their learning, are spent appropriately. Financial control and administration is good. The school has made a start on applying the principles of best value to its major purchases. For example, it considered price, quality and suitability when replacing the telephone system.
- 64 The school has enough experienced and qualified teachers to enable it to teach the subjects of the curriculum. Induction arrangements are in place for newly qualified teachers and for staff who are new to the school. Appraisal does not currently take place. Arrangements for the professional development of teachers are satisfactory and have recently concentrated on literacy and numeracy. The school recognises the need to develop teacher expertise in subjects such as information technology. The school has an adequate range of learning resources, which are used effectively although there is at present some under use of computers. The accommodation is of good standard. It offers clean and well-organised classrooms and attractive external play areas.
- 65 The coordinator with responsibility for special educational needs offers effective support to the staff in devising and reviewing targets in individual education plans. She keeps the register up-to-date and is fully involved with teachers and parents in monitoring and evaluating the pupils' progress. The governing body has appropriately appointed a governor to oversee the school's provision for special educational needs. The provision of adults to support pupils with special needs contributes significantly to the quality of their learning. Learning resources for pupils with special needs are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66 In order to further develop the school, the governors, Headteacher and staff should:

- Improve the leadership and management of the school by:
 - the Headteacher setting a clear educational direction for the school;
 - clearly defining and developing the roles of the deputy Headteacher, the subject coordinators and the governing body in supporting school improvement.

(paragraphs 60, 61, 88, 96, 107, 112,117,122, 128,, 137, 141)
- Identify and implement appropriate strategies for school improvement by putting into place effective and rigorous procedures to monitor and evaluate the work of the school.

(paragraphs 62, 88, 96, 104, 107, 117, 232, 137, 141)
- Raise standards in science at the end of Key Stage 2 (in comparison to similar schools), in information technology, design technology and music at both key stages and geography at the end of Key Stage 2 by:
 - reaching whole school agreement about what content is to be taught in science, information technology and the foundation subjects;
 - revising long term planning, so that it provides a clear overview of the full curriculum, linked to the National Curriculum where appropriate;
 - revising medium term planning to provide guidance for teachers on what skills and knowledge the pupils are to learn as they move through the school, linking this to assessment procedures;
 - making sure that what different groups of pupils are to learn is identified in weekly/ daily planning.

(paragraphs 11, 14, 97, 102, 103, 106, 108, 110, 113, 115, 117, 122, 123, 126, 129, 135)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure teachers receive their statutory entitlement to appraisal.

(paragraph 64)
- Ensure that activities provide appropriate challenge for the more able pupils.

(paragraph 54, 85,94)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	25	25	2	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

	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs

	YR- Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	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	17	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	15	15	15
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	94 (100)	97(100)	97 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	15	15	15
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (97)	100 (100)
	National	82 (80)	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	12	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	16	16	17
	Total	26	27	29
Percentage of pupils at NC level 4 or above	School	82 (78)	84 (83)	91 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	11
	Girls	16	13	15
	Total	24	24	26
Percentage of pupils at NC level 4 or above	School	75 (78)	75 (83)	81(78)
	National	68 (65)	69 (65)	75 (71)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	202
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	24.9 : 1
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	57

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.

Financial information

Financial year	1998-1999
	£
Total income	333022
Total expenditure	336185
Expenditure per pupil	1617
Balance brought forward from previous year	26355
Balance carried forward to next year	23192

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	60	36	4	0	0
Behaviour in the school is good.	45	49	2	1	3
My child gets the right amount of work to do at home.	33	50	16	1	0
The teaching is good.	52	45	2	0	1
I am kept well informed about how my child is getting on.	40	49	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	68	27	4	1	0
The school expects my child to work hard and achieve his or her best.	62	32	6	0	0
The school works closely with parents.	52	40	2	3	3
The school is well led and managed.	51	41	0	4	4
The school is helping my child become mature and responsible.	50	46	3	0	1
The school provides an interesting range of activities outside lessons.	32	38	14	6	10

Other issues raised by parents

Some parents were concerned that more able pupils were not always sufficiently challenged.

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

- 67 At the time of the inspection there were 12 children aged four in the reception class. A further eight children had already reached their fifth birthday. Evidence from early assessment indicates that the majority of pupils enter the school with above average attainment and, by the time they are five, they exceed the expected levels in all areas of learning. The quality of teaching is consistently good and supports the learning of children of all abilities very effectively.
- 68 The teachers promote the children's personal and social development very successfully. The children settle well into school and are familiar with daily routines like taking a reading book home, hanging their coat on a peg and lining up to go into the hall. The teachers use praise and encouragement skilfully to help the children feel secure and to encourage them to persevere with their work. The children try hard to undo buttons and fastenings when they change for physical education, and the teachers encourage them to fold their clothes neatly after they have removed them. The children know where resources are kept and show independence in getting them out and putting them away. They show initiative, for example, in fetching masking tape to attempt to prevent a pan from wobbling when placed on a weigh scale. When given a task, the children work reliably without adult supervision for appropriate lengths of time. The teachers intervene appropriately to stimulate the children's interest and extend their learning. There are very clear expectations of behaviour shared by all the adults. As a consequence, the children have a good understanding of right and wrong and can explain, for example, why they should not play in the car park. The teachers consistently remind the children of how to take turns and share and this is effective. For example, children playing with a toolkit shared out the spanners and screwdrivers so that they could have one each. The children establish effective relationships with adults and with each other, listening carefully to instructions and responding as requested. They know how many of them are allowed to play in the sand and they comply with the rule. They take turns to use the train track.
- 69 Children's learning in language and literacy is good. The quality of teaching is consistently good and caters well for the needs of all the children. All aspects of language and literacy are promoted well throughout the curriculum. The teachers provide numerous opportunities for the children to speak and to listen in small and large groups, as well as individually. All the children handle books with care, and know that pages are turned in sequence, starting at the front of the book. The children are keen to share books and the majority can read or memorise simple text, recognising a few words without the help of the teacher. The teachers make new learning meaningful to the children, such as in associating the sound 'ch' with the noise of a steam train. Regular practice helps the children learn how to form letters correctly. They have frequent opportunities to write independently and the teachers value their attempts. The children write labels for the items on their interest table, and this helps them to understand that writing is useful.

- 70 Teaching of the mathematical area is good and children make good progress. Most of the children recognise numerals, use numbers to ten, and have a good understanding of their quantities. They count a given number of objects and know that seven is more than two. The teachers use resources to good effect in order to promote learning and sustain the children's interest. The use of a large colourful book and a song with actions helped the children remember the names and shapes of a circle, triangle and rectangle. The teachers offer appropriate additional support to less able pupils, such as in helping them to learn the difference between a square and a rectangle. More difficult tasks, such as recognising a hexagon, extend the learning for more able children. Opportunities to develop the language of direction are used effectively as the children compare the sizes of models they have made, and sit in front of and behind each other as they ride in the pretend train. The children begin to solve problems as they try to balance a large parcel on the scales in the pretend shop and work out how many children can ride on the train.
- 71 Teaching of knowledge and understanding of the world is good and children make good progress in this area of learning. The children use their senses as they investigate the objects of interest on display in their classroom. They recognise sycamore seeds and observe with some excitement that a crocus bulb is sprouting. They know that feathers are soft and will blow easily in the wind and associate this with leaves falling from trees. The teachers make good use of the local environment and the children show a good understanding of the need to keep the school grounds free from litter. They explain that trees provide shade in the summer time. The children talk about their homes and know that they pass a shop and a church on their way to school. They talk about their relatives and know that parents and grandparents are older than they are. The teachers make good use of resources and provide a wide range of materials and equipment to challenge the pupils. Construction kits, and various types of jigsaws and collage materials, successfully stimulate the children to investigate and construct and develop their skills. The pupils gain valuable experience of information technology as they play with a telephone, cash register and listening equipment. The teachers promote the use of the computer well and the children are confident in using the mouse to move icons around the screen, and use the keyboard successfully to match geometric shapes in a computer program.
- 72 Children make good progress in developing their physical skills and teaching of this area of learning is good. All the pupils show a good awareness of space and of each other. During physical education in the hall, they run around energetically, avoiding bumping into each other. The children throw a beanbag into the air and watch carefully where it lands. They use an underarm action to aim a beanbag into a hoop on the floor with reasonable accuracy. The teachers give clear instructions, which help the pupils to feel secure and to understand what is expected. The use of pupils to demonstrate good practice aids the children's learning and encourages them to persevere and concentrate. The children gain suitable experience of using tricycles and scooters in the outside play area. The teachers provide good opportunities for children to manipulate small apparatus, such as jigsaws, construction equipment and toy tools. The children use scissors, tape and glue with increasing skill as they make a box to hold their toys. They use screwdrivers effectively as they pretend to repair their scooter.

- 73 Teaching of creative skills is good and children make good progress in this area of learning. The children show confidence and enthusiasm when making music. The teachers make sure that all the children take part, paying particular attention to the most and least able. The children learn how to play and identify a range of percussion instruments. They play a game in which they pass instruments around as they sit in a circle, and this helps to reinforce the learning and to maintain interest. The children sing tunefully and most understand the difference between playing loudly or quietly. Dressing up costumes encourage the pupils to act out familiar roles and situations. Skilful intervention by the teachers, such as in riding on the pretend train and introducing the role of ticket collector, helps to extend the children's thinking and provides opportunities to develop speaking skills. The children paint pictures with increasing skill, showing that they can record what they see or imagine.
- 74 The above average standards in language and literacy, reported at the last inspection, have been maintained, and standards in all other areas of leaning have risen. The quality of teaching has improved and is now consistently good. Concerns about the effectiveness of the organisation during times when the children choose activities are no longer an issue.
- 75 Two part-time teachers currently teach the reception class. The combination of joint and individual planning is successful in providing a broad, balanced and relevant curriculum for the children, and one which enriches their learning. The staff are conscientious in passing information to each other. They keep efficient records of the children's attainment and pay close attention to the learning needs of all pupils. The classroom assistant is used very well and makes a significant contribution to the children's learning.

English

- 76 Standards in the 1999 national tests at Key Stage 2 were higher than those attained in other schools nationally. The percentage of pupils attaining the higher Level 5 was well above the national average. When compared with schools with a similar intake of pupils to Hollinhey, the percentage of pupils attaining the expected level was about average, with more pupils than average attaining the higher level 5. In 1999, the school slightly exceeded its target for the percentage of pupils attaining the expected level 4 and above. The school's results have risen over the past four years, and have increased slightly faster than the national average. There is no significant difference between the performances of boys and girls. The teachers' assessments of the number of pupils likely to attain level 5 in the 1999 tests were higher than the test results. However, the school has identified differences, for a few pupils, between their performance over time in class and that during the tests. The inspection findings indicate that the majority of pupils in the current Year 6 are attaining standards, which exceed national expectations.
- 77 At Key Stage 1, pupils' standards in the 1999 tests in reading and writing were well above those attained in other schools nationally. The percentage of pupils attaining the higher level 3 was well above the national average in reading, and above average in writing. When compared with schools in similar contexts, the percentage of pupils attaining the expected level was above average, and the percentage attaining the higher level 3 was about average in both reading and writing. Teacher assessments for level 3 in writing were much higher than the test results, but this reflects under-performance by a few pupils in the tests, and is explained by such factors as illness or having just returned from a holiday. The school's results have been above the national average for the past four years, although the results have varied. The staff attribute this to variations in the abilities of different groups of pupils. There is no significant difference between the performances of boys and girls. The inspection findings indicate that pupils in Year 2 are attaining standards, which exceed national expectations.

- 78 Most pupils enter the school with good skills in speaking and listening. By the end of Key Stage 1, they attain standards, which are well above average. Pupils speak clearly and confidently. Higher attaining pupils use a wide range of vocabulary in expressing themselves. When their thinking is challenged, such as in a discussion about the story of the Creation, they structure their ideas well. Pupils listen attentively to stories and to instructions from their teachers. Most listen carefully when other pupils read out their stories at the end of lessons.
- 79 In reading, pupils of all abilities make good progress. By the end of Key Stage 1, the vast majority of pupils read fluently and with expression. They understand and can discuss what they have read, for example, a less able pupil explained that the granny in his story book was upset because she would have to pay for the window she had broken. Pupils recognise a good number of commonly used words by sight and use their knowledge of individual and combined letter sounds to read unfamiliar words. They know the difference between traditional tales, fairy stories and rhymes, but are less familiar with literature from other cultures. Their reading books are carefully matched to their attainment and this helps them to make good progress. More able pupils have good comprehension skills and can read with confidence text that is new to them. Their teachers give the less able pupils additional support and this enables them to make good progress.
- 80 By the end of Key Stage 1, the majority of pupils write using a neat, joined script. They write stories, which show they understand that a story needs a beginning, middle and an end. They use capital letters and full stops with accuracy and are beginning to use question marks. Their spelling of simple words is accurate and they use dictionaries and their own word books effectively. The introduction of 'Have a go' spelling books is successful in encouraging pupils to develop their spelling skills.
- 81 By the end of Key Stage 2, the pupils express themselves orally with increased clarity and confidence, and for a minority, standards are well above expectations. Pupils contribute to discussion constructively, showing that they have listened carefully to the previous speaker. During discussion, they reflect on other pupils' contributions, sometimes making very pertinent comments.
- 82 They read a range of texts accurately and fluently. Higher attaining pupils discuss characters in the text and can identify the phrases and vocabulary chosen by the author to create a particular effect. Pupils reading a humorous verse identified how the poet had chosen certain words and phrases to capture the reader's interest and imagination. The less able pupils read carefully and accurately, and use their knowledge of phonics and clues from the sense of the story to read unfamiliar words. All the pupils enjoy reading and express definite preferences for types of books and authors by the end of Year 6. Almost all the pupils show good comprehension skills and are competent to access information by using contents and index pages.
- 83 Throughout the key stage, they make good progress in understanding basic grammar, and in their knowledge of word families and spelling. They use punctuation effectively, including speech marks and apostrophes in story writing. Their work shows a growing awareness of the need to structure writing and to use a style appropriate to the intended audience. Evidence of this is found in writing letters, newspaper reports, biographies and stories. The pupils have a good understanding of parts of speech. For example, they name and define adjectives and adverbs and use them to good effect when writing descriptions or synopses, such as those about the Pied Piper. The school has recently introduced drafting books for each pupil in Key Stage 2. These are used satisfactorily and show sound progress in the pupils' abilities both to alter their writing to refine meaning and to correct punctuation and spelling, especially in the older classes.

- 84 The school has maintained the above average standards, which were reported at the last inspection. Learning in all aspects of English continues to be mainly good. Teachers now provide sufficient guidance to pupils in selecting reading books, and a satisfactory range of literature is available. Standards of presentation continue to be good and improvement is evident through the school. A recent focus on handwriting and spelling is having a positive effect on standards.
- 85 The quality of teaching is good overall and there is no unsatisfactory teaching. The teachers show good understanding of the National Literacy Strategy and have worked hard to implement it successfully. They teach phonics and basic skills well and have good knowledge of pupils' likely misconceptions and mistakes. A teacher made good use of a pupils' confusion between speech marks and apostrophes to revise previous work before moving on to new learning. The teachers plan a good balance between text, word and sentence work, which helps to maintain the pupils' interest. All the teachers provide a good range of writing experiences for the pupils, including poetry, synopses, instructions and letters. This motivates the pupils and they respond with enthusiasm. Where lesson planning is at its best, it makes clear what pupils with different abilities are to learn. In some lessons work for the less able is well adapted, so that they make good progress; for example, in Year 1 the sequencing of pictures from a story enabled less able pupils to gain understanding of story structure. In a lesson in Year 6 where the comprehension skills of higher attainers were suitably challenged, they made good progress. In other lessons however, higher attainers are sometimes given work that is too easy, and then they lose concentration and make less progress than they should.
- 86 Teachers question the pupils well, usually making sure that all are attentive and contributing to discussion. This encourages them to think and promotes their interest. Good revision of previous learning at the start of lessons helps the pupils place new learning in the context of what they already know. The teachers show enthusiasm for the subject and make learning exciting, and this stimulates the pupils to work purposefully. The pace of lessons is good; although occasionally the pupils are given too little time to absorb new learning before moving on. The pupils' work with interest and concentration, particularly when the stimulus is challenging; pupils studying poetic form read the text thoroughly and made perceptive comments about the use of ambiguity. The teachers expect and achieve high standards of behaviour from the pupils. Both the special needs teacher and classroom assistant are used well to enhance the learning of pupils with special educational needs. Close attention is paid to targets in the pupils' individual education plans, and this helps them to make good progress. At the end of lessons, the teachers review the learning and this reinforces what has been learned and helps the pupils to gauge how well they are doing.
- 87 The teachers keep satisfactory records of pupils' reading development, and the testing of skills in English provides information about pupils' progress. However, insufficient use is made of this information in order to promote better learning. All work is marked conscientiously, although the quality of the teachers' comments varies. At best, comments tell the pupils how well they have achieved the learning intention for the lesson and how they might improve future work. Pupils are sometimes encouraged to evaluate each other's work. Older pupils made sensitive comments about each other's writing, suggesting that the addition of more adjectives might make the text more exciting. All pupils take home reading books, and home/school diaries provide a regular record of reading practice. Pupils carry out some word processing, and the younger pupils use listening equipment, but in general insufficient use is made of information technology to support learning. Literacy skills are developed well in other subjects, such as report writing in science, accounts of events in geography and history, and story writing in religious education.

- 88 The coordinators are conscientious in their concern for the pupils' learning. However, their roles are under-developed and there is currently no formal system whereby they can gather information or influence standards and teaching in the subject. Teachers are not therefore well supported in their efforts to match work more accurately to the needs of individual pupils in order to raise standards even higher. Resources are satisfactory, although a significant proportion of books in the library are well worn making them less appealing to the pupils.

Mathematics

- 89 The school's results in the 1999 tests for eleven year olds were well above the national average both in terms of the proportion of pupils achieving Level 4 and also at the higher Level 5. However, these results are in line with the average when compared to those seen in schools which serve similar pupils as those at Hollinhey. Standards have improved each year over the last four years in both the number of pupils achieving national expectations and the number achieving at a higher level and have risen at a rate slightly higher than nationally. The inspection findings indicate that the majority of pupils in Year 6 this year are attaining standards that are in line with national expectations and that standards are not as high as they were last year. This is because there are a greater number of pupils on the school's register of special educational needs and who have particular difficulties with mathematics, in this year's Year 6 class. This does not however indicate a downward trend in results. Inspection evidence indicates that in this year's Year 5 class a significant number of pupils are already attaining a level equal to that expected at 11 and that the school's results are likely to be very high again next year.
- 90 Most pupils in Year 6 enjoy number activities and this has helped them develop a good understanding. They have a good recall of their multiplication tables and can use this to calculate multiplication of larger figures. They can recognise and name both common two-dimensional and three-dimensional shapes. They have a clear understanding of angles as a degree of turn and have enjoyed trying to make three-dimensional shapes from a piece of card. Overall about two thirds of the pupils in the year have a very secure understanding of numbers, shapes and measures. They are less sure about data handling and their attainment in this aspect of mathematics is still below expectations. Their ability to do mental calculations is not yet as well developed as other aspects of mathematics, although they are enjoying trying to improve it. The lower attaining pupils in Year 6 need a lot of reinforcement to help them learn, but they are nevertheless making steady progress in understanding fractions. They know that a fraction is part of a whole but still have some difficulty working out which of two fractions is the greater, for example, two thirds or three quarters.
- 91 The Key Stage 1 test results in 1999 were well above average and the number of pupils attaining higher than the expected level was above average. When these results are compared to those of similar school the results are in line with the average. Standards have varied over the last four years but have consistently been above the national average. Evidence of attainment during the inspection suggests that attainment at the end of Key Stage 1 remains above average.
- 92 About three quarters of the pupils in Year 2 understand that a number of objects can be divided into several equal parts and are able to share up to 24 objects into twos, threes, fours and sixes. Lower attaining pupils group a smaller number of cards into twos, threes or fours. In mental activities pupils are confident and are able to quickly say what double or half a single digit number is. Pupils understand that numbers can be multiplied and are beginning to understand their twos, threes and fives times tables. Pupils are able to identify a range of simple shapes and discuss some of their properties. They can present simple data as a block graph.

- 93 Following the recommendations of the last inspection a whole school scheme of work was introduced which helped teachers plan work that more effectively met the needs of individual pupils. This has now been superseded by the Numeracy Strategy, which the school has adopted. Greater emphasis is now put on developing pupils' ability to apply a range of mental strategies for dealing with mathematical problems and pupils are making satisfactory progress in acquiring these skills. More use is now made of mathematical investigations. Pupils in Year 6 enjoyed the 'domino' challenge and this has encouraged them to become interested in mathematics and they learn more effectively.
- 94 Throughout the school teaching is at least satisfactory and nearly half the teaching observed is good. Three quarters of the teaching in Key Stage 1 is good. In the more effective lessons, teachers plan imaginative activities that interest pupils and motivate them to learn. This was seen in Year 6 pupils when pupils were highly motivated to improve their mental strategies when they played a game that encouraged them to calculate quickly. The teacher handled the game sensitively so that pupils having difficulties also felt involved. She also encouraged pupils to share the methods they used with each other and so helped all pupils extend their range of skills. Teaching throughout the school is generally more effective in helping pupils learn when the class is organised so that the teacher works with one focus group. This was effective in Year 1 when the teacher spent time talking to pupils about the properties of shapes. These pupils learnt something new whilst other pupils working independently on well planned and well directed tasks consolidated and practised recent new learning. Throughout the school pupils with special educational needs are well supported in learning mathematics. Teachers plan appropriate activities and in many classes these pupils receive valuable help from the special needs support assistant. The head teacher withdraws a group of Year 6 pupils with special educational needs once a week. This gives them an opportunity to receive more individual help and is effective in supporting their learning. The very able group of pupils in Year 5 is also well supported by the head teacher who regularly gives them extra challenges. In other class lessons in Year 5 the more able group are given challenging investigations that involve the same area of new learning as the rest of the class but are presented in a way that challenges them to think at a deeper level about what they were doing. They enjoy the challenge and a good level of learning takes place. In most classes however this does not happen and more able pupils are often given activities to move onto when they have completed the same work as the rest of the class instead of having an initially more demanding task.
- 95 Teachers use opportunities in other subjects to develop pupils' numeracy skills, for example in a history lesson in Year 3 pupils counted back in hundreds along a time line. Teachers generally however do not include this in their planning for other subjects.
- 96 There is a coordinator for mathematics but at present her role is underdeveloped. Because there is no monitoring or evaluating of the subject the school is unable to share best practice or identify areas for improvement and the coordinator is not best used to effectively improve standards further.

Science

- 97 In 1999, national tests in science indicated that at the end of Key Stage 2, the percentage of pupils achieving the national target of Level 4 or above was above the national average but in line with the average for schools with pupils from a similar background. The number of pupils attaining the higher Level 5 was close to the national average but below the average when compared with schools with similar pupils. Taking both levels of attainment together, the levels were in line with the national average but below average when compared with similar schools. Over the last three years standards have risen broadly in line with the national trend. Inspection findings are that standards at the end of Key Stage 2 are in line with national expectations and that the average number of pupils will attain beyond expectations. This is because there are more than the usual number of pupils with special educational needs who have difficulties with mathematics and science even though they are articulate and have a good understanding of literacy,
- 98 In 1999, teacher assessment at the end of Key Stage 1 indicated that the percentage of pupils achieving the expected Level 2 was very high when compared to both the national average and the average for similar schools. The number of pupils attaining at a higher level was in line with the national average but below that of similar schools. Inspection findings are that at the end of Key Stage 1 standards are in line with national expectations. This is because the lack of a clear scheme of work means that activities are not always clearly focused on the National Curriculum programmes of study.
- 99 At the end of Key Stage 1 pupils understand that pushing and pulling are forces that influence objects. They know that some materials have magnetic properties and some do not, and that magnets can attract and repel. Pupils identify everyday appliances that use electricity although a few pupils are still not sure how to construct a simple circuit. Pupils know that some materials can change shape and that all materials have different properties. They learn how to investigate by exploring whether things move by pushing or pulling and by testing to see if objects are magnetic or not. They record their findings in a variety of ways such as tables and drawings.
- 100 Pupils at the end of Key Stage 2 demonstrate a good understanding of forces and explain that a moving object will continue forever if friction is not present to stop it. They recognise balanced forces in action. Pupils have a good understanding of the parts of a flowering plant and can explain their function in plant reproduction. They point to where in their own bodies the heart, lungs and kidneys are and confidently describe the functions of these organs. They understand the principles of condensation and evaporation and explain why a bathroom mirror becomes misty. They know about some of the effects of heating on materials from their visit to a candle factory.
- 101 Throughout the school pupils have had experience of a number of investigations and at the end of Key Stage 2 are able to record observations independently. They have investigated to find out the factors that effect how a pendulum swings and to see what happens to a balloon that has been frozen. They understand what a fair test is although they are not familiar with the word 'variable'. Overall however, they have too few opportunities throughout the key stage to test their own ideas, to make predictions based on their existing understanding and to draw conclusions from their results. This limits their opportunities to attain at a higher level.

- 102 Teaching in both key stages is satisfactory overall, although one good lesson was observed in each key stage. Teachers' subject knowledge is generally good and enables them to promote meaningful discussion and ask, and encourage pupils to ask, probing questions. Teachers plan well and tasks set usually have a clear purpose. Pupils are well organised. As a result, the pupils respond well and complete tasks with enthusiasm. In general, however, there is limited planning for pupils of differing abilities, especially the more able who are not always challenged sufficiently. Although teachers place emphasis on practical work the opportunities for pupils to investigate their own ideas is insufficient. In one of the good lessons observed the teacher used visual aids effectively to help pupils understand how the earth spins in relation to the sun. Pupils felt comfortable asking questions and were not embarrassed to be wrong. In both the good lessons the opportunity to discuss their ideas freely helped the pupils make sense of a difficult concept. One unsatisfactory lesson was observed at Key Stage 2. This lesson was unsatisfactory because the teacher planned inappropriate activities. The pupils were confused about their purpose and did not learn as much as they were expected. This occurred because the school's written guidance on what should be taught is unclear
- 103 The last inspection report indicated that the lack of a scheme of work for science meant that teachers did not have sufficient guidance as to what pupils were expected to learn. Since the last inspection a published scheme has been adopted for the teaching of science. This has ensured good coverage of the content of the National Curriculum and has promoted practical work. The continued lack of written guidance from the school to indicate which skills are to be developed at each stage, means that teachers still do not have enough guidance on how to approach investigations and are not sure what they should be assessing. Consequently, work is not always as well matched as it could be to the needs of individual pupils. The use of information technology is not well incorporated into the science curriculum although pupils in Year 6 have had some opportunity to use data logging equipment to measure temperature.
- 104 The role of the coordinator is underdeveloped. She is not empowered to effectively monitor the teaching and learning in science and is therefore not in a good position to initiate plans to raise pupils' achievement to that of pupils in similar schools and especially that of the more able pupils.

Art

- 105 Standards achieved by pupils at the end of each key stage are in line with those seen in other schools. Throughout the school pupils have experience of a range of media including clay, textiles, water and poster paints, chalk and pastels. At the end of Key Stage 2 pupils take great care when doing observational paintings of their houses. They learn about the work of other artists such as Lowry and Van Gogh. In Year 6 they have studied 'The Scream' by Edvard Munch and have attempted to copy this picture. Pupils talk enthusiastically about the annual Charles Tunnicliffe art competition which they look forward to. In Key Stage 1 pupils learn how to mix colours, have studied the work of Monet and have looked at Chinese art.
- 106 At the time of the last inspection pupils' attainment in art was judged to be above national expectations and was a strength of the school. Since then standards have fallen. This is because the art coordinator left and the school was without one for a while. A new coordinator has recently been appointed. The school has put a great emphasis on the introduction of the literacy and numeracy strategies and has not yet developed a scheme of work for art. Without written guidance teachers do not know what skills and techniques pupils should be learning at each stage and are not able to ensure that pupils experience the appropriate range of media.

- 107 No teaching was observed at Key Stage 1 but the work seen and the teaching observed at Key Stage 2 indicate that teaching is overall satisfactory. Teachers offer an imaginative range of activities that are often linked to other areas of the curriculum such as in Year 2 when pupils painted paper plates in a Willow garden pattern and in Year 3 when pupils studied Greek patterns. Without clear guidance as to which skills pupils should be acquiring at each stage teachers sometimes put more emphasis on linking art to other curriculum areas than to building on existing art skills. The role of the curriculum coordinator is presently underdeveloped and she is not responsible for monitoring or evaluating the art that is done in the school.

Design and technology

- 108 At the end of both Key Stages the standards attained by pupils in the school are below that normally seen in other schools. At the end of Key Stage 2 pupils are working at a level equivalent to that of much younger pupils, when, for example, making a chassis for a simple vehicle out of wood. Pupils have used construction kits to produce structures such as towers and lighthouses but overall have had insufficient experiences of making structures and mechanisms and find it difficult to identify and name tools or techniques they have used.
- 109 At Key Stage 1 pupils are able to select appropriately from a limited range of materials and construction kits in order to make simple structures. They follow basic instructions to make products such as ‘sound-makers’ or models of hedgehogs. They experience working with a range of materials including textiles and food. There is however no written guidance to ensure that teachers plan activities that build on previously learnt skills and as a result pupils fail to make the progress that they could. Throughout both key stages opportunities are provided for pupils in making artefacts but there are fewer opportunities to design them. Pupils have insufficient opportunities to investigate and disassemble products in order to evaluate them.
- 110 The last Inspection identified that pupils designing skills were less well developed than their making skills; this is still the case. Overall standards of achievement are lower than at the time of the previous Inspection. This is because the school has failed to respond to the need to provide clear written guidance for teachers.
- 111 Teaching is satisfactory overall although one unsatisfactory lesson was observed. In the unsatisfactory lesson the teacher was working with another group of pupils. The group doing design and technology did not have a clear idea of what to do and so failed to make the expected progress. Teachers generally approach the subject with enthusiasm but lack understanding as to the process of design and technology. Activities tend to be chosen because of their link to another curricular area rather than a response to a need to develop pupils’ skills in design and technology. One good lesson was observed. In this lesson the teacher had good subject knowledge and planned an appropriate focused practical task during which the pupils learnt a technique for joining wood together.
- 112 The role of the coordinator is underdeveloped and not enough guidance is given to teachers to ensure adequate coverage of all aspects of design and technology. A new curriculum coordinator has recently been appointed. She has completed an audit of work currently undertaken throughout the school and has produced an action plan. The school is well placed to move forward in this subject.

Geography

- 113 At the end of Key Stage 2 pupils reach levels of attainment that are below those normally seen. Pupils are aware that there are different weather conditions in different parts of the world. They have studied rivers and can describe how the water erodes the land, and can explain the meaning of such features as meanders, waterfalls and ox-bow lakes. They know what coordinates are and can use them to locate points of reference on a map. These skills were developed when pupils in Year 5 made a residential visit to Burwardsley. A weakness is that the pupils' have insufficient opportunities to study contrasting localities especially those overseas and their knowledge of other parts of the world is unsatisfactory.
- 114 Pupils at the end of Key Stage 1 attain standards that are similar to those of other pupils of their age. They look around their school and mark features on a simple plan of the school. Pupils at the end of the key stage study China and have a good knowledge of many of the customs and the culture of the country.
- 115 Although standards have been maintained in Key Stage 1, since the last inspection they have fallen at Key Stage 2. There is still no written guidance to support teachers when planning lessons in geography and so progress through the school is still inconsistent as was reported at the time of the last inspection.
- 116 Teaching in the lessons observed is satisfactory overall and one very good lesson was seen in Key Stage 1. In the very good lesson pupils made very good progress in understanding what a plan is. This was because the teaching was imaginative and well matched to pupils' interest. Pupils were excited by the activity because they had to walk round the school. They were able to more easily master the concept because they were invited to imagine what the card ladybird pinned to the ceiling might see. In another lesson, in Key Stage 2, when pupils learnt about different climatic conditions in different parts of the world the activity of copying from the blackboard added little to their understanding and so learning was limited to that made during the introduction and the plenary part of the lesson.
- 117 Because there is no written guidance to support teachers when planning lessons in geography the development of skills is not ensured and the curriculum lacks depth. The newly appointed coordinator is enthusiastic but her role is underdeveloped. She has no means of monitoring what is being taught and is therefore unable to take any action to raise standards.

History

- 118 Standards at the end of Key Stage 2 are similar to those seen in other schools although pupils' skills of historical enquiry are less well developed than their knowledge of historical facts.
- 119 At the end of Key Stage 2 pupils have a good sense of chronology and can place the periods they have learnt in an order. They have enjoyed their history lessons and this has helped them remember knowledge learnt in earlier years. They recall facts about the Egyptians, the Tudors and the Victorians. They particularly remember visiting a Victorian classroom at the Silk Museum because they enjoyed it so much.

- 120 No history lessons were observed at Key Stage 1 but from teachers' planning, pupils' books and photographs it is judged that standards are similar to those seen in other schools. Pupils develop some sense of time passing by looking at toys from the past. Last year pupils in Year 2 went to Tatton Old Hall and experienced life in medieval times. This year they are looking forward to going to Tatton Farm to experience what life in the 1940s was like for evacuees.
- 121 Only one lesson was observed during the period of the inspection so it is not possible to make an overall judgement on teaching. It is clear however from talking to pupils and from looking at teachers' planning that good use is made of visits and in particular the rich availability of local Tudor buildings. Last year every class in Key Stage 1 and Key Stage 2 went on an historical visit.
- 122 At present there is no scheme of work for history and so teachers are not aware of the level of skill they should be expecting from their pupils. There is a newly appointed coordinator for the subject but her role is underdeveloped and she is not responsible for raising the standards of pupils' knowledge, skills and understanding.

Information technology

- 123 At the end of both key stages the standards pupils attain are below national expectations.
- 124 Throughout Key Stage 2 pupils use a variety of programs involving word processing, art work, databases and controlling a "turtle". In one Year 6 science lesson pupils used data-logging equipment to record temperatures. Pupils discuss how this information and how such a program could help them in their investigation. Pupils at the end of the key stage are unsure of how they might store and retrieve work and are not confident in their ability to amend work independently. They show a limited understanding of the possibilities of uses for the Internet. Year 5 pupils, however, are developing an understanding of how to use the internet through attending sessions at the local High School. Computers are generally underused and information technology is generally not well used to support learning in other areas of the curriculum.
- 125 By the end of Key Stage 1 pupils can produce and print their work. They have used programs to make a "turtle" to go forwards, backwards and turn. Pupils are not confident in storing and retrieving stored information. Using a word processing program, pupils understand the principle of a spell-check, but some are unable to move the cursor and delete words. Their keyboard skills are limited.
- 126 Standards have dropped since the last inspection when standards were judged to be in line with national expectations. The school has responded to the key issue to improve the information technology equipment in the school and now has sufficient computers for every class. The school is linked to the Internet. A digital camera has recently been bought and has already been used by some pupils in Years 5 and 6. Over the last three years staff have attended a variety of in-service training courses in order to increase confidence in the teaching of information technology. The lack of a scheme of work was judged at the time of the last inspection to hinder continuity and progression and limit the guidance available for teachers. The school has not yet responded to this need and teachers still have no guidance about which skills they should be teaching and when. A record journal of pupils' work provides useful information of the work they have covered but at present there is no assessment of pupils' progress to help teachers plan appropriate activities for individual pupils.

- 127 No teaching of information technology was observed during the inspection. Teachers do not plan lessons in which pupils learn new skills and do not provide sufficient opportunities for pupils to practice existing skills. This results in progress being unsatisfactory and pupils failing to attain the expected standards.
- 128 The coordinator, who has only been in post for one term, has drawn up an appropriate action plan to move the subject forward. Suitable programs linked to aspects of information technology, numeracy, literacy and other areas of the curriculum have been identified and made available. The school has put in a bid for funding from the national grid for learning and expects to receive extra support next year. The school is now well placed to move forward in this subject.

Music

- 129 By the end of both key stages, pupils' standards are below that normally seen in other schools. At Key Stage 2, pupils make slow progress. They improve their knowledge and ability to play percussion instruments, but understanding of phrasing, of different musical elements and of structures is weak. Whilst listening to and appraising music sometimes takes place during collective worship, few opportunities are provided for pupils in the classroom, and their skills are not developed systematically. Little progress is made in the pupils' technical competence and the use of symbols to communicate musical ideas. At Key Stage 1, the pupils sing tunefully and can recognise and name a satisfactory range of percussion instruments. They play simple percussion rhythms to accompany songs they know, but have little opportunity to develop their understanding and use of the way music can be played loudly or softly or the quality made by different instruments. .
- 130 Since the last inspection, standards in music have declined. Attainment in the composing element was previously described as low and this remains so, particularly at Key Stage 2. The pupils' skills in listening and appraising music are also unsatisfactory. The school continues to provide opportunities for pupils to perform, through productions in school and in the community. Satisfactory opportunities are still available for pupils beyond the school day; for example, recorder lessons for pupils in Year 3 and a choir for pupils at Key Stage 2. Two pupils receive instrumental lessons from visiting teachers.
- 131 The lessons observed at both key stages were satisfactory overall. However, evidence from previous work, and from discussion with pupils and staff, indicates that where teachers lack confidence in teaching music, too little is taught. This results in the pupils' learning being unsatisfactory over time. There is no system for assessing or recording pupils' progress. Although a scheme of work for music is in place, all staff do not follow this and it is often supplemented by radio broadcasts and additional lessons chosen by individual teachers. This leads to inconsistency in both teaching and learning in different classes. However, pupils enjoy lessons and respond enthusiastically, particularly when opportunities are given to perform.
- 132 The music coordinator works hard to increase her own expertise and to support other staff informally. However, there is no formal system in the school whereby she can either gain knowledge of standards, or have an appropriate impact on the quality of teaching and learning.

Physical education

- 133 At the end of both key stage pupils attainment in physical education is in line with that normally seen of pupils in other schools. At the end of Key Stage 2, pupils can pass consistently and accurately when playing rugby. In dance pupils move confidently and can repeat steps from traditional circle dances. At the beginning of Key Stage 2, in gymnastics, pupils demonstrate control in producing a variety of balances on different parts of their bodies.
- 134 By the end of Key Stage 1 pupils are able link actions together effectively. In dance, for example, they produce and are able to repeat a dance sequence based on a traditional Chinese story and show good control and movement. They work cooperatively in pairs and threes. Pupils use apparatus safely in gymnastics taking turns sensibly. They are aware of others. They perform the actions of rolling, jumping, climbing and balancing appropriately for their age although they have some difficulty using space effectively when moving around the hall.
- 135 Since the last inspection standards at Key Stage 2 have remained the same, while those at Key Stage 1 are lower. Teachers plan a comprehensive range of activities to offer to the pupils but the lack of guidance for teachers in what children are expected to learn at the various stages means that lessons do not always build on previous learning.
- 136 Teaching in Key Stage 1 is good and in Key Stage 2 is satisfactory. The teachers approach physical education lessons with enthusiasm and this has a positive effect on the pupils who approach tasks with purpose. Key Stage 2 pupils and teachers are keen to undertake outside games lessons in quite adverse weather conditions. Well planned lessons generally ensure good pace and good levels of activity. Pupils, however, are not always given enough opportunities to observe and evaluate the performance of others in order to help them raise the quality of their own performance. Teachers do not always give enough guidance on how techniques can be improved and this results in pupils not always making the progress of which they are capable. In Key Stage 1 apparatus is put out by older pupils and, therefore, pupils miss out on opportunities to develop important skills in how to lift, carry and place equipment safely. The school is aware of this and has ordered new lighter equipment that Key Stage 1 pupils will be able to move.
- 137 There is a wide range of extra curricular sports clubs available to older pupils. This is a very positive feature of the school and pupils benefit from the opportunities provided. Parents help with extra-curricular activities and with the swimming programme provided for Year 5 pupils. This is very comprehensive and offers pupils thirty swimming sessions throughout the year at the local pool. The school is part of a commercial programme, which has brought extra resources into the school and provided useful training for staff. The outside and inside areas for physical education are good and are used to their best effect. Apart from the heavy Key Stage 1 equipment, resources available are good. The role of the coordinator is as yet under-developed and there is no monitoring of work done throughout the school. This means that existing good practice is not identified and cannot therefore be shared.

Religious education

- 138 By the end of both key stages, the pupils attain standards, which meet the requirements of the locally agreed syllabus. At Key Stage 2, pupils are aware of similarities and differences between the main religions they have studied - Christianity, Judaism and Hinduism. They discuss places of worship, festivals and practices for each of the religions. Pupils show understanding of how people's beliefs affect their behaviour. They relate this understanding to everyday life and explain how they would show respect for another person's beliefs. They understand how rules in school impact on everyone and make school life run more smoothly. After studying the Ten Commandments, they make sensible rules for their school.
- 139 At Key Stage 1, pupils understand that for Christians, the Bible is a special book. They know that it contains stories, which are arranged in two parts, before and after Jesus was born. Pupils are familiar with a range of stories, including Jonah and the whale, Noah's Ark and the Christmas story. They understand that Christians go to a church to pray and that Hindus visit a temple. They discuss places, which are special to them and explain how this affects their behaviour. They understand the need to be quiet and respectful when in a place which is important to someone else.
- 140 A key issue at the last inspection was improving the pupils' progress. Attainment was below expectations and there was no scheme of work to guide teachers' planning. This has been rectified and the scheme of work provides a satisfactory range of experiences for the pupils. Religious education now makes a satisfactory contribution to pupils' spiritual and cultural development, although insufficient use is made of visits to a range of places of worship. The contribution of religious education to moral and social development has improved and is now good. Resources are now satisfactory and are used well to enrich the pupils' learning.
- 141 At both key stages, teaching varies between satisfactory and very good, being good overall. The teachers have satisfactory subject knowledge. In most lessons they provide a good balance between whole class teaching and individual work by the pupils, which sustains the pupils' interest. The teachers tell stories well and the pupils respond with enthusiasm. Teachers encourage all the pupils to join in discussion and they value their contributions, skilfully keeping the pupils focused on the central issue being discussed. Teachers encourage the pupils to speak clearly and provide good opportunities for them to share their ideas with the whole class at the end of lessons. This helps to boost their self esteem, improve their speaking and listening skills and involve them in understanding and being tolerant of a range of points of view. Sometimes an over-reliance on completing a worksheet limits time for discussion. Occasional copying of work from the blackboard and queuing to have work marked diminishes the quality of learning. Challenging questioning encourages pupils to think carefully about religion. Pupils drawing pictures of Hindu gods thought very carefully about how their characteristics might manifest themselves in physical form. However, no assessment procedures are in place and evaluation of attainment is too informal. No formal system is in place for the coordinator to monitor standards or teaching.