

INSPECTION REPORT

**SANDBACH HEATH ST JOHN'S CHURCH OF
ENGLAND PRIMARY SCHOOL**

SANDBACH

LEA area: Cheshire

Unique reference number: 111334

Headteacher: Mr G Stephens

Lead inspector: Mrs L A Furness

Dates of inspection: 24-26 January 2005

Inspection number: 267625

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to11 years
Gender of pupils:	Mixed
Number on roll:	148
School address:	Heath Road Sandbach Cheshire
Postcode:	CW11 2LE
Telephone number:	01270 762859
Fax number:	Not applicable
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Janet Bacon
Date of previous inspection:	25/1/99

CHARACTERISTICS OF THE SCHOOL

Sandbach Heath St John's Church of England Primary School is a small voluntary aided school situated in Sandbach, Cheshire. As the only voluntary aided Church of England primary school in Sandbach, it attracts pupils from a wide area with approximately 55 per cent of pupils living outside the immediate area. Almost all pupils are of a white British background, (a small minority of parents preferred not to say) and there are no pupils who have English as an additional language. One hundred and forty eight pupils (79 boys and 69 girls) aged 4 to11 attend the school and the percentage of pupils who take up their entitlement to a school meal free of charge (3.3%) is well below the national average. The percentage of pupils having special educational needs (8.0 %) is below the national average, as is the percentage of pupils having a statement of special educational need (0.7%). There are four mixed age classes and a single age class for Year 6 pupils. Assessments show that the personal and academic attainment of the majority of children when they start at school in reception, mainly matches that expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Mathematics Information and Communication Technology
19365	G Stockley	Lay inspector	
32189	Y Clare	Team inspector	Special Educational Needs English as an Additional Language English Geography History Citizenship
27677	D Davenport	Team inspector	Foundation Stage Science Art and Design Design and Technology Music Physical Education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

This is an effective school in which the key elements of leadership and teaching are good. The headteacher and staff have developed a caring and supportive ethos where pupils work hard and achievement is good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' performance in the Year 6 National Curriculum tests in 2004 was very good
- Although the school's checking procedures identify areas for improvement, the resulting action is not rigorously monitored and evaluated to ensure that it is effective
- Learning opportunities for children in the Foundation Stage are not always appropriate for their needs
- The provision for pupils with special educational needs is good
- Pupils enjoy school, work hard and behaviour is good in classrooms and around the school
- There are very good links with local schools
- Pupils do not know sufficiently well how to evaluate and improve their own learning
- Teachers do not consistently use a range of strategies to ensure that all pupils are engaged in all parts of lessons
- The good attention to health and safety routines ensures that pupils learn in a happy, healthy and caring environment

The school was previously inspected in January 1999 and since then the school has worked hard to rectify the issues identified as weaknesses. There are now more effective systems in place to check upon pupils' progress and management systems have improved. Standards have improved in information and communication technology (ICT) and statutory requirements are fully met. Although writing standards have improved by Year 6, the school is still working on improving writing standards by the end of Year 2. Overall however, school improvement is satisfactory.

STANDARDS ACHIEVED

Achievement overall is good. Year 6 pupils' performance in the 2004 National Curriculum tests was very impressive. In English, mathematics and science, performance was well above the national average and was in the top five per cent of all schools and similar schools in English and science. In comparison with similar schools, performance was above average in mathematics. However, it must be noted that this was a particularly able cohort of pupils. Pupils currently in Year 6 are attaining standards that are above those expected for their age in reading, speaking and listening and science, but in writing and mathematics, standards mainly match those expected for their age.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

In 2004, Year 2 pupils' performance in the National Curriculum tests was above the national average in reading, matched the national average in mathematics and was below the national average in writing. In comparison with similar schools, performance matched the average in reading but was well below average in writing and mathematics. However, assessment and tracking information indicates that these results represent good achievement for these pupils. Pupils currently in Year 2 are attaining standards that are above those expected for their age in reading, speaking and listening and science, but in writing, standards are below those expected for their age.

In mathematics, pupils are attaining standards that mainly match those expected. Achievement overall is satisfactory. When children first start in the reception, they display personal and academic skills that match those expected for their age. Satisfactory progress and achievement in the reception class leads to the majority of children attaining the expected learning goals in each of the six areas by the end of their reception year. Pupils with special educational needs make good progress because of the good targeted support that they receive.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. They have a good understanding of right and wrong and are very sensitive to the needs of others. Pupils' attitudes to work are good and they behave well in and around school. Attendance is well above the national average and pupils arrive at school on time.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good overall and the use of assessment information is satisfactory. In the Foundation Stage, teaching and learning are satisfactory. Good relationships between staff and pupils create a good climate for learning and behaviour is well managed. Pupils are mainly interested in their work, but teachers do not consistently use a range of strategies to ensure that all pupils are involved in lessons. Literacy and numeracy are taught well and these skills are promoted effectively in other subjects. The use of assessment information is satisfactory, but pupils do not know sufficiently well how to evaluate their learning or how to improve their work. Support staff provide valuable help in lessons especially for pupils with special educational needs. The curriculum for Years 1 to 6 pupils is good overall and the opportunities for enrichment are also good. Although provision for the reception age children is satisfactory, opportunities for learning are often more appropriate for the Year 1 pupils with whom these young children work. Accommodation and resources are good overall. The school takes good care of its pupils. There are good systems to seek and act on pupils' views. The partnership with parents and the community is good whilst links with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership is good. The headteacher provides clear direction and is supported well by senior staff. All staff are committed to school improvement and a positive ethos has been created in which pupils can learn and achieve well. **Management is satisfactory.** Although there are good procedures in place to monitor and evaluate the provision, the resulting action is not rigorously checked to ensure that it is effective. The monitoring and evaluation role of the subject leader is in need of development. Governors have a good awareness of the strengths and weaknesses of the school, fulfill their responsibilities well and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are pleased with the quality of education that their children receive. The pupils have very positive views about the school. They feel that their views are listened to, valued and acted upon where appropriate and this helps develop their sense of pride and ownership of the school.

IMPROVEMENTS NEEDED

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

- Ensure that action taken to bring about improvement is rigorously monitored and evaluated
- Implement an effective and appropriate curriculum for children in the Foundation Stage
- Develop pupils' self assessment skills
- Ensure that teachers use a range of strategies to engage and maintain all pupils' interest

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By Year 6, pupils' achievement is good in English, science, art and design and music.

Main strengths and weaknesses

- Standards in writing are below those expected for the pupils' age by Year 2
- Reading and speaking and listening skills are good throughout the school
- Higher attaining pupils are not always appropriately challenged in Year 2
- Achievement in science is good throughout the school and pupils are attaining standards that are above those expected for their age by Year 2 and Year 6
- Performance in the 2004 National Curriculum tests for Year 6 pupils was very good
- Pupils with special educational needs make good progress
- Achievement in art and design and music is good throughout the school

Commentary

1. The majority of reception age children start school with levels of attainment expected for their age. The good emphasis placed on their personal, social and emotional development and good induction procedures mean that children settle well, feeling safe and happy, and are familiar with school routines. By the end of the year the majority of reception age children are on course to reach the early learning goals expected for their age in all six areas of learning and their achievement is satisfactory overall.
2. In 2004, Year 2 pupils' performance in the National Curriculum tests was above the national average in reading, matched the national average in mathematics and was below the national average in writing. In comparison with similar schools, performance matched the average in reading but was well below average in writing and mathematics. Although too few pupils attained the higher levels in both writing and mathematics, assessment information shows that this performance represented good achievement for these pupils.

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

Standards in:	School results	National results
Reading	16.8 (16.8)	15.8 (15.7)
Writing	14.1 (14.9)	14.6 (14.6)
Mathematics	16.0 (16.2)	16.2 (16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

3. Pupils currently in Year 2 are attaining standards that are above those expected for their age in reading and speaking and listening, but in writing, standards are below age related expectations. In mathematics, pupils are attaining standards that mainly match those expected. Achievement overall is satisfactory. This is because pupils, particularly the more able ones, are not always given work that appropriately challenges them and a variety of strategies are not used to ensure that all pupils are engaged in their learning. However, as a result of new grouping arrangements and improved planning, standards in writing and mathematics are beginning to improve. In science in 2004, pupils' performance was well below the national average and the average of similar schools. However, pupils currently in Year 2 are attaining standards that are above those expected for their age and their achievement is good. Work is planned effectively to provide a good range of practical activities

that develops pupils' scientific knowledge. Pupils have a good scientific vocabulary and their skills of prediction are developing well.

- Year 6 pupils' performance in the 2004 National Curriculum tests was very impressive. In English, mathematics and science, performance was well above the national average and was in the top five per cent of all schools in English and science. In comparison with similar schools, performance was again in the top five per cent of schools in English and science and above average in mathematics. This performance was the highest ever, but the school recognises that this was an unusually able cohort of pupils. The present Year 6 pupils are attaining standards that are above those expected for their age in reading and speaking and listening. In writing and mathematics, standards mainly match those expected. In science, standards are above those expected because of the good emphasis on the development of scientific knowledge and investigative and experimental science. Achievement overall is good. Throughout the school pupils are provided with good opportunities to practise their developing literacy and numeracy skills in other subjects, such as geography, history, science and religious education.

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

Standards in:	School results	National results
English	31.1 (27.2)	26.9 (26.8)
mathematics	29.4 (26.3)	27.0 (26.8)
science	32.0 (29.1)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- Pupils with special educational needs make good progress overall. Teaching assistants provide good support for these pupils, including those with behaviour difficulties, who sometimes also benefit from support from outside agencies. The tasks presented to pupils are appropriately planned to meet their specific needs with particular emphasis being placed on developing their literacy and numeracy skills.
- In art and design and music by Years 2 and 6, pupils attain standards that are above those expected for their age and achievement is good. This is because of the high priority that the school gives to these subjects and the effectiveness of the teachers' planning. In information and communication technology (ICT), geography and history, standards by Years 2 and 6 mainly match those expected for their age and achievement is satisfactory. This shows improvement in ICT since the previous inspection when standards were below those expected for the pupils' age. In design and technology and physical education there was insufficient evidence to make a judgement on standards or achievement.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and their behaviour is good. Their personal development, including their spiritual, moral, social and cultural development, is good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils like school, show interest in their lessons and have good relationships with each other
- Pupils are enterprising and willing to take responsibility
- Efforts made by the school and parents ensure that pupils attend regularly and arrive punctually

Commentary

7. Pupils' good attitudes to school have a positive impact on their learning. They are keen to come to school and they enjoy most of their lessons. When teachers have high expectations and plan interesting lessons, pupils respond by working hard with sustained interest and enthusiasm. For example, in a Years 1 and 2 science lesson, pupils showed very good attitudes to their work, demonstrating good levels of concentration and perseverance as they investigated how to make circuits using bulbs and batteries. Pupils with special educational needs show good attitudes to their work, which has a positive impact on their learning. They respond well to the extra support given by the support staff.
8. Behaviour is generally good in classrooms and around the school. In a few lessons there is an undercurrent of silly behaviour at times but this is usually well managed by teachers. At times pupils' concentration wanders because teachers do not use a sufficient range of strategies to ensure that all pupils are involved in the learning. In the playground, at break and lunch times, pupils play together well under the watchful eye of the headteacher. No examples of bullying were seen, although a small number of parents and pupils had expressed concern about bullying in their responses to the pre-inspection questionnaires. The evidence shows that any reported bullying incidents are taken seriously and are handled well by staff. There were no exclusions in the previous academic year.
9. Pupils' relationships with other pupils and their teachers are good and this helps to create a pleasant and friendly school community. The school's ethos and promotion of Christian ideals provide a strong basis for pupils to develop positive values. There is a valuable link with the local church and the vicar, who is also chair of governors, leads worship sessions in the school. The pupils experience a spiritual sense of reflection and enjoyment during acts of worship and in their listening and playing of music including singing. A strong sense of moral responsibility through supporting and helping others is reinforced effectively by staff in assemblies, lessons and in their daily contact with pupils, where they set a good example for pupils to follow. Pupils are encouraged to think of others by collecting money for charities. An impressive amount has been collected for people suffering after the recent devastation in Asia, and some pupils have donated their Christmas money to the appeal. Pupils' social development is promoted well by staff setting good examples through their own conduct, and by promoting the routines of sharing and taking turns. Older pupils have opportunities to be monitors and school leaders. Achievements are celebrated and this is effective in raising pupils' confidence and self-esteem. Residential visits also assist in developing social skills. A good insight into aspects of their own culture is gained through work in history which is supplemented well with visitors and visits to museums and a stately home. Pupils learn about other religions and from visitors gain an insight into Indian dance and Aboriginal art. The school takes advantage of other opportunities to broaden pupils' knowledge of other cultures as when the Muslim parent of a pupil talked to them about her life in an Islamic community. The school is currently forging links with a school in Uganda.
10. The attendance rate for the school is well above the national average. The vast majority of parents ensure that their children attend school regularly and arrive punctually. The school has very good procedures to monitor attendance and punctuality, providing very good support and encouragement to those parents who need it.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good and the quality of assessment is satisfactory. The curriculum is good overall and the school provides a good quality of care. The school's partnership with parents and the community is good, and links with other schools are very good.

Teaching and learning

Teaching and learning are good overall. The quality of assessment is satisfactory.

Main strengths and weaknesses

- The good quality of relationships creates a good climate for learning
- Teaching methods used in the Foundation stage are not always appropriate for these young children
- Literacy and numeracy are taught well and these skills are promoted effectively in other subjects
- Pupils do not know sufficiently well how to evaluate their own learning or how to improve their work
- A range of strategies are not used to ensure that all pupils are engaged in learning
- Support staff provide valuable help in lessons especially for pupils with special educational needs.

Commentary

11. All of the teaching seen was at least satisfactory and in many lessons it was good especially in the Years 3 to 6 classes. All teachers show pupils consideration and respect; they are quick to praise effort and so pupils feel valued and motivated to learn. There is a good atmosphere for learning and little energy and time is wasted in controlling pupils' behaviour. Pupils want to learn and even when working independently they continue to work hard, enabling the teacher to work with a chosen group of pupils.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	11	7	0	0	0

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

12. Teaching and learning are satisfactory in the Foundation Stage. The staff have good relationships with the children and create a calm learning environment. They have high expectations of behaviour and children clearly know what is expected of them. National guidance is used to plan a range of practical activities in all six areas of learning and resources including ICT are used satisfactorily to engage children's interests. At times, the teaching methods used are not appropriate for these young children and they are expected to sit listening to the teacher for far too long, resulting in them becoming restless and losing interest. Satisfactory assessment systems are in place to monitor the children's work and progress. However, this information is not used well enough to meet the children's needs and activities do not satisfactorily challenge more able children.
13. Literacy and numeracy are taught effectively. Teachers have good subject knowledge and use the National Literacy and Numeracy Strategies to plan appropriate activities for pupils. Good opportunities are provided for both independent and collaborative working. Pupils

willingly share ideas and resources and are particularly motivated when using ICT to develop their understanding in mathematics or for research purposes in English, for example. Good links are made between subjects and this makes learning more relevant because it has a sense of purpose. For example, Year 6 pupils have written prose and poetry in the context of their history topic about World War II. In science, Year 2 pupils use their literacy skills well to record investigations in a variety of ways. Older pupils practise their numeracy skills of collating information, using tally charts and graphs to record the process of ice melting.

14. All teachers are trying hard to involve pupils more in evaluating their own learning. Pupils are usually informed what the intended learning is and on occasions pupils are given explanations about how they might evaluate their own progress. However, this practice is in an early stage of development and as yet is not consistent throughout the school. There are occasions also when teachers do not use appropriate strategies for engaging the interest and involvement of all pupils and this results in some pupils, mainly boys, losing concentration. Although all pupils' work is marked conscientiously, marking does not challenge pupils' thinking or clearly indicate how pupils might improve.
15. In lessons, teachers brief the support staff effectively so that they are well prepared and offer purposeful help. This is especially beneficial for pupils with special educational needs who are taught well. When required, detailed individual education plans (IEPs) are in place to guide teachers so that they match tasks accurately to pupils' identified needs. When it is deemed necessary, pupils receive help on a one-to-one basis with specialist staff and this enables them to overcome more specific difficulties so that they are able to play a full part in all the school has to offer.

The curriculum

The breadth of curricular opportunities is good overall and the opportunities for enrichment are also good. Accommodation and resources are good overall.

Main strengths and weaknesses

- Pupils' personal, social and health education including citizenship is good
- Resources for outdoor provision in the Foundation Stage are unsatisfactory
- There are good opportunities for the enrichment of the curriculum
- The school provides well for pupils with special educational needs
- Transition arrangements for Year 6 pupils are good

Commentary

16. The headteacher and staff see pupils as individuals who need to feel special and confident enough to achieve their best in all areas of school life. The school is effective in achieving this and its work in personal, social and health education and in citizenship, plays a large part in helping to produce the friendly, confident and articulate pupils seen in the school.
17. Although the curriculum overall is good, curricular provision for Foundation Stage children is satisfactory with weaknesses in outdoor provision. National guidance is used appropriately to plan a range of practical activities in all six areas of learning, but learning intentions are often unclear and reception age children are often involved in activities which are more suitable for the Year 1 pupils who are in the same class. Outdoor provision has improved since the previous inspection, but it is not used well enough as a continuous teaching and learning resource and there are still insufficient resources to enhance the children's outdoor creative and physical development.
18. Curriculum enrichment plays a strong part of school life and good emphasis is placed on the arts and creativity both in and out of the school day. This means that there are good

opportunities for all pupils to develop their skills and interests with art, drama and music featuring prominently in the curriculum. Visiting companies, such as actors depicting Romans and Vikings and music groups and educational visits throughout the year effectively support the curriculum. These experiences not only add excitement and enjoyment for the pupils, but motivate them to achieve more than they might otherwise. A strong emphasis is placed on developing the skills of literacy, numeracy and ICT in all subjects. Pupils have recently taken part in the 'Cheshire Young Person's Journey', a local project that encourages the transference of these core skills to other areas of the curriculum. There are satisfactory opportunities for pupils to extend their interests out of school. The school has an orchestra and takes part in many concerts over the school year.

19. Pupils with special educational needs receive a broad and balanced curriculum. Effective teaching assistants ensure that pupils who have difficulties get the right support and are included in all lessons. Good IEPs are drawn up by the specialist assistant and the class teacher, in collaboration with the special educational needs co-ordinator (SENCO). Pupils' tasks are linked to developing basic literacy and numeracy skills and work is appropriately planned to match pupils' specific needs.
20. The school has links with the local nursery group and effective liaison between the two ensures that children coming into reception have had the opportunity to visit the school, in order to prepare them for the next stage of education. The move from primary to secondary school is a particular strength. The close links and the sharing of facilities with the two main feeder secondary schools, very much helps the pupils to prepare for their new schools and new challenges. Some pupils, throughout the year, have the advantage of working with a teaching assistant from the secondary school and this person continues to work with them during the first term at their new school.
21. Both teachers and support staff have developed the relevant skills to deliver the curriculum. The school's accommodation is good. It is kept spotlessly clean by the site manager and his staff, providing a warm, attractive and welcoming environment for its pupils with high quality displays of pupils' art decorating the walls. Much work has been done outside the school to extend and resurface the playground and to re-seed the school field. A good range of resources are available for use for pupils in Years 1 to 6 and a newly created library, with some computers available for research purposes, provides a pleasant, airy working space for pupils. A redundant classroom has been appropriately converted into a large arts room for music and art and design lessons.

Care, guidance and support

The school takes good care of all its pupils. It provides them with satisfactory guidance and support and has good systems in place to seek and act on pupils' views.

Main strengths and weaknesses

- The school has good procedures in place for ensuring the health, safety and well being of its pupils
- Pupils have good trusting relationships with adults in school
- Induction procedures in the Foundation Stage are good
- Pupils with special educational needs receive good support and guidance
- The school involves pupils well in its work by seeking out and acting upon their views

Commentary

22. The quality of care, guidance and support has improved since the previous inspection and concerns about safety issues have been effectively addressed. The school is safe, secure and well maintained and the good attention to health and safety routines ensures that pupils learn in a happy, healthy and caring environment. All the necessary safety checks and risk

assessments are carried out regularly and the governing body is now effectively involved in this. Child protection procedures have improved significantly and are good. There is an appropriate policy and named governor in place and recent training has ensured that all staff are fully aware of their responsibilities. First aid, accident and emergency procedures are well established and effective. Parents and pupils are very satisfied with this aspect of the school's work. They feel that the presence of the headteacher in the playground before and after school and at all break times reflects the school's caring ethos and contributes in good measure to the pupils' good behaviour in and around school.

23. Good induction procedures and information to parents and carers help children in the Foundation Stage to settle quickly into school routines. Pupils who join the school at a later stage are warmly welcomed by staff and pupils, enabling them to settle quickly into their new environment. Relationships throughout the school are good. Pupils know who to turn to if they have problems and they form trusting relationships with the staff. The "I want to tell you something" boxes in all classes provide good opportunities for a range of issues and concerns to be discussed during circle time and in personal, social and health education lessons. Pupils value these opportunities.
24. The support and guidance pupils receive from the monitoring of their academic progress is satisfactory. Although there are appropriate assessment systems in place for all subjects and pupils' progress in English and mathematics is tracked over time, the information gathered is not used effectively enough to inform pupils of how to take their learning forward. However, there are good systems in place for the early identification of pupils with special educational needs and their IEPs have clear learning targets. The good support and guidance these pupils receive enhances their self esteem and enables them to participate fully in all lessons and in all activities. External help is sought when necessary and the statements of pupils with special educational needs are reviewed annually in accordance with statutory requirements.
25. Pupils' views and opinions are sought well, mainly through the school leaders and monitors in Years 5 and 6. These pupils take their responsibilities seriously, as they welcome the opportunity to represent other pupils and become more involved in the work of the school, Pupils feel that their views are listened to, valued and acted upon where appropriate and this helps develop their sense of pride and ownership of the school.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents are welcomed into the school and good information is available for them
- Procedures to deal with parental concerns and complaints are very thorough
- There are very good arrangements for ensuring that pupils transfer smoothly to secondary school

Commentary

26. The school welcomes parents as partners in their child's education and supports them well. The headteacher is available on the playground at the start and end of each day. Parents value these opportunities to have a quick word whenever they have a problem or concern about their child. The prospectus is informative and contains copies of a number of important school policies, so that parents are clearly informed about what the school teaches and what is expected of them as parents. It is written in an easy, friendly style and also contains an important message for parents – *These precious years at primary school are soon gone. Try to enjoy them yourself.*

27. In addition to the prospectus the school also produces guidance booklets to help parents and has provided courses for parents in the past, although not recently. Teachers send out advance notice to parents explaining what their children will be learning about in the weeks ahead. This helps parents who wish to support their children's school work at home. Some parents also provide valuable help in the classroom. Parents of pupils with special educational needs are involved closely with the planning of work for their children and are kept informed of their progress throughout the year, attending meetings as appropriate.
28. At the time of the previous inspection the school was failing to provide all the required statutory information in pupils' annual reports and in the governors' annual report to parents. These omissions have now been rectified, although both the school and some parents are still not happy with the quality of pupils' annual reports. The school is currently seeking parents' views in an attempt to produce reports that meet parents' expectations without creating an unreasonable amount of work for teachers in preparing them. The school consults parents regularly on a range of matters and takes their views into account, where feasible. For example, concerns were raised by parents at the time of the previous inspection that there was only one opportunity each year to discuss their children's work and progress with their teacher. The school has responded by doubling the number of opportunities. The headteacher treats seriously any complaints or concerns raised by parents and investigates them thoroughly before sending a detailed written response.
29. The school has successfully maintained the good links with the community noted at the time of the previous inspection. The parish church continues to play a significant role in the school's life with the vicar leading worship and pupils visiting the church. The headteacher contributes to the monthly church newsletter and copies of the school's newsletters are distributed through the church. The 'mums and tots' club and a brownies pack meet in the school each week and plans are well advanced to provide a local brass band with a base in the school.
30. The school is part of a very successful partnership led by one of the local secondary schools. This provides opportunities for discussions and joint action at a range of levels as well as joint training sessions for staff and governors. A recent development arising from this partnership is improved arrangements to support children transferring from primary to secondary education. The process begins in the spring term prior to transfer and provides support for pupils through the move and throughout their first term at the secondary school. The school also has very good links with other educational establishments, providing opportunities for work experience and teacher training.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher, key staff and governing body is good. Management is satisfactory. This shows improvement since the previous inspection.

Main strengths and weaknesses

- Leadership is good
- Governors have a good understanding of the schools' strengths and weaknesses
- Action taken as a result of monitoring and evaluation is not rigorously checked upon to ensure that it is appropriate and effective
- The management role of subject leaders is in need of development
- Financial management is secure

Commentary

31. Leadership and management have improved considerably since the previous inspection when key weaknesses were identified. All the key issues have been rectified at least satisfactorily. The headteacher provides good direction and is ably supported by the two assistant

headteachers. There is a clear shared vision and the school's positive ethos is reflected well in its day to day work.

32. The governing body works closely with the headteacher and offers all the support it can. Because of this, it is knowledgeable about the school and keen to see the school move forward. It has a suitable committee structure in place and receives good information from the headteacher on which to base its plans. Some governors, through their links with subject leaders, seek to deepen their knowledge of the school's work by observing lessons. The special educational needs governor is particularly active. The governing body ensures that all statutory requirements are met.
33. The leadership and management of special educational needs are good. Pupils' learning difficulties are identified at an early stage and good detailed records of progress are kept. Regular meetings are held between the SENCO, the specialist teaching assistant, classteachers and parents ensuring that all are kept up to date about pupils' progress. The contribution made by teaching support assistants is a particular strength of the provision.
34. Although there are some good systems in place to look at the work of the school and to evaluate what works well and what needs to be developed, the action arising from these activities is not monitored sufficiently well to check if it is appropriate and effective. For example, the new grouping arrangements for the reception age children and Year 1 pupils are not as effective as they should be. This results in the reception age children receiving a curriculum that is not always appropriate for their needs. Although some subject leaders have observed lessons, examined planning, scrutinised work and held discussions with pupils, this has not been done systematically and regularly. Consequently, subject leaders do not have a complete picture of what needs to be developed and their action plans lack a clear focus.
35. Good financial management supports initiatives in the school development plan. Spending is targeted towards raising standards and governors have budgeted carefully to maintain a contingency fund against future eventualities such as dealing with the reducing number on roll. Best value principles are considered well, with the school evaluating carefully the impact of spending decisions on pupils' achievement. For example, consideration has been given to the effect of employing an ICT consultant to help improve standards in this subject. Overall the school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	425843
Total expenditure	414992
Expenditure per pupil	2767

Balances (£)	
Balance from previous year	12886
Balance carried forward to the next	23737

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision in the Foundation Stage is **satisfactory** overall. Most children start school with levels of attainment in the six areas of learning that match those expected for their age. The quality of the teaching is satisfactory, as is the children's overall achievement. By the end of their reception year most children are likely to reach the goals expected for the children's age in all six areas of learning.
37. The re-organisation of the reception, Year 1 and Year 2 classes means that reception age children are currently working with approximately 13 Year 1 pupils between two classrooms, dependent upon the activity planned. The staff work well together, establishing good relationships with the children and creating a calm and caring learning environment. National guidance is used to plan a range of practical activities in all six areas of learning, but learning intentions are often unclear and reception age children are usually involved in the same introductory activity as Year 1 pupils. This is not always appropriate for their needs. Satisfactory assessment systems are in place to monitor the children's work and progress. However, the information gathered is not used well enough in planning to meet the children's needs. This has a negative impact on the children's overall achievement. The outdoor area, an improvement since the previous inspection, is not used well enough as a continuous teaching and learning resource and there are still insufficient resources to enhance the children's outdoor creative and physical development. There is no Foundation Stage leader and no formal monitoring and evaluation of the re-organisation has taken place.

Personal, social and emotional development

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children have good attitudes to school and to learning
- Good relationships ensure that children are secure and happy
- Children work and play well together and behave well
- Children lose interest and concentration when time is not used well

Commentary

38. Children enjoy coming to school and the caring learning environment created by the staff has helped them to settle quickly into school routines. Children work and play well together, forming good relationships with staff and with each other and they behave well. Children develop good personal skills and independence as they take turns, handle equipment with care and help tidy up after activities. They organise themselves well as they get changed for physical activities and work independently of adults in "choice" activities. This promotes confidence and good self discipline as the children become increasingly aware of themselves and their surroundings. The children enjoy learning and show good attitudes in lessons by listening attentively and trying hard to carry out instructions. However, they are often expected to sit for too long during class teaching sessions and, as a result, they become restless and lose interest. Overall, the children make good progress in their personal development and achievement is satisfactory. All are on course to reach the goals expected by the end of the reception year with a number of children likely to exceed them. Teaching is satisfactory.

Communication, Language and Literacy

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children are developing good speaking and listening skills.
- More structured adult intervention is needed in some activities to develop further the children's language skills.
- Opportunities are missed to develop the children's writing skills.

Commentary

39. Children are developing good speaking and listening skills across all areas of learning as they talk about their work and personal experiences. They chat happily with friends and enjoy imaginative play activities. However, there is not always enough structured adult intervention during these activities to develop the children's imaginative and descriptive language. The children enjoy listening to stories and rhymes and show a good understanding of the main characters and events, which they can retell accurately. Most children can write their name independently. They have a satisfactory knowledge of letter sounds and key words, which they use well in their own reading. They also incorporate them satisfactorily into their writing when, for example, they describe safe and dangerous places to be. Handwriting skills are developing satisfactorily but there was little written work available at the time of the inspection and in the lesson seen opportunities were missed to develop children's written work. Teaching is satisfactory overall, although teaching assistants are not always used well enough during the introduction to lessons. Children's achievement is satisfactory and the majority are on course to reach the goals expected by end of the reception year.

Mathematical Development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children have good attitudes towards their work
- There is a lack of challenge in some activities for the more able children
- Children show good attitudes in this area of learning

Commentary

40. Teaching and learning are satisfactory. An appropriate range of practical activities, such as sorting and counting objects, sand and water play and two dimensional shape work contribute to the children's mathematical development. Most children are beginning to order, count and record numbers reliably to 10, but there is a lack of challenge for the more able children who are capable of working with higher numbers. In the lesson seen, the children enjoyed the well planned, introductory game which consolidated well their knowledge of common two dimensional shapes and small value coins. There were few mathematical activities available in the child initiated session to enhance learning, although most children demonstrated well their understanding of the terms 'heavier', 'lighter', 'heaviest', 'lightest' during a weighing activity with the teaching assistant. The children join in number rhymes enthusiastically, show good attitudes to their work and behave well. Most are on course to meet the goals expected by the end of the reception year and achievement is satisfactory.

Knowledge and Understanding of the World

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weakness

- There is a varied range of activities to stimulate the children's curiosity
- Opportunities are missed to develop further the children's knowledge and understanding

Commentary

41. The children enjoy the opportunities provided for them to explore their environment and find things out for themselves. Their scientific knowledge is developed well as they explore the theme of 'light and dark'. They carry out simple investigations in a darkened area using torches and are beginning to understand how shadows are formed. They enjoy 'gardening' activities in the outside area and know that plants grow from seeds and need light and water. However, opportunities are missed to develop the children's knowledge and understanding through questioning and discussion. Most children enjoy working on the computer and show good mouse control when using the 'stamp' tool and paint programs to make pictures. Teaching and learning are satisfactory overall and the majority of children are on course to meet the goals at the end of their reception year. Achievement is satisfactory.

Physical Development

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- A varied range of activities is provided to develop children's manipulative skills
- Planned activities are not always appropriate for the age of the children
- The outdoor area is not used well enough to develop children's physical skills
- There are insufficient large play resources to promote children's physical development

Commentary

42. The children develop their manipulative skills satisfactorily through regular access to pencils, crayons, paintbrushes, scissors and glue sticks. They successfully join different materials to make a forest setting as part of their work on fairy tales, but have difficulty working with plasticine when using cutters and rolling pins. Teaching is satisfactory, as is the children's achievement. In the physical education lesson, the children moved around the apparatus in a variety of ways for example, running, skipping, and hopping and could stop and start at a given signal. However, the activities planned on the gymnastic equipment were based on National Curriculum requirements for older pupils. Although an improvement since the previous inspection, the outdoor area is not used sufficiently well as a continuous teaching and learning resource. There are still too few resources, such as large play, climbing apparatus and wheeled toys to develop the children's control and co-ordination skills. This has a negative impact on their physical development and overall achievement. Nevertheless, most children are on course to meet the goal expected for the end of reception in this area of learning.

Creative Development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy the practical activities planned, especially music
- Activities are often linked well to other areas of learning

Commentary

43. There has been significant improvement in this area of learning since the previous inspection. All children enjoy the good opportunities to draw, paint and make pictures and models from a variety of media and they make satisfactory progress. The children's creative work is often related to other areas of learning as, for example, they paint self portraits as part of the topic on 'ourselves' and make a three-dimensional forest setting for their work on traditional fairy tales. Imaginative play activities provide appropriate opportunities for the children to retell the stories they have heard and to act out family life using small world resources. All children enjoy their musical activities. They enthusiastically sing a range of simple rhymes and songs and keep a steady beat using body parts and a good range of percussion instruments. Children work well together as they successfully compose and appraise instrumental accompaniments to traditional fairy tales. Teaching is satisfactory overall, as is the children's achievement. Most children are on course to reach the goals expected by the end of their reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Throughout the school pupils' reading and speaking and listening skills are good
- Standards in writing are below those expected by Year 2
- Teaching is good and is having a positive impact on pupils' learning and achievement
- Pupils with special educational needs are supported well
- Opportunities for pupils to evaluate their own learning and know how to improve are inconsistent
- Strategies are not used to ensure that all pupils take part in question and answer sessions
- The action taken as a result of monitoring and evaluation is not checked upon sufficiently well
- Pupils are offered good opportunities to practise their developing literacy skills

Commentary

44. Pupils currently in Year 6 are attaining standards that are above those expected for their age in reading and speaking and listening but in writing, standards mainly match those expected. Achievement overall is good because of good teaching in Years 3 to 6. In Year 2, pupils are attaining standards that are above those expected for their age in reading and speaking and listening, but in writing, standards are below age related expectations. Achievement overall is satisfactory. This is due to pupils, particularly more able ones, not always being given work that appropriately challenges them. However, this is improving as new grouping arrangements are starting to ensure that activities are planned which are more appropriate to the needs of the range of ability within the Years 1 and 2 cohorts of pupils. Pupils with special educational needs throughout the school make good progress, especially when supported by teaching assistants.
45. Pupils' skills in speaking and listening are good throughout the school. This shows good improvement since the previous inspection. They respond positively in class as was seen in Years 1 and 2, when pupils were asked to act out their chosen traditional tale. Pupils are confident speakers, both in class and in more formal situations and all pupils are keen to express opinions. They respond well to the teachers' encouragement to contribute to class discussions. Pupils of all ages enjoy reading. By Year 6 pupils show good levels of comprehension, and appreciate the underlying ideas and subtleties in the text. They explain clearly why they like certain books, giving informed reasons for their choice. Pupils use the library regularly. They use the index, glossary and contents pages successfully to find information from books and Year 2 pupils are beginning to use alphabetic knowledge when locating information from books.
46. Although standards in writing are below those expected nationally for Year 2 pupils, ideas are developed into sentences and pupils are developing an understanding of the use of full stops and capital letters. Simple words are, in the main, correctly spelt or are phonetically justifiable. However, pupils do not write extended sentences and there are few examples of writing being adapted for different readers. Handwriting is satisfactory with letters clearly shaped and positioned, but some letters are not always formed properly, from a correct starting point. By Year 6, pupils have a clear understanding that writing needs to be organised in different ways depending on its purpose. Pupils' writing is logical and often shows original ideas that capture the interest of the reader by using interesting adjectives and adverbs. For example, pupils have written some poignant poetry and prose following their World War II topic. The spelling of words, both familiar and unfamiliar, is usually accurate and pupils are encouraged to use a

dictionary and thesaurus to improve their work. Work is well presented and noticeable improvements are taking place in pupils' handwriting as their skills build through the school.

47. Teaching is good overall and, in the lessons observed, was never less than satisfactory. Teachers are successful in encouraging pupils' independence and also their collaborative learning. Lesson planning links appropriately to the National Literacy Strategy and this is effective. Staff have good subject knowledge and use the technical vocabulary associated with the subject well, for example, when describing parts of a word or features of text. Pupils try hard and they respond well to the high expectations that teachers expect of them. There is evidence of marking for improvement and the use of other self-assessment strategies in some classes. However, this is not yet consistent practice, resulting in pupils not always knowing how to improve their work. Learning targets are given to pupils to inform them of next steps of learning, but this is a new practice which as yet is not impacting greatly on standards. Teaching methods do not always effectively engage the interest of all pupils and occasionally teachers lack strategies to involve all pupils in question and answer sessions.
48. Leadership of the subject is good. The subject leader is knowledgeable and has good knowledge of the strengths and weaknesses in the subject. Management is satisfactory, because although monitoring and evaluation takes place, for example, the good evaluation of assessment data, the action taken to rectify weaknesses is not checked upon sufficiently well to ensure that the action is appropriate and effective. Resources are good and the library provides a good research area. Information and communication technology supports this subject well.

Language and literacy across the curriculum

49. High priority is given to this aspect of the school's work. Pupils' skills of speaking and listening, reading and writing are used well across the curriculum and many literacy sessions include work that takes its focus from on-going work in history and geography, for example. Pupils are confident in using books and the Internet for the purpose of research. Text and software that is of particular interest to boys has been brought into school, with the result that many pupils, especially boys, read both fiction and non-fiction books on a regular basis for pleasure. Science is a subject where the use of literacy skills is good. Pupils have opportunities to write for a broad range of purposes with examples of reports, explanations and experiments.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall
- Pupils with special educational needs are supported well
- Pupils enjoy the mental mathematics sessions at the start of lessons
- Strategies are not consistently used to ensure that all pupils are involved in the lesson
- Pupils are not sufficiently involving in evaluating their own learning and in knowing how to improve
- Although assessment information is analysed well, the action taken as a result is not sufficiently checked upon

Commentary

50. The majority of pupils currently in Year 6 are attaining standards that match those expected for their age with a significant number attaining standards that are above those expected. Achievement is good because of the consistently good quality of teaching in Years 3 to 6. In Year 2, pupils are attaining standards that match those expected for their age and

achievement is satisfactory. However, this is improving as different grouping arrangements are being organised and activities are planned which are more appropriate to the needs of the range of ability within the Years 1 and 2 cohorts of pupils. Pupils with special educational needs achieve well because of the focused support they receive from teachers and teaching assistants.

51. Teaching and learning are good overall which shows improvement since the previous inspection. All teachers are planning activities from the National Numeracy Strategy and teachers have good subject knowledge which enables them to ask probing questions. Good opportunities are provided for collaboration and pupils willingly share ideas and resources. Pupils enjoy the mental mathematics sessions at the start of lessons and many confidently explain their strategies for solving problems. For example, in a lively lesson for Years 3 and 4 pupils, the teacher skillfully encouraged them to use different strategies to add and subtract both two and three digit numbers. There was a good emphasis on pupils using correct mathematical vocabulary to explain their methods. There are occasions however, when teachers do not use appropriate strategies for engaging the interest and involvement of all pupils and this results in some pupils, mainly boys, losing concentration. All teachers are trying hard to involve pupils more in evaluating their own learning. Learning intentions are shared with pupils and on occasions pupils are given explanations about how they might evaluate their own progress. However, this is not yet consistent practice. Although all pupils' work is marked contentiously, the marking does not challenge pupils' thinking.
52. Although the subject leader is new to the post, her leadership is good. She is knowledgeable about the subject and provides a good model for other teachers. She has good ideas and is determined to continue to improve the provision. She is aware of the need to develop target setting and record keeping procedures. Management is satisfactory. As yet the subject leader has had limited opportunity to monitor and evaluate practice and although a satisfactory action plan is in place it is not sufficiently focused on addressing the issues arising from the evaluation of assessment data. For example, there are concerns about the provision for higher attainers in Years 1 and 2 but, although action has been taken to rectify this issue, there is no monitoring to check that the action is appropriate. Information and communication technology is used well in this subject. Overall there has been satisfactory improvement since the previous inspection.

Mathematics across the curriculum

53. Teachers plan well for pupils to use their developing numeracy skills in other subjects. For example, in science, pupils throughout the school collect, record and analyse information. In design and technology, they use measuring skills when making different artefacts. In history, timelines are used to develop pupils' understanding of the past and knowledge of co-ordinates helps them when using maps and atlases in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils currently in Years 2 and 6 are attaining standards that are above those expected for the pupils' age
- Teaching and learning are good and, as a result, pupils achieve well
- The well planned curriculum places good emphasis on pupils learning through investigation
- Pupils have good attitudes towards their work
- There needs to be a more systematic approach to the monitoring and evaluating role of the subject leader
- Assessment information is not used well enough to inform pupils about their progress

Commentary

54. The standards attained by pupils currently in Years 2 and 6 are above those expected for their age and achievement is good. This shows good improvement since the previous inspection. Pupils with special educational needs also achieve well because of good targeted support and work that is well matched to their individual needs.
55. Pupils enjoy science and talk knowledgeably and enthusiastically about their work, which they find interesting and fun. This is because teaching is good and work is well planned to provide a good range of practical activities that develop pupils' enquiry skills well. As a result, pupils have a good scientific knowledge, use appropriate technical vocabulary and develop good skills for making predictions and carrying out a fair test.
56. Teachers' effective questioning helps pupils to build on what they already know and to extend their thinking skills as they tackle new work. For example, Year 2 pupils can clearly explain the changes to the brightness of a bulb as they add more bulbs to their simple circuits. The good use of time and resources result in good pace and productivity in learning. The pupils' good attitudes to their work contribute positively to their personal and social development and to their overall achievement, as they work together in pairs and in small groups, discussing ideas and talking through possible solutions. Pupils take a pride in the presentation of their work, drawing and labelling diagrams carefully and using their literacy skills well to record their investigations in a variety of ways. However, occasionally work is copied and worksheets are used and this limits the pupils' ability to express their own ideas or draw conclusions from their findings. Teachers' written marking gives pupils little guidance on how well they have achieved or what they need to do to improve and pupils have few opportunities to evaluate their own learning. Numeracy skills are used well as pupils use tally charts, record measurements and time scientific processes such as melting ice in different conditions. Information and communication technology is also used effectively to support learning, especially by Year 6 pupils, to research scientific information and to record, present and interpret data in the form of graphs and charts.
57. At the present time there is no one responsible for leadership and management as the person who was responsible has recently left the school. The action plan rightly focuses on the need to develop more rigorous assessment systems to track the attainment and progress of individual pupils. However, systems for monitoring and evaluating teaching and learning throughout the school need to be more formalised. The use of the school environment and good resources positively enhances pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

As only one lesson was seen during the inspection, there was insufficient evidence to make a judgement on provision.

Main strengths and weaknesses

- Information and communication technology resources are used well to support learning
- Pupils have good attitudes towards this subject
- Subject leadership is good
- The new programme of work is a good resource to support pupils' learning
- Monitoring and evaluation systems are underdeveloped

Commentary

58. There has been good improvement in this subject since the previous inspection and pupils currently in Years 2 and 6 are attaining standards that mainly match those expected for their age. Achievement is satisfactory. By Year 2 pupils are familiar with most of the basic skills. These include using a mouse, finding letters on a keyboard and basic word-processing skills.

There are good examples of work done in other subjects. For example, in religious education, pupils have used a graphics program to illustrate their ideas about the 'wonderful world' in which they live. Pupils draw pictograms, produce bar graphs and label plants and creatures as they store and display information. By Year 6, pupils use the Internet competently to research information. They can load and save information, use websites, send e-mails and use word processing techniques. When writing in a variety of styles, pupils use colour and various fonts to word process some of their stories, reports and poetry for display. Pupils with special educational needs are achieving well as ICT resources are used effectively to support their learning.

59. There was insufficient evidence to make a judgement on teaching and learning overall but in the one lesson seen teaching and learning were good. The teacher's good subject knowledge and focused questioning allowed the group of Year 1 pupils to experiment how to program the 'roamer' to move from one point to another. They quickly grasped the order in which the buttons needed to be pressed, realising the importance of instructions following the correct sequence. Pupils enjoy this subject and when given the opportunity they are productive and work well together. This was seen in a Years 4 and 5 design and technology lesson as pupils used the computer to plan designs for money containers.
60. Leadership is good. The subject leader is knowledgeable and provides good support for other staff. Staff are now much more confident in the use of ICT since the previous inspection and all staff have received training in how to use ICT more efficiently. The ICT consultant who works in the school ensures that all hardware is working well and provides advice about relevant software. The new programme of work the subject leader has introduced recently is a useful resource for ensuring that the learning of ICT skills is continuous throughout the school. She is aware of the need for an assessment and record keeping system to support the new programme of work. Management is satisfactory. Although there is a satisfactory action plan in place this is not securely based in the direct monitoring of teaching and learning and the subject leader has not had the opportunity to work in classrooms alongside colleagues. Resources are satisfactory and there is Internet connection in all classrooms. However, the school does not have any interactive whiteboard technology and this makes it difficult to teach skills to the whole class at the same time.

Information and communication technology across the curriculum

61. The teachers are trying hard and successfully to use ICT to support learning in other subjects. In English and mathematics it is used well. In history and geography, pupils regularly use the Internet to research information. In a Years 3 and 4 citizenship lesson, the Internet was used to find out about different organisations, such as the Red Cross, Oxfam and Save the Children.

HUMANITIES

62. During the inspection **geography** and **history** were sampled as it was not possible to observe any lessons. Therefore it is not possible to judge the quality of provision. However, through discussions with pupils and scrutiny of work judgements are made on standards and achievement.
63. In **geography**, pupils currently in Years 2 and 6 are attaining standards that match those expected for their age and achievement is satisfactory. Although there was limited evidence of written work in Year 2, during discussions pupils were able to use appropriate geographical vocabulary and demonstrated a satisfactory awareness of localities beyond their own. Year 6 pupils spoke in detail about the residential trip they had enjoyed and the information they have discovered during their own research. Many field trips, visits and visitors bring the subject alive for them. An impressive display in the form of a fabric collage depicting the town of Sandbach can be seen in Year 5.

64. In **history**, pupils currently in Years 2 and 6 are attaining standards that match those expected for their age and achievement is satisfactory. The attitudes of pupils are good and pupils obviously enjoy the subject. Year 2 pupils spoke articulately and at length about people from the past, and pupils in Year 6 demonstrated a good knowledge of the work they have covered, for example about World War II. All pupils were particularly enthusiastic about the visits and visitors they have experienced which brings their learning to life. Several attractive historical displays can be seen around the school, ranging from houses and homes, to Ancient Egyptians and to World War II. Scrutiny of books shows a range of historical topics are covered and that research is often undertaken by the pupils. Design and technology is used well to support this subject and examples of this are in the models and pictures of Viking long ships, and Tudor homes.
65. Leadership of both subjects is good. The subject leaders show good subject knowledge and are good role models for colleagues. They have good ideas about how to improve provision. Management is satisfactory. The monitoring and evaluation of the provision by subject leaders need to be further developed to ensure that appropriate action is taken to address any weaknesses. Assessment and record keeping systems are underdeveloped. Teachers are trying hard and successfully to link these subjects to other areas of the curriculum. Resources are satisfactory and geographical and historical opportunities have been enhanced by taking part in the 'Cheshire Young Person's Journey', a local initiative.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Only one **design and technology** lesson was observed but no **art and design, music** or **physical education** lessons. Therefore, it is not possible to make a judgement on the overall provision in these subjects. Leadership in all four subjects is good and management is satisfactory. The monitoring and evaluation of provision by subject leaders needs to be further developed, as do assessment systems in order to track individual pupils' progress more rigorously. Resources are good. Pupils enjoy their work and all subjects make a positive contribution to their spiritual, moral, social and cultural development.
67. In **art and design** pupils in Years 2 and 6 reach standards that are above the national expectation and they achieve well. They have good opportunities to explore painting, observational drawing, printing, textiles and sculpture work and to learn about the work and techniques of a range of famous artists. Teachers' planning is focused appropriately on the development of skills and on ensuring that pupils build on their previous experiences. Pupils use sketchbooks appropriately to collect and explore ideas and good links are made to other subjects such as English, history and geography. Information and communication technology supports learning well as, for example, younger pupils explore skin tones and use the 'stamp' tool to create night-time pictures as part of their science work. The curriculum is further enhanced by the provision of a specialist art room and a well attended after school art club. Art work is attractively displayed, effectively celebrating pupils' achievement and creating a stimulating learning environment.
68. From the limited evidence available it is not possible to make a judgement on the standards attained in **design and technology** or pupils' achievement. However, discussion with pupils shows that they have a sound understanding of the need to design an artefact, evaluate and modify this as part of the design and technology process and practise the necessary skills before making it. Pupils use a range of materials and equipment in their work which is often linked to other subjects. For example, in the good Years 4 and 5 lesson, ICT was used effectively to help pupils design money containers, while Year 6 pupils have produced a range of shelters as part of their World War II project in history.
69. **Music** is a strength of the school and by Years 2 and 6 pupils reach standards that are above those expected for their age. The curriculum is well balanced and provides good opportunities for pupils to perform, compose, listen to and appreciate music. Pupils enjoy their work and they sing enthusiastically and tunefully during assemblies. A particular strength is the

provision of instrumental tuition by visiting specialist teachers, enabling many pupils to play a wide range of instruments. There are good opportunities for the school orchestra and choir to perform in the wider community as well as in school. These, together with the after school recorder clubs, further enhance pupils' musical experiences and contribute effectively to their overall personal development.

70. There was insufficient evidence to make a secure judgement on standards in **physical education**. However, discussion with pupils and staff indicates that all aspects of the subject, including swimming, are adequately covered during the year. Opportunities for outdoor physical activities have been somewhat limited over the past year because of the redevelopment of the playground. This has also had a negative impact in the number of after school clubs and team activities available, which has been disappointing for both pupils and parents. However, the school is looking to address these issues in the near future. Provision is effectively enhanced by the annual residential visit for older pupils, which contributes positively to developing their physical and personal skills. However, few opportunities are currently provided to develop pupils' physical skills through the expertise of outside coaches or sports representatives

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Although this subject was sampled during the inspection, it is evident that the school places good emphasis on this aspect of the pupils' education. A broad curriculum for personal social and health education and citizenship is provided, through separate specialist lessons as well as through the subjects of the National Curriculum and class discussions. This ensures that pupils are developing confidence and responsibility. Pupils are also developing good relationships and respect for the differences between people. Opportunities for the pupils to discuss important issues such as feelings and emotions are a regular feature and good behaviour is reinforced during these sessions. Their personal development is further enhanced through the good spiritual content of acts of worship and also through music. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. Within the school's caring ethos, pupils feel valued and gain in confidence and self esteem. As a result, they become caring, mature and responsible young people who are well prepared for life beyond the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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