

# INSPECTION REPORT

**IMMACULATE CONCEPTION RC PRIMARY  
SCHOOL**

Spinkhill, Sheffield

LEA area: Derbyshire

Unique reference number: 112899

Headteacher: Mr Stephen Owen

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 26<sup>th</sup> – 30<sup>th</sup> June 2000

Inspection number: 189184

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 - 11 years
Gender of pupils:	Mixed
School address:	College Road Spinkhill Sheffield
Postcode:	S21 3YB
Telephone number:	01246 432916
Fax number:	01246 433085
Appropriate authority:	Governing body
Name of chair of governors:	Father Peter McGuire
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	Registered inspector	Under-fives Science Art Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
Pat Edwards	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Stewart Smith	Team inspector	Equal opportunities Mathematics Design and technology Geography History	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
Amanda Tapsfield	Team inspector	Special educational needs English Information technology Music	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Spinkhill, south east of Sheffield. There are 242 pupils on roll and currently there are more boys than girls. At the time of the inspection there were seven pupils under five years of age in the reception class. Pupils come from a wide geographical area and live in a mixture of owner occupied and rented accommodation. Fifty-four pupils are on the school's register of special educational needs, including four pupils with formal Statements of Special Educational Needs. This is broadly in line with national averages. Seven pupils are eligible for free school meals, well below the national average. There are a small number of pupils from ethnic minority backgrounds but no pupils have English as an additional language. There is little movement of pupils at times other than their first admission to the school and when they transfer to secondary phase of education. The attainment of the pupils on entry to the school, although wide ranging, is slightly below average.

### **HOW GOOD THE SCHOOL IS**

Immaculate Conception Primary is effective in establishing a caring community based on Christian principles. It provides a satisfactory quality of education overall. Pupils generally make good progress in Years 1 and 2 and satisfactory progress at Key Stage 2, in achieving average standards in English, mathematics and science. The school is soundly led, has a very supportive governing body, and provides satisfactory value for money.

#### **What the school does well**

- Provides a high proportion of good quality teaching in the Year 1 and 2 classes.
- Cares well for its staff and pupils.
- Establishes good links with the community and partner institutions.
- Provides well for pupils' spiritual and moral development.
- Teaches the pupils to sing very well.

#### **What could be improved**

- The teaching and provision for children under five.
- Pupils' standards of attainment in information technology and design and technology.
- Systems of management.
- The use made of the assessment information which the school collects.
- The condition of the exterior of some parts of the school's buildings.
- The balance of the curriculum.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Overall the school has made satisfactory progress since the time of the last inspection in September 1996 when the school received a good report. The pace of change leading to significant improvements in the school has been slow, however, satisfactory progress has been made towards addressing the key issues identified in the last report. Recent improvements have been made to the monitoring of the National Curriculum coverage but this is at an early stage of development. Procedures for assessing pupils' attainment and progress have been improved, particularly in English and mathematics, and manageable assessment systems are being developed in science. However, the use made of the data collected is as yet unsatisfactory. The school is well led but management systems at present lack sufficient rigour to ensure that the work of the school is well monitored. Roles

and responsibilities are not clearly stated in job descriptions. Standards of attainment have generally been maintained but pupils' standards of attainment in information technology and design and technology are still below average. The quality of teaching has been generally been maintained. It has improved at Key Stage 1, particularly in the Year 1 and 2 classes, but is unsatisfactory overall for children under five years of age. Over the past year, the school has made much better progress in developing systems for checking how well the school is doing and this in turn has led to better standards of achievement by pupils at the end of Key Stage 2. The school is now better placed to secure further improvements but does not monitor the quality of teaching or track pupils' attainment and progress closely enough to be more effective needs.

## 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	E	D	D	E
Mathematics	C	D	D	D
Science	C	E	D	D

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

The table shows that, in the 1999 end of Key Stage 2 national tests, pupils' attainment in English was below the national average when compared to all schools and well below average when compared to schools who take their pupils from similar backgrounds. Attainment in mathematics and science was below average. Standards over the last few years have fluctuated from year to year in science and mathematics but shown a gradual improvement in English. However, standards have remained consistently below national averages. Inspection evidence indicates that attainment in English, mathematics and science is in line with national expectations, and the results of this year's national tests show improvement, considerably so in English and science. Good use has been made of the Additional Literacy Support and 'Booster' class national initiatives to raise standards. Homework has been well used for revision purposes and to better prepare pupils for the tests. Standards in art, history, geography and music are in line with those usually found in most schools and pupils make satisfactory progress in these subjects. Pupils make good progress and attain above average standards in physical education and the singing aspect of work in music. Unsatisfactory progress is made in information technology and design and technology and pupils' standards of attainment are below average. Insufficient attention has been given to improving provision in these subjects.

In the 1999 end of Key Stage 1 national tests, pupils' standards of attainment were average in reading and above average in writing when compared to all schools and similar schools. Their attainment in mathematics was average. Inspection evidence indicates that pupils' attainment in the current Year 2 class in English, mathematics and science is in line with national averages. Standards of attainment in other curriculum subjects are in line with those usually found in most schools except in information and design and technology where they are below average.

Children under five generally make satisfactory progress in all areas of learning deemed desirable for pupils of this age, with the exception of personal and social development. By the age of five most pupils achieve at levels appropriate for their age but many children still find difficulty in listening appropriately and persevering in their work.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good; pupils enjoy coming to school and show interest in their work. Pupils value the family atmosphere that the school creates.
Behaviour, in and out of classrooms	Good; pupils are polite and friendly. They care for one another and show consideration for the needs of others. There have been no exclusions in recent times.
Personal development and relationships	Satisfactory. Relationships within the school are good but pupils have few opportunities to carry out individual research or investigations.
Attendance	Good. Attendance is above the national average. Despite the fact that many pupils travel considerable distances to attend the school, few pupils arrive late.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Unsatisfactory	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 is good overall. It is particularly good in the Year 1 and 2 classes. It was satisfactory or better in 92 per cent of lessons, of which 36 per cent were good and five per cent very good. Teaching was unsatisfactory in eight per cent of lessons. A strength of teaching is the generally good relationships staff have with the pupils and the good management of them. A weakness is that the needs of more able pupils are not always consistently met. The teaching of singing in the music curriculum is a strength of the school. The teaching of design and technology is weak and not enough opportunities are given to pupils to develop their information technology skills.

The quality of teaching of children under five years of age is unsatisfactory and there are significant weaknesses in the management of pupils and in the organisation of resources and activities.

The teaching of pupils with special educational needs is satisfactory and teachers plan appropriate work to meet the individual needs of these pupils.

The teaching of literacy and numeracy is satisfactory. Time is allocated each day for the development of pupils' literacy and numeracy skills and this is generally well used, although too few opportunities are provided for pupils to use and apply these skills in mathematics.



Satisfactory use is made of everyday judgements of pupils' attainment to plan future work but this is not always the case, particularly with regard to more able pupils. As a result these pupils do not make the progress they should do. Pupils' work is regularly marked but does not often indicate how they can improve their work. Homework is satisfactorily used to consolidate what pupils have learned at school and sometimes to extend this.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but pupils have insufficient opportunities to develop their learning in information technology and design and technology. The curriculum is enriched by a range of educational visits and visitors to the school, and by the good links with the local community.
Provision for pupils with special educational needs	Good; pupils with learning difficulties are well supported in class and when withdrawn for specific help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual development is very good. Provision for moral development is good and satisfactory for pupils' social and cultural development.
How well the school cares for its pupils	Satisfactory. The school provides a caring Christian environment where pupils are happy and feel well supported. Procedures for assessing pupils' attainment and progress are satisfactory but not as yet well used to guide curricular planning. The governing body does not have regular risk assessment procedures in place.

The school works well with parents and has established good links with them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides good leadership and is supportive of the pupils and staff. More rigorous management systems are being developed but staff do not have clear up-to-date job descriptions. Subject co-ordinators are clear about their roles, manage their responsibilities well and receive good support from the headteacher.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is very supportive of the school and carries out its responsibilities effectively.
The school's evaluation of its performance	Satisfactory. Recent improvements have been made to the school's self-evaluation procedures but the lack of clear job descriptions has led to the management of curriculum development and analysis of assessment data being

	unsatisfactory.
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The strategic use of resources	Satisfactory. The school uses its money wisely to get the best value when buying goods or services. However, the use of the specific grant to reduce class sizes at Key Stage 1 is not used appropriately.
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The school is well staffed and there are sufficiently qualified and experienced teachers and support staff to effectively teach the National Curriculum. Arrangements for staff development are sound. The accommodation, although adequate, is in a poor state of external repair and gives cause for concern. Partition walls and the absence of corridors to individual classrooms in the main school does affect pupils' concentration and their learning, despite the school's good management of pupils. Good quality displays of pupils' work enhance the learning environment. Learning resources are satisfactory and good in design and technology, science and physical education. The library is adequately stocked with good quality books. Resources for children under five are unsatisfactory. They are limited in range and in a poor condition. There are no resources for outdoor adventurous play.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• The pupils are well behaved.</li> <li>• The standard of teaching in the school.</li> <li>• Parents feel that staff are approachable.</li> <li>• The school expects their child to work hard.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their child's attainment and progress.</li> <li>• The partnership the school has with parents.</li> <li>• The range of extra-curricular activities at the school.</li> </ul>

Inspection judgements generally support parents' positive views, and agree that the quality of reporting about progress in pupils' annual reports is not consistent across the school. The provision of extra-curricular activities, although satisfactory overall, is inconsistent and in sporting activities is restricted to older pupils. However, the school does enrich the curriculum through a good range of educational visits and visitors to the school. These make a positive contribution to pupils' learning. A minority of parents do not feel that the school works closely with them. However, inspection evidence suggests that the school makes every effort to involve them in the work of the school and their children's education.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Generally standards of attainment on entry to the school, although varying widely, are slightly below average. Evidence from the inspection indicates that, by the end of Key Stage 2, standards in English, mathematics and science are in line with the national average. During their time at the school pupils make good progress at Key Stage 1 and satisfactory progress while under five in the reception class and at Key Stage 2. The high proportion of good teaching pupils receive in the Year 1 and 2 classes enables pupils to make better than average progress.
2. During their time in the reception class, children make satisfactory progress in most areas of learning. However, they make unsatisfactory progress in their personal and social development. By the time they are five years old, the majority of children have achieved the learning outcomes deemed desirable for children of this age in all areas except their personal and social development. Children are learning to work and play together, but a significant number of children do not listen well to their teacher, follow instructions or concentrate appropriately on their learning. Poor management of the children by the teacher does not help children to know what is expected of them. Few opportunities are provided for children to choose their own activities and many children demonstrate very limited powers of concentration, rarely remaining at a task for any length of time. The teacher's expectations of how children should behave are not made clear and in some lessons children take advantage of this situation. In joining in with normal school routines, such as attending assembly, children are attentive and well behaved.
3. Children under five make satisfactory progress in the development of their language and literacy skills. They can express their own ideas clearly but many still find difficulty in listening attentively. Children enjoy being read to, know how books are organised and can retell familiar stories. Most children know how a book is organised, recognise a few common words and are beginning to use picture clues to enjoy 'reading' stories for themselves. Higher attaining children have made a good start in learning to read independently. Most children can write their own name and copy the teachers' writing. As yet their writing varies in size and letters are not always well formed. Children make satisfactory progress in mathematics, learning to sort, match and count using numbers to five. Higher attaining pupils can do so with numbers to ten. Most children know the names of simple two-dimensional shapes but are not yet familiar with three-dimensional shapes. They develop an appropriate knowledge and understanding of the world as they learn about themselves and other creatures. Children develop an understanding of where they live and how to give directions. They develop appropriate skills in using the computer to aid their learning. Children's physical skills are developing appropriately as they move confidently and demonstrate increasing control and co-ordination. They handle pencils, crayons and scissors showing a reasonable level of control. Through a range of creative activities in English, art, music and movement, children are increasingly able to use their imaginations. They make satisfactory progress.
4. The 1999 end of Key Stage 1 national test results showed that pupils' attainment in reading was in line with the national average and above the national average in

writing. However, the number of pupils achieving above the expected Level 2, was below national averages. Over the last four years, pupils' attainment in reading and writing has remained close to the national average. This is confirmed by the findings of the inspection and early indications of the results of the national tests this year. Within English, by the end of Key Stage 1, pupils' attainment is in line with national expectations in speaking, listening, reading and writing. Pupils make satisfactory progress in reading and writing and good progress in speaking and listening. Pupils listen attentively and express their own ideas clearly. They read with enjoyment and understand what they have read. Most pupils write in sentences and make appropriate use of punctuation. Their spelling of simple words is accurate and they make good phonetic attempts at spelling more difficult words.

5. In the 1999 national tests in English at the end of Key Stage 2, pupils' attainment in English was below average in comparison with all schools and well below average when compared to schools who take their pupils from similar backgrounds. Over the last four years, the school's results have improved in line with the national trend but have remained below average. Although there is little differences between the attainment of boys and girls, few pupils achieve the higher Level 5. Evidence from the inspection, and early indications from the national tests this year, indicate that pupils' attainment in the current group of Year 6 pupils, is in line with national expectations. The school has made good use of the additional literacy support and the 'booster' class initiatives to raise standards. By the end of the key stage pupils have made sound progress in their speaking and listening skills. Most pupils speak clearly and confidently, and listen attentively to their teachers and other pupils' views and opinions. Standards in reading are average and pupils make satisfactory progress as they learn to read confidently a range of fiction and non-fiction texts fluently. However, they have few opportunities to carry out independent research. Pupils attain satisfactory standards in writing as they experience a range of styles and forms of writing, such as stories, letters, poetry, character analyses and reports. Their written work shows good structure, a sound knowledge of grammar and they make effective use of vocabulary. Pupils' work is well presented and they develop a neat, cursive style. Pupils make satisfactory progress overall.
6. The National Literacy Strategy has been soundly implemented and teachers have a secure knowledge of the framework. They make good use of questioning to involve pupils in their own learning, and lessons generally move at a good pace. Work is generally provided to meet the needs of different ability groups within classes but sometimes work is not sufficiently challenging for higher attaining pupils.
7. In mathematics, national test results show that pupil' attainment is close to the national average and this is confirmed by the findings of the inspection. Most pupils mentally calculate accurately using numbers to ten. Higher attaining pupils can do so with larger numbers. Pupils collect information and display it in graphical form. They learn to use appropriate mathematical language when talking about their work.
8. In the 1999 national tests in mathematics, pupils' standards of attainment at the end of Key Stage 2, were below average in comparison with all schools and schools who take their pupils from similar backgrounds. Over the last four years pupils' attainment has fluctuated from year to year but remained below national averages. Inspection evidence indicates that standards of attainment in the current Year 6 is in line with national expectations. Early results from the national tests this year confirm this view. The school has introduced the numeracy strategy well. By the end of Key Stage 2, most pupils effectively use the four rules of computation to

calculate accurately using numbers beyond 1000 involving two decimal places. They have a good understanding of place value. Pupils describe the properties of two- and three-dimensional shapes, and are aware of reflective symmetry. However, work for higher attaining pupils is not always sufficiently challenging and all pupils have too few opportunities to solve problems and apply their mathematical skills.

9. The school's targets for English and mathematics are not overly ambitious and were exceeded in 1999. Evidence from the inspection indicates that targets for 2000 will also be achieved. The targets set could be higher.
10. In science by the end of Key Stage 1, pupils' attainment is in line with national expectations and they make good progress. Standards have been maintained since the time of the last inspection. The end of key stage statutory teacher assessments in 1999 and 2000 confirm this. Pupils make satisfactory progress in their knowledge and understanding of fair testing and in carrying out scientific investigations. They know about different sources of light and how shadows are formed. Pupils know that when objects vibrate they make a sound and classify everyday materials according to simple criteria, such as whether they are rigid or flexible. They build simple electrical circuits and are aware of the dangers of electricity in the home. Pupils make good progress because of the good quality teaching they receive, particularly in the Year 1 and 2 classes.
11. The 1999 national test results in science at Key Stage 2, showed standards of attainment to be well below the national average in the percentage of pupils gaining Level 4 or above but that the percentage of pupils reaching the higher Level 5 was close to the national average. Pupils' attainment was below average when compared to all schools and well below average when compared to schools who take their pupils from similar backgrounds. There was no significant difference between the attainment of boys and girls. Over the last four years the attainment of the pupils although fluctuating from year to year, has remained below the national average. Inspection findings indicate that standards of attainment in the current Year 6 are in line with national expectations. By the end of the key stage, pupils generally make satisfactory progress in their knowledge and understanding of materials and their properties, and physical processes but tasks are often not adapted to meet the needs of higher ability pupils and this limits their progress. Pupils demonstrate an increasing use of scientific vocabulary. Many pupils record their work well using graphs and tables and know what they need to do to make a test fair. However, they are less effective in designing their own experiments.
12. Standards in information technology are below national expectations at the end of both key stages. The school provides pupils with a range experiences, which supports their development in each strand of the National Curriculum. However, pupils have insufficient 'hands on' opportunities to be able to use these skills independently because insufficient time is given to developing their skills. By the end of Key Stage 2, pupils have developed skills in word processing, using the computer to measure physical data such as temperature, and using simple data-handling programs to organise information.
13. Pupils' standards of attainment in art, history, geography and music are in line with those usually found in most schools at the end of both key stages and pupils make satisfactory progress. Pupils' standards of singing are well above average. They make very good progress in this area because of the good expertise of staff and emphasis given to it by the school. At the end of both key stages, pupils' attainment

in physical education is above that usually found and pupils make good progress. Standards in information technology and design and technology are below average and pupils make unsatisfactory progress in these subjects. Insufficient time is given to developing pupils' information technology and design and technology skills.

14. Pupils with special educational needs make sound progress against the targets set within their individual education plans for reading and spelling, and they make satisfactory progress within their classwork.

#### **Pupils' attitudes, values and personal development**

15. The high standard of pupils' attitudes to their work found at the time of the previous inspection has been maintained. This has had a positive impact on the quality of learning and standards of behaviour achieved.
16. Pupils' attitudes to school life and to their learning are good. They enjoy coming to school and are committed to their work. The vast majority of pupils respond well and show an interest in the activities provided, sustaining good levels of concentration. This was seen in a Year 1 class taking part in a science lesson studying habitats seen on a recent visit to a butterfly farm. They are eager to share their ideas with each other, listen carefully to their teachers and are generally enthusiastic about their work, for example, when the Year 2 class were using the school log book as a source of first hand evidence in a history lesson. Parents expressed strong agreement with the positive attitudes and values promoted by the school. They feel the school is successful in helping their children to mature. Pupils confirm this, they are mostly keen to come to school and say that they value its family atmosphere.
17. Pupils with special educational needs are positive in their response both to classwork and to the work they undertake with the special educational needs teacher or education care officers. They work hard and collaborate well with their classmates. Other children give good support to their peers with special educational needs, taking trouble to include them in group activities and often being very protective of more vulnerable members of their class.
18. The standard of behaviour in classrooms and in the playground is good. Pupils are polite and friendly. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. The school has high expectations of pupils' behaviour. Parents are very pleased about this. There have been no exclusions in the last reporting year. Parents and pupils agree that bullying is not an issue in the school.
19. Relationships between pupils and adults in the school are good overall. Pupils enjoy each other's company and demonstrate sensitivity to the views of others. At lunchtimes the catering, supervisory staff and school-crossing warden take every opportunity to speak with pupils.
20. Pupils willingly accept responsibilities when given the opportunity and enjoy helping with the routines of class and school, such as preparing the liturgy for the weekly Mass and organising fund-raising events for charity. However, some teachers provide greater opportunities than others, for pupils to show initiative and take responsibility for their own learning.

21. The levels of attendance are above average and punctuality is good allowing most sessions to start on time and continue without interruption.

## **HOW WELL ARE PUPILS TAUGHT?**

22. The quality of teaching is good overall. It is particularly good in the Year 1 and 2 classes. It was satisfactory or better in 92 per cent of lessons, of which 36 per cent were good and five per cent very good. Teaching was unsatisfactory in eight per cent of lessons and this took place mainly in one class.
23. Significant strengths of teaching are the generally good management of pupils, the relationships teachers have with their pupils and the good quality of teachers' planning. A general weakness is that the work set for pupils is not always sufficiently challenging to meet the needs of all pupils, particularly higher attaining pupils.
24. The quality of teaching of pupils under five years of age is unsatisfactory. It was satisfactory in 60 per cent of lessons and unsatisfactory in 40 per cent. The teacher's classroom management is weak and fails to ensure that children develop good work habits and concentrate appropriately on their work. In some lessons there is not a clear focus to the work and time is not well spent. A stimulating learning environment has not been established and the resources available to do so are unsatisfactory. Although the teacher plans well, these plans are not always translated into effective learning experiences for the children.
25. The quality of teaching at Key Stage 1 is good overall and varies from very good to, in one instance, unsatisfactory. It was satisfactory or better in 95 per cent of lessons, of which 48 per cent were good and 14 per cent very good. Teachers have a good knowledge of the curriculum, manage the pupils well and provide challenging learning experiences which successfully motivate the pupils to give of their best. The teachers have high expectations of what the children can achieve.
26. The quality of teaching at Key Stage 2 is satisfactory and varies from good to satisfactory. It was satisfactory or better in all lessons of which 39 per cent were good. Teachers manage the pupils well and have a secure knowledge of the curriculum. Lessons are well planned and organised. Learning objectives are shared with pupils. In the better quality teaching, the pace of work is brisk and teachers constantly remind pupils of the time they have left in order to complete their work. Lessons are marked by good questioning from teachers which challenge pupils' thinking and probe their understanding.
27. The teaching of literacy and numeracy is satisfactory. National strategies have been soundly implemented. Teachers have a secure understanding of the frameworks and use this to provide worthwhile learning experiences. Occasionally work is not sufficiently well matched to meet all pupils' needs, particularly higher attaining pupils. The school places a strong emphasis on developing pupils' numeracy skills in mathematics. The teaching of basic number skills is good but there are insufficient opportunities for pupils to develop their skills in using and applying mathematics.
28. The teaching of information technology observed during the inspection was satisfactory. However, insufficient opportunities are given to pupils to practise their



skills by applying them in other areas of the curriculum and this has a negative impact on standards. In design and technology, the provision made for the subject is patchy. Too little time is allocated to developing pupils' design and technology skills and consequently pupils continue to make unsatisfactory progress, as they did at the time of the last inspection.

29. Teachers generally make sound use of ongoing assessments to plan future work but this is not always the case. The scrutiny of pupils' previously completed work reveals that on many occasions, in English, science and mathematics, the needs of more able pupils are not consistently met and that the work that they complete sometimes varies little from that expected of other pupils. Pupils' work is regularly marked but mainly consists of ticks and supportive comments. Rarely does it contain guidance to pupils on how they might improve their work.
30. Homework is satisfactorily used to consolidate what pupils have learned at school and sometimes to extend this. Over the last two terms, homework has been used well to prepare pupils for the national tests at the end of Key Stage 2 and this has made a good impact on standards.
31. The teaching of pupils with special educational needs is sound. Teachers plan work according to the underlying abilities of their pupils and the work they plan for pupils with special educational needs is appropriate. The teaching by the special educational needs teacher is of a satisfactory standard with work tailored to individual needs of the pupils concerned. All staff show a great deal of care for their pupils and know them, and their difficulties, well.

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

32. The curriculum for pupils under five is satisfactory. There are a range of activities which prepare pupils for the National Curriculum. Planning matches Desirable Learning Outcomes and assessment of pupils' needs shows insight, reports to parents are particularly good. Good use is made of outside visits to broaden experiences. In the reception year children walk around the adjacent college grounds to support map work linked to the class story Rosie's walk. There was other evidence of visits and visitors contributing to the curriculum including Thurlestone owls, the mobile library and the picnic held to celebrate the new millennium.
33. The quality and range of curricular and other opportunities offered to pupils in both key stages are satisfactory overall. The curriculum is broad and meets current statutory requirements. There are, however, some important weaknesses in the way the curriculum is organised. The time spent on different subjects is not well planned and this leads to imbalances. For example, there are insufficient opportunities for pupils to use information technology to support their learning and the curriculum for design and technology is not covered in sufficient depth. The school day is divided up appropriately to provide for total teaching time. Elements of other activities especially some registration times and movement over to the hall for assemblies means time is sometimes wasted.
34. The curriculum for pupils with special educational needs is sound overall. The work undertaken with pupils in Key Stage 1 by the special educational needs teacher

follows that detailed in their individual education plans. These focus principally on reading and spelling, although a few have mathematics targets too. This work is sound, with detailed planning for each step and a clear progression of skills evident.

35. The curriculum for pupils with special educational needs within their classes is tailored to promote their understanding of the work addressed. The education care officers work effectively with their designated pupils and also with those close by, promoting the full involvement of these pupils in group activities.
36. The school, has implemented the national strategies for literacy and numeracy well. However, there has been no analysis of the way in which the whole curriculum could be used to improve pupils' skills in Key Stage 2. In literacy there are insufficient opportunities for pupils to develop sustained writing skills. In numeracy there is an imbalance in the time spent on teaching basic number skills compared to the time spent in applying mathematical knowledge to every day situations. There is evidence of target setting but expectations for what is to be achieved by the end of each year are not yet firmly established. Current curriculum planning for subjects other than literacy, numeracy and science is based around a topic framework, supported by schemes of work or teacher resource banks. The content is often planned first and the precise expectations for each year group in these subjects are not yet firmly established. This presents difficulties for ability groups where the higher attaining pupils are often not sufficiently challenged.
37. The provision for pupils with special educational needs is good for pupils under five and satisfactory in mainstream classes. Withdrawal for groups and individuals for specific learning programmes takes place after teacher input to the whole class.
38. The school provides good opportunities to enrich the curriculum through the number and range of visits and visitors from and to the school. These are always linked to the curriculum. In discussion with pupils from Year 2 upwards, they talked confidently about visits to Eureka Science, Carsington Water Nature Trail, Eden Camp, Eyam plague village and Jodrell Bank. The provision of extra-curricular activities is inconsistent and in sporting activities restricted to older pupils. However, all of these make a positive contribution to the pupils' learning.
39. The school provides good opportunities for personal, social and health education. Displays of pupils' work on healthy eating, and literacy work on persuasive writing to prevent smoking, aimed at Year 5 and 6 pupils are effective in raising awareness of the need to live a healthy life. The school has a sex education policy in place, which places appropriate emphasis on consideration of family life, as observed in the Year 6 lesson and pupils' work. The subject was handled sensitively and pupils of either gender felt confident to bring in background material and ask questions.
40. The provision for spiritual development is very good. The school plans specifically across the curriculum for spiritual development and displays in most classrooms reflect the importance placed here. Collective worship and religious education lessons enhance the values of the school and encourage pupils to reflect on their own beliefs and the beliefs of others in the wider community. Similarly provision for moral education is very good. There is a consistent approach to behaviour throughout the school. The staff provide good role models for pupils, which encourages respect and consideration towards others. In discussion pupils showed clear understanding of the policy and felt it helped them feel safe.

41. Pupils' moral and social development is enhanced by the very good relationships observed in lessons and on the playground; partner and group work is successful. A Year 5 reader who had difficulties talked about her partner "A boy who helped her with her reading as did the rest of her table". Responsibilities for taking on an initiative for learning are underdeveloped, as much of the work seen is teacher directed. However, there are developments in debates observed in Years 4, 5 and 6, which are redressing the balance.
42. The school makes sound provision for the cultural development of pupils. A display of work on holidays around the world in Year 4 contributes here, as do the range of school performances for parents in drama and music. Literacy makes a major contribution to pupils' knowledge of the beliefs and customs of their own and other cultures. Year 3 pupils regularly communicate with pen friends set up by the school.
43. The school has a good range of links with the community and the church which make a helpful contribution to pupils' learning. These include educational visits, for example to Eden Camp, which enriches pupils' study of World War 2. Visitors are also made welcome in school, such as The North Derbyshire Health Promotion Club. The school has strong links within the local community. Senior citizens are invited to attend a performance of the school nativity play and are served with afternoon tea by pupils. The weekly Mass, held in the school hall, is open to all and fund-raising events are always well supported by the community. Regular charitable fund-raising activities organised entirely by pupils enhance citizenship. People from the community, such as Mr. Hazelhurst a former caretaker at the school, are invited to talk about their experiences and this makes a positive contribution to history and geography lessons in Years 1 and 6. The school has well established links with Hallam University and regularly accommodates students to work at the school. There is a student handbook in place, and good use was being made of a recent student to support information technology during the inspection week. The school has constructive relationships with other catholic schools.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. The school has maintained its effective care of the pupils as reported at the time of the previous inspection. Teaching and non-teaching staff know pupils well. In lessons teachers value pupils' contributions and encourage their self worth. The school provides a caring Christian environment where parents feel that their children are happy, well supported and able to concentrate on their work. However, the procedures for monitoring pupils' personal development remain informal as found at the previous inspection.
45. The support and caring for pupils with special educational needs is good. Staff are quick to identify needs as they arise and monitor pupils' progress well. The special educational needs co-ordinator undertakes regular assessment of pupils with special educational needs and uses this effectively in the planning of individual education plans.
46. Staff apply the agreed behaviour policy evenly and consistently. There are very few incidents of bullying but teachers deal with any reported incidents promptly and effectively. Pupils and parents are supportive of the school's discipline policy as shown by the high response received to the home-school agreement.

47. The school monitors attendance regularly. However, attendance registers are not always called at the beginning of each session. Parents are aware of their responsibility to inform the school of the reason for any absence.
48. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. The named member of staff with responsibility for child protection issues undertakes training annually.
49. Pupils' health, safety and general well being are effectively looked after. Lessons on sex education and drug awareness form part of the school's health education programme. Most members of staff have received first-aid training. The school maintains an accident book for recording incidents. First-aid boxes are appropriately sited and stocked and parents are informed of accidents involving their children. The governors have approved a comprehensive health and safety policy. However, the governing body does not undertake regular risk assessment and this is a weakness.
50. The school's procedures for measuring and assessing pupils' academic attainment and progress are satisfactory, however, the management and use of these procedures are unsatisfactory. Significant improvements have been made in recording data into manageable pupil tracking sheets. Although the headteacher and assessment co-ordinator have used these, and other test results, to analyse strengths and weaknesses for booster groups in Year 6, the general use of these procedures is unsatisfactory. This is especially so as the tracking sheets clearly show that a significant proportion of pupils in mathematics and English have not made sufficient progress over the last two years.
51. The school has established assessment procedures for English and mathematics which include initial testing of children's attainment on entry to the school and statutory end of key stage national tests. Pupils are also tested at the end of each year using a variety of standardised and national tests. However, although pupils' levels of attainment have been used to group pupils, no analysis has been made of pupils' rates of progress. There is evidence of some teachers making use of assessment information to inform future planning, particularly in Years 3 and 5.
52. This is developing for example in science, however, it is not established practice across the school and this is a weakness. There is also evidence of target setting forecasts being made particularly in Years 1 and 2 for progress over the year. In Key Stage 2, the use of National Curriculum level descriptors as a way of tracking progress in mathematics, is a useful way of identifying pupils' strengths and weaknesses. The sheet currently being used to show progress does not divide up stages within levels so that it is difficult to identify when small improvements have been made. Monitoring in core subjects is focused on teachers' planning rather than pupils' work sampling, although the headteacher marks pupils' books on a rotational basis each half term. There are also developments in work sampling in history and geography by subject co-ordinators. There are no collections of previously marked pupils' work to aid teachers in accurately assessing pupils' levels of attainment.
53. The school's marking policy is clearly in place. However, although work is regularly marked this often involves ticks and the use of supportive comments. Rarely are pupils informed about their strengths or weaknesses or how they might improve

their work. The exception being to booster groups in Year 6. The co-ordinator is aware of the need for the school to develop further the use of pupil assessment information to establish strengths and weaknesses in curriculum provision and has a number of appropriate future action plans in place.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. The majority of parents indicate that they are pleased with what the school provides and achieves. Parents are proud of the Christian family atmosphere of the school and have confidence in the school's provision for their children. Much useful information is provided for parents, the majority of whom are happy with the information they receive in newsletters and at termly parents' meetings. They feel that they are given a clear picture of what is happening in the school. However, a significant minority of parents in reply to the questionnaire did not feel well informed regarding their children's progress. Inspection findings agree that the quality of pupils' annual progress reports is inconsistent and many do not contain information on what pupils know and can do with few areas for development. Not all meet statutory requirements as they do not report on each subject separately, for example, information and communication technology is reported alongside design and technology.
55. Parental involvement in their children's learning is satisfactory. The majority of parents are happy with the amount of homework their children receive. The school has a homework strategy but no written policy. A significant minority of parents do not feel the school works closely with them. However, the school makes every effort to do so bearing in mind its geographical location and the fact that most children are 'bussed' to school.
56. A small but reliable nucleus of parents assist in classes and their help is much appreciated by teachers. The Friends' Association is open to all and is very active in organising fund-raising and social events such as discos and an annual fashion show. Good support is received enabling considerable amounts of money to be raised to assist with school resources.
57. The involvement of parents in the provision for special educational needs is hampered by the wide catchment area of the school. Pupils are brought in by bus, removing the usual easy paths of communication. However, parents of pupils whose difficulties are not severe are kept informed about targets in their pupils' individual education plans as they receive a copy of the plan for their child. Parents of pupils, whose difficulties are greater, meet regularly with the special educational needs co-ordinator and classteachers to review progress against targets and to set new ones together.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The pace of change leading to significant improvements in the school since the last inspection has been slow. The school has only made satisfactory progress towards addressing the key issues. The National Curriculum is being monitored satisfactorily through the collection of teachers' planning and there are developments in the observation of teaching, but formal recording of these activities is inconsistent. There are also systematic and effective procedures for assessment of pupils'

progress in place but these are not being rigorously analysed or managed to effectively address weaknesses in progress. The management team were unaware, for example, that the pupil tracking system showed 40 per cent of pupils had made little progress in English and mathematics between Year 2 and Year 4, or that the teaching and environment for the under-fives was unsatisfactory.

59. The leadership of the school is satisfactory. The headteacher is a charismatic leader who provides good support for staff development. He is well supported by teaching staff and governors. Most parents are appreciative of many aspects of the school's work. Almost all teachers are committed to providing a stimulating and effective learning environment. The governing body is very supportive of the school and carries out its responsibilities effectively. There are regular meetings, at least two termly, including a business meeting and a meeting where co-ordinators make subject presentations on curriculum developments. Meetings are well attended and minutes show they are business like and thorough in managing their duties. The school development plan correctly identifies areas for development including issues from the previous inspection. Although prioritised, costed and providing appropriate success criteria its targets for completion are too open ended. Governors monitor the work of the school through reports from the headteacher and presentations from subject co-ordinators (no record of these presentations was available). Although there are regular meetings of the finance and staffing committees, the governors prefer to carry out their duties by meeting as a body. Visits to the school from most governors are limited. However, the chairman of governors is a regular visitor to the school, at least weekly, discussing events, taking part in assemblies or general talks with the headteacher and staff. The governors' annual report to parents meets statutory obligations. Statutory requirements for the National Curriculum and child protection procedures are met but although health and safety issues are appropriately raised, risk assessments are not carried out or recorded.
60. The senior management team comprises, the headteacher, deputy headteacher and Key Stage 2 co-ordinator. They meet regularly to discuss school issues and other meetings are organised as the need arises. No written records are kept. There are no written job descriptions which has led, for example, to the management of curriculum development and analysis of assessment data being unsatisfactory. This has led to some pupils not making the progress they should and the school being unaware of this. Subject co-ordinators are clear about their roles and there is good evidence of increasing confidence in their ability to develop their subject areas. The school needs to address the writing of a curriculum plan to provide balance and consistency for 'Curriculum 2000'. Schemes of work are being developed for some subjects and in place for others but planning for progressive development of pupils' skills knowledge and understanding remains an issue except in English and mathematics. Arrangements for recording pupils' attainment and progress in English and mathematics are in place but are not used effectively to monitor these. Assessment is identified in all areas of teachers' planning but not being fully implemented or managed. This leads to some pupils' needs not being consistently met, especially the more able.
61. The governors and headteacher have a vision for the school, to maintain single aged classes, support special educational needs and raise academic standards whilst maintaining its Christian values. The school meets its aims in providing a caring community and is maintaining single aged classes albeit at the expense of large class sizes. Equal access by all pupils to the full range of opportunities for achievement is in place except in extra-curricular sporting activities which are only

available to older Key Stage 2 pupils. The school complies with requirements regarding equal opportunities although no policies are in place either for pupils or staff.

62. The management of the provision for pupils with special educational needs is good. All the paperwork is designed to be manageable and useful whilst meeting statutory requirements for pupils with special educational needs. This ensures that pupils' needs are met properly with a minimum of administration time. The school has a satisfactory range of resources for special educational needs.
63. The school is well staffed and there are sufficiently qualified and experienced teachers to effectively teach the National Curriculum. This was the case at the time of the previous inspection. There is an adequate number of suitably trained support staff who make a sound contribution to pupils' learning, particularly those with special educational needs. Although there is no written policy, arrangements for staff development are sound. The headteacher encourages all staff to regularly attend training courses and often takes their classes in order to cover for them. However, the lack of up-to-date job descriptions and regular monitoring of teaching means that the particular needs of individual members of staff are not always suitably addressed.
64. The accommodation, although adequate, is far from ideal and some parts of the building are in a poor state of external repair. The condition of the exterior of the 'Medway' classrooms and the 'Terrapin' administrative block is poor and gives cause for concern. Parts of the walls are in need of replacement rather than redecoration. The school awaits action from the church authorities as a result of the recent audit of the school's buildings. Classrooms in the old school building are subject to noise intrusion from other classrooms, although teaching staff are sensitive to noise levels and manage pupils well. Many of the classrooms provide thoroughfares to other classrooms, and again this is far from ideal. The school is fortunate to have a more recent school hall and kitchen area, which was supposed to be the first phase of a new school building. Unfortunately this was built nearly 30 years ago and the school still awaits the second phase. This part of the school building is on the other side of the main road through the village to the teaching and administrative areas. The school is fortunate to have ample grassed areas for sport and recreation and the hard-surfaced playground is adequate for the number of pupils. Throughout the school the good quality displays of pupils' work enhance the environment.
65. Overall, learning resources are satisfactory. There are good resources for design and technology, science and physical education. However, resources for children under five are unsatisfactory. There is no secure outside area or resources for outdoor play. Classroom resources are limited in range and many are in a poor condition. In English, pupils' learning is enhanced by the provision of an adequately stocked library, which contains a good range of quality books. Good use is made of resources outside the school, such as visits to places of interest and visitors to the school.
66. The governing body's management of the school's devolved funding is sound overall. An appropriate budget is set each year with the advice of the local authority's finance officer and expenditure is monitored regularly. Educational priorities are identified by the headteacher, who rank-orders them and presents them to the governing body for approval. The governing body does not evaluate

the success of its spending decisions, nor does it make budget projections, even in outline, beyond the current financial year.

67. The school's use of the specific grant to facilitate smaller class sizes in Key Stage 1 is unsatisfactory. The inspection team acknowledges the difficulties of planning the use of this grant when there is no additional classroom available. However, its use to fund the work of a special educational needs teacher is unsatisfactory. The work undertaken by this teacher is effective in addressing the needs of the pupils identified, and many of them make good progress against their personal targets. However, this use of the grant does not support the needs of all the pupils in Key Stage 1 sufficiently. The school makes appropriate use of other monies given for specific purposes.
68. The headteacher seeks to apply the principles of 'best value' to spending and has been successful in reducing considerably the costs involved in ground's maintenance and caretaking. The governing body approves his decisions but do not take an active role. The computerised financial system ensures that the administration and control of the school's finances is satisfactory. The school's permanent secretary is on long-term sick leave and two supply administrators are presently meeting her role. The person who administers the financial recording and control, works outside school hours.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

69. The governing body, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) improve the provision for children under five by:
    - i. raising the standard of teaching which the children receive by improving the teacher's management of the pupils and the organisation of classroom and activities; (see paragraph 77)
    - ii. improving the resources available for these children; (see paragraph 78)
  - (2) raise pupils' standards of attainment in information technology by:
    - i. providing more frequent opportunities for pupils to use computers in information technology; (see paragraph 130)
  - (3) raise pupils' standards of attainment in design and technology by:
    - i. making better use of the resources available for this subject and increasing curriculum time for developing pupils' skills in designing and evaluating their work; (see paragraphs 115 & 118)
  - (4) improve management systems by:
    - i. establishing up-to-date staff job descriptions which clearly state individual responsibilities; (see paragraphs 60 & 63)
    - ii. developing more systematic monitoring of the curriculum and teaching; (see paragraphs 33 & 58)



- (5) making better use of the assessment information available to the school in order to better provide for the needs of all pupils, particularly the more able; (see paragraphs 29 & 50)
- (6) giving urgent attention to improving the poor state of repair of some parts of the school building; (see paragraph 64)
- (7) reviewing the curriculum time provided for individual National Curriculum subjects to take account of the 'Curriculum 2000' document and developing a whole-school curriculum plan to ensure that all subjects are given due attention. (see paragraph 60)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	36	51	8	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	240
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	54
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	20	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	12
	Girls	18	19	20
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	91 (80)	94 (89)	91 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	12	13
	Girls	18	20	18
	Total	32	32	31
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (91)	89 (92)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	9	9	9
	Total	23	23	23
Percentage of pupils at NC level 4 or above	School	64 (53)	64 (47)	64 (52)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	9	9	9
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	64 (56)	69 (54)	69 (62)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	2
White	237
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27:1
Average class size	34

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	68.75

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999 – 2000
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	£
Total income	368830
Total expenditure	362809
Expenditure per pupil	1500
Balance brought forward from previous year	11501
Balance carried forward to next year	17521

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	242
Number of questionnaires returned	157

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	3	1	1
My child is making good progress in school.	55	40	3	0	3
Behaviour in the school is good.	68	27	3	2	0
My child gets the right amount of work to do at home.	39	46	13	0	1
The teaching is good.	62	33	3	0	2
I am kept well informed about how my child is getting on.	34	43	20	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	24	11	1	1
The school expects my child to work hard and achieve his or her best.	64	32	1	1	3
The school works closely with parents.	33	38	24	4	1
The school is well led and managed.	65	29	3	1	3
The school is helping my child become mature and responsible.	66	26	5	1	3
The school provides an interesting range of activities outside lessons.	24	32	24	8	12

## **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**

#### **Attainment**

70. The early years' education provided in the reception class is satisfactory. Generally standards of attainment on entry to the school, although varying widely, are slightly below average, particularly with regard to children's knowledge of letter sounds and names in reading and in their personal and social skills. Children make satisfactory progress overall and by the time they are five years old, many of them have achieved the Desirable Learning Outcomes in most areas of learning deemed suitable for children of this age. The exception is children's personal and social development where children make unsatisfactory progress.

#### **Personal and social development**

71. Children make slow progress in their personal and social development and attainment at five remains below the expected levels. Children are learning to work and play together, although many children still indulge in solitary play, failing to interact with others who are involved in the same activity. Few opportunities are provided for children to choose their own activities and many children demonstrate very limited powers of concentration, rarely remaining at a task for any length of time. The teacher does not always encourage children to persevere with the activity provided for them and this limits their progress. Expectations of behaviour are not made clear to pupils and some pupils fail to establish good learning habits or to behave appropriately in the classroom. A significant minority of children still shout out during class discussions and find difficulty in listening to their teacher. The majority of children are at ease with the daily routines of school life, such as when joining in with school assemblies or changing for physical education lessons.

#### **Language and literacy**

72. Overall, pupils make satisfactory progress in their language and literacy skills. When effectively engaged by the activity they are involved in children are able to express their ideas clearly in short statements. However, some children still find difficulty in listening to the instructions of their teacher or the views of other children. All children enjoy stories, rhymes and songs and most join in enthusiastically with these but a few find it difficult not to call out. In small group activities, such as using finger puppets to retell the familiar story of the 'Billy Goats Gruff', children develop confidence in expressing themselves and respond well to questioning about how they should say their lines. Most pupils can write their own names and some can copy their teacher's writing. Children's letter formation is not always correct and the size of their letters varies considerably. However, pupils generally make satisfactory progress. The scrutiny of work shows that average ability children make good progress in their writing but that more able pupils' progress is unsatisfactory. The teacher's expectations for these pupils is not high enough and the work expected of them varies little from other children. By the age of five, most children know how a book is organised and recognise a few simple words and name some letter sounds. Higher attaining children read familiar texts with some adult support.

## **Mathematics**

73. Children make satisfactory progress in mathematical development. By the time they are five, most children recognise and write numbers to five, and higher attaining children can do so to ten. Children can use this knowledge to work out simple additions, using their fingers or 'multi-link' cubes. The children are given opportunities to sort, match, order and count in a variety of ways. Questioning is used satisfactorily to develop mathematical understanding. Most children know the names of simple shapes, such as circle, square, rectangle and triangle, and know how many sides they have. During the inspection, children were learning the names of some three-dimensional shapes, such as spheres, cylinders and cuboids. Some children experimented with them to see if they would roll or not. However, the teacher's introduction to the lesson was unclear and many children were unable to identify the different shapes by the end of the lesson. The activities provided by the teacher failed to involve children and the teacher and adult helpers in the class had to work hard to keep the children's attention.

## **Knowledge and understanding of the world**

74. By the time they are five most children achieve the levels expected for this area, which includes scientific, technological, geographical and historical learning. In class, children have learned to name the different parts of the human body and about how spiders, snails and butterflies live and develop. They learn about different parts of a flowering plant and how they need water to survive. Children experience how to make sounds, by blowing across the tops of bottles with different amounts of water in them to make different notes. Most children can use simple computer programs to reinforce their knowledge of number or to create pictures. Children's previous work shows that they have looked at different types of weather and recorded their observations. Children learn about their environment, through experiences such as walking in the college grounds close to the school. They learn to make simple maps and to follow directions. Children make satisfactory progress.

## **Physical development**

75. Satisfactory progress is made in physical development. By the time they are five, children are growing in confidence in their movements and developing their hand-eye co-ordination in using bats and balls of various sizes. Pupils' physical development is limited by the lack of outdoor play equipment, however, they have access to the large gymnastic equipment in the school hall in weekly physical education lessons. Finer physical skills, such as using scissors or holding pencils, are appropriately developed, such as when children make their own sun-glasses in science. As was observed in free play activities, most children demonstrate increasing control and skill when throwing and catching a ball. However, many children still find difficulty in following the instructions of their teacher.

## **Creative development**

76. In a range of activities children make satisfactory progress, and their attainment at the age of five meets expectations for this age group. Children are beginning to develop skills and competence as they explore a range of creative media, including paints, crayons, material, and card. For example, children successfully create collage pictures of bumble bees in connection with their work about mini-beasts. By the age of five, children are beginning to show awareness of colour and pattern in

their paintings; for example, when they mix colours to make brightly coloured pictures of butterflies. In their role play, children begin to act out scenes from visiting a mobile library. However, they tend to play individually using their imaginations to act out scenes. Their progress is limited by the resources available which are old and worn out. They enjoy singing and many learn to keep a steady beat. Pupils can recognise and name a variety of percussion instruments.

### **Teaching and organisation**

77. Teaching and the organisation of work are unsatisfactory for these young children. The teacher does not have sufficiently high expectations of how the pupils should behave and her management of them is weak. Activities provided in most lessons are appropriate but lack a clear focus and during the inspection failed to challenge or motivate the pupils to give of their best. A stimulating learning environment has not been established and the resources available to do so are limited in range and quality. Introductions to lessons are beset by some children not listening attentively to the teacher's instructions. Good relationships exist between adults and children and it is clear that all children feel happy and secure in the reception class. However, the teacher's expectations regarding behaviour such as children persevering in their work, are not made explicit to them. This results in children making little progress during some sessions. The teacher's medium-term planning is good and the records she keeps clearly show that she knows the children well and what they can or cannot do. She has carried out a careful assessment of children's individual needs to set improvement targets for individual groups of pupils. However, in practice this is not carried out effectively in the teaching and organisation of lessons. Some lessons observed during the inspection lacked organisation and purpose and were merely time fillers rather than productive learning experiences.
78. The resources available to support the teaching of children under five years of age are limited in range and lack quality. Although the classroom has good quality displays of pupils' previous work, there are few organised areas, such as for writing or for imaginative play. Areas of the classroom are untidy and do not provide a stimulating learning environment. There are few educational games, puzzles or jigsaws and no outdoor play equipment.

### **ENGLISH**

79. The results of the 1999 national assessment tests for 11 year olds at the end of Key Stage 2, in English, were below the national average at Level 4 and well below the average at the higher Level 5. The results were well below average when compared to schools who take their pupils from similar backgrounds. Taking the four years 1996 to 1999 together the performance of pupils by the end of Key Stage 2 in English was below the national average. Although the school's results have improved over that time, they only match the improvements nationally. The results of this year's national tests are much improved with 95 per cent of pupils gaining Level 4 and above, and 32 per cent of pupils gaining the higher Level 5.
80. The results for seven year olds at the end of Key Stage 1 show that attainment in reading was in line with the national average and in comparison with pupils from similar schools at the expected Level 2. At the higher Level 3 the results were well below the national average. In writing attainment was above the national average and above that of similar schools at the expected Level 2 but below the national



average at the higher Level 3. Taking the four years 1996 to 1999 together the performance of seven year olds at the end of Key Stage 1 in reading and writing is close to the national average. Early indications from the results of the national tests this year, indicate that pupils' attainment is in line with national expectations.

81. There are no significant differences in the performances of boys and girls in English at either key stage.
82. Standards in English by the end of both key stages are overall in line with national expectations, but there are proportionally fewer higher attaining pupils at both key stages than one would expect. The school is aware of this and in February put in place after-school booster classes for pupils in Year 6. These have been very effective in raising attainment particularly of the more able pupils. The school has identified weaknesses in spelling and writing and has systematically addressed these areas. The combination of these measures and the good preparation Year 6 pupils were given for the national testing this year caused the school to exceed dramatically its target of 75 per cent of pupils achieving Level 4 or better by the end of Key Stage 2 this year. Standards in other year groups remain in line with expectations at present, although additional literacy support has been used effectively to improve the phonic knowledge and standards of spelling for identified pupils in Years 3, 4 and 5.
83. By the end of Key Stage 1, speaking and listening skills are in line with national expectations and pupils have made good progress. Pupils listen attentively and respond appropriately to teachers' questions. Pupils are keen to contribute their thoughts and opinions and listen well to each other's ideas. Pupils in Year 6 attain sound standards in speaking and listening, and make satisfactory progress. Most pupils speak clearly and confidently, paying close attention to the comments of others, and offer contributions, which indicate that they have taken account of their views. Pupils demonstrate maturity and responsibility in their thinking about various issues when studying texts, for instance in creating a 'blurb' for their shared text 'Goodnight Mister Tom', many pupils showed a good awareness of the differing characteristics and points of view of the characters concerned.
84. At Key Stage 1 pupils read for enjoyment and use word-building strategies effectively. They understand and respond to characters and themes in fiction, and can sometimes predict what will happen next in stories. All pupils borrow storybooks regularly to share with their parents. However, books from the structured reading programme are only read in school. This limits the contribution parents can make towards developing their child's reading skills, and holds back the progress, particularly of pupils who are able to develop reading skills faster than other in their reading group.
85. The standards attained by the majority of the oldest pupils in reading are satisfactory. The school effectively promotes the value and enjoyment of books through a very structured approach using a range of interesting texts for shared reading in ability groups in each year. Pupils in Year 6 read texts from a range of suitable reading material including poetry, non-fiction and multi-cultural texts. They read confidently, with expression, and have good skills in de-coding text. The oldest pupils use an index confidently, are able to access an encyclopaedia, and have good dictionary skills. However, they do not have sufficient opportunities to use the school library for independent research.

86. Satisfactory standards are attained in writing by the end of Key Stage 1. In Year 2, pupils write legibly in sentences and are beginning to use simple punctuation accurately. They structure work well, use a balance of accurate and phonetically plausible spelling and write increasingly complex sentences. During the inspection, more able pupils in Year 1 produced some good free writing to create a leaflet about the lifecycle of a butterfly. They are beginning use full stops and capital letters accurately and within this assignment made good use of appropriate and interesting vocabulary.
87. Satisfactory standards are attained in writing by the time pupils reach the end of Year 6. Pupils experience a wide range of styles and forms of writing as they progress through the school. As well as stories, letters, character analyses and poems, pupils in Key Stage 2 write 'debates' about such subjects as child labour and drug misuse. They also write in the style of a newspaper report in several year groups, with some interesting and accurately presented news reports about events in the life of Jesus undertaken in Year 6. Written work shows good structure, a sound knowledge of grammatical convention, and effective use of vocabulary. Pupils are consistently challenged to produce a rich variety of written work which is correctly spelt and neatly presented. They make satisfactory progress overall.
88. Handwriting is of a high standard throughout the school. Pupils learn to join letters early in Key Stage 1, and by the time they move to Key Stage 2 many are joining fluently. In Key Stage 2 all pupils write in ink for the vast majority of tasks. The presentation of pupils' work is of good quality.
89. Pupils' attitudes to learning are satisfactory overall and they show sustained concentration in most activities, behave courteously to adults and to other pupils. Pupils co-operate well during shared tasks, such as group reading and discussion, and work hard. Occasionally some pupils are reluctant to contribute to class discussion and take a rather passive role in the lessons.
90. The quality of teaching is satisfactory overall. Of 13 lessons of English observed, six were good and two were judged to be unsatisfactory. Teaching in Years 1 and 2 was consistently good. Teachers have secure knowledge of the subject and use questioning effectively to encourage and extend pupils' contributions to lessons. Lessons generally have good pace and resources are well managed and appropriate to the activities. Teachers aim to plan assignments to match the differing abilities of their pupils. However, occasionally work is not sufficiently well matched to pupils' needs, particularly for those of high ability. The learning needs of pupils with special educational needs are met appropriately both within English lessons and in their time with the special educational needs teacher outside the classroom. However, at times the practice of withdrawing some pupils for specialist or individually targeted help from the special educational needs teacher or from the education care officers, whilst aiding their concentration, hinders pupils' opportunities to take part in class lessons. This is particularly so in Key Stage 1.
91. Computers are used effectively in many classes to support work in literacy. Pupils draft their assignments directly onto the word processor or use specific programs to practise spelling and grammar conventions/rules.
92. Teachers use assessment procedures satisfactorily to confirm their judgements about individual pupil's attainment. However, this data is not used properly to monitor the progress of individuals nor to aid future planning. The quality of

marking is varied. All staff give praise and encouragement generously, but only a few make extensive suggestions as to how pupils can improve future assignments.

93. Homework is used well to practise and extend pupils' use of words containing the sound of the week.
94. The leadership of the subject is good. The co-ordinator has observed most of her colleagues teaching literacy and has made appropriate judgements, giving suggestions for future development specific to each teacher. Her judgements were in accord with those of the inspection team and have been beneficial in focusing the planning and teaching of her colleagues. Resources for English are satisfactory overall. Class libraries contain a range of good quality fiction at differing levels. These are in good condition with many new books which are inviting for pupils to read. The library has recently been adapted and now contains only non-fiction. These are appropriately classified but pupils find books on the basis of the shelf labelling rather than by using the classification index. The library is used extensively for special educational needs work, severely limiting its use for pupils to undertake independent research tasks or to learn library skills.

## **MATHEMATICS**

95. Pupils' attainment in national tests at the end of Key Stage 1 have shown a slight fall in standards over time when compared with similar schools, but standards have remained close to the national average each year. Evidence from the inspection indicates that this remains the case with the present group of Year 2 pupils. Results from this year's national tests confirm this view. At Key Stage 2 the trend of results over time also shows a fall to below national standards and this has remained at a constant level below national averages for the last three years. Inspection evidence indicates that attainment for the current group of Year 6 pupils is in line with national expectations. This is confirmed by the national test results for this year which show that 78 per cent of pupils attained Level 4 or above and that 22 per cent of pupils attained the higher Level 5. As yet there are no national averages to compare these figures with. There is no significant difference between the standards of attainment of boys and girls. The average standards attained at the time of the last inspection have been maintained.
96. The school has introduced the numeracy strategy well and has received good support from the local education authority's numeracy consultant. Observations during the inspection confirm that his strategies have been acted upon. The scrutiny of pupils' work suggested that most lessons focused on number work in both key stages. However, lesson observations show that other aspects of the curriculum are being addressed. In Key Stage 1 for example, a lesson about turns to left and right turned into a practical situation using a programmable toy. Pupils had the opportunity to use their acquired knowledge of left and right to make the toy follow a given route. By the age of seven most pupils know addition and subtraction facts to ten and use these confidently in their mental calculations. On paper pupils add and subtract numbers to 20 and can order numbers to 100. Higher attaining pupils add, subtract and multiply using two or three operations in a given problem. Pupils draw graphs and charts to represent collected data. The correct use of mathematical language by all teachers supports progress. By the age of 11 pupils show increased understanding of number especially place value and use this to do some complex written calculations. They add and subtract decimals and pupils can describe some characteristics of three and four sided shapes.

97. During a Year 6 lesson on reflection symmetry pupils showed clear evidence of knowledge of the properties of regular and irregular shapes and correctly used the appropriate language. The scrutiny of work provided evidence of too little emphasis on the adaptation of work for different ability groups, although this was shown in teachers' planning. In practice the tasks were too similar and there was a lack of challenge to high attaining pupils. The school's rigid adherence to the numeracy strategy is leading to an imbalance in the mathematical curriculum with too little time being spent on solving problems and on using mathematics in a practical way. Some opportunities exist for pupils to discuss their work but too often lessons are teacher directed. Opportunities for pupils to talk about their work and apply their skills are limited. There was little evidence during inspection of mathematics being developed in other subject areas, especially noticeable in design and technology activities, which called for accurate measuring.
98. The teaching of mathematics across the school is satisfactory overall and in both key stages there are examples of good teaching. The teaching of basic number skills is good but there are insufficient opportunities for pupils to apply these in a practical context. Where teaching is most successful, lessons are planned to take into account the learning needs of all pupils. There is enthusiasm for learning and the teachers often use humour to motivate pupils. These lessons have tasks clearly explained and involve good use of questioning to make sure pupils understand. The show of 'surprise' by the teacher in Year 1 when the 'roamer', followed the correct pathway after pupils had programmed it helped her pupils to feel they had really achieved success. The best activities build on from discussion, as in Year 1 and Year 6, to give pupils frequent opportunities to explore for themselves. The majority of lessons, however, use published work sheets and work is not always adapted to meet the needs of all pupils in the class, particularly the more able. . In lessons that are not so successful there is too much teacher direction and pupils are passive learners. In unsatisfactory lessons, such as was observed in the reception class, there is a lack of challenge to engage pupils' interest and motivation to work hard. The pupils were rather lost by the complexity of three-dimensional shape work. The lack of challenge meant the majority of pupils made unsatisfactory progress.
99. Assessment procedures track pupils' progress through the numeracy strategy. The test results are not yet being used to identify the strengths and weaknesses that exist in pupils' understanding and do not guide teachers' planning. The use of homework is consistently applied and, especially in number, helps pupils consolidate newly acquired skills. Pupils' commitment to completing assignments is to be commended.
100. The school has worked hard to provide mathematical resources. Teachers correctly identify resources in their planning and make sure they are ready for pupils to use. The subject co-ordinator has worked closely with the mathematics consultant and he shows secure subject knowledge and has some very good ideas for the future development of mathematics. Although he has made a start on monitoring the subject there is further work to be done to define clear expectations for standards and to monitor these rigorously and regularly.

## **SCIENCE**

101. Statutory teacher assessments of pupils' attainment at the end of Key Stage 1 in 1999 show attainment to be in line with the national expectation in the percentage

of pupils achieving the expected Level 2 and the higher Level 3. From the work seen, pupils currently at the end of Key Stage 1 are meeting national expectations. Standards have been maintained since the time of the last inspection.

102. The results of national tests for Key Stage 2 pupils in 1999, showed standards of attainment to be well below average at the expected Level 4, but that the percentage of pupils reaching the higher Level 5 was close to the national average. Pupils' attainment was below average when compared to all schools and well below average when compared to schools who take their pupils from similar backgrounds. Over the last four years the attainment of the pupils has fluctuated from year to year but generally remained below national averages. There is no significant difference between the attainment of boys and girls. Inspection findings indicate that standards of attainment in the current Year 6, are in line with national expectations in pupils' skills in experimental and investigative science but above average in pupils' knowledge and understanding of life and living processes, physical processes, and materials and their properties. Although no national comparative figures are available as yet, results from this year's national tests are significantly higher than in previous years and likely to be well above the national average. Ninety seven per cent of pupils achieved the expected Level 4, of which 64 per cent achieved the higher Level 5. Standards have improved since the time of the last inspection because of the improvements the school has made to the teaching of the subject, particularly in relation to teacher's use of questioning to probe pupils' understanding of their work.
103. By the end of Key Stage 1, most pupils identify natural and artificial sources of light and how shadows are formed when light cannot pass through a material. They know that sounds are made when materials vibrate and can travel through air, water and bone. Most pupils classify materials according to simple criteria, such as whether they are natural or not or rigid or flexible. Pupils know how to build simple electric circuits and are aware of the dangers of electricity in the home. Most pupils can record their findings making use of tables, drawings and simple sentences.
104. Pupils make good progress overall. Progress in the reception class is satisfactory as pupils learn about the sun and how their shadows move around with them. Year 1 pupils develop their knowledge of what plants need to grow and learn about how materials can be changed by heating and cooling. Pupils make satisfactory progress in their knowledge of fair testing and how to carry out their own investigations.
105. By the end of Key Stage 2, pupils construct simple electrical circuits and record them making use of standards symbols. They are able to use their developing knowledge of the properties of materials to separate them by filtration, the use of solutions and evaporation. Pupils show maturity in their discussion of topics such as parenting, and are knowledgeable in their discussion of the human facts of life. Many pupils record their work well using graphs and tables and know what they need to do to make a test fair. They are less experienced in designing their own tests.
106. Pupils make good progress in their knowledge and understanding of science and satisfactory progress in their scientific and investigative skills. Year 3 pupils are knowledgeable about the planets and the solar system, and a variety of plants and animals. They know what plants need to grow and are beginning to use this to make sensible predictions of what might happen in their experiments. Year 4 pupils

learn how the human eye works and how the eyes of other creatures are positioned so as to increase their field of vision. Year 5 pupils progress well in developing their knowledge of materials and in using keys to classify animals. They use their previous knowledge well to solve problems, such as how they would save salt which had accidentally been spilt into a sand tray.

107. Pupils respond well to lessons and enjoy carrying out investigations. They show interest in finding out about the world around them, and work well to complete the tasks set for them by their teachers. They listen carefully to instructions and concentrate well in lessons. When necessary they work together in pairs and small groups, sharing information and equipment.
108. The quality of teaching is satisfactory overall but varies from very good to satisfactory. It was good or better in a third of lessons. Teachers have a good knowledge and understanding of the subject and lessons are generally well planned. In the better quality teaching, the quality of questioning is good and enables teachers to know what pupils understand and can do. They are then able to provide activities, which challenge all pupils including the more able. Teachers manage the pupils well but a scrutiny of pupils' work shows that although frequent opportunities are provided for investigative work, these are teacher-inspired and few occasions are provided for pupils to design their own experiments. Pupils' work is regularly marked but work is rarely adapted for all abilities, especially the more able.
109. The subject is soundly managed by the enthusiastic co-ordinator. She is presently developing a whole-school approach to the assessment of pupils' attainment. Resources are good and well organised, and easily accessible.

## **ART**

110. At the end of both key stages, pupils' standards in art are in line with those usually found in most schools for pupils of their ages. Standards have been maintained since the last inspection. Only one art lesson was observed during the inspection but evidence was obtained from pupils' previously completed work, discussions with staff and a scrutiny of teachers' planning.
111. By the end of Key Stage 1, pupils' observational drawings demonstrate good use of shading as they observe closely, such as when completing drawings of flat irons in history. Pupils are proficient in mixing primary colours to create subtle shades of for example brown, when painting teddy bear pictures. Pupils illustrate their work with line drawing and make good use of colouring using pencils. By the end of Key Stage 2, pupils observe carefully and make good use of shading, and sketching to obtain depth in their work. They make appropriate use of a variety of mediums in their work, such as paint, collage, oil pastels and pencils.
112. Pupils make satisfactory progress. Five year olds in the reception learn to work in three dimensions as they make models of spiders and their webs using straws. Year 1 pupils sketch flowers and faces and show suitable detail in their work. By Year 3, pupils sketch accurately drawings of mini-beasts and have developed good colouring in skills. Year 4 pupils mix and blend watercolours in their pictures of poppies and make use of simple computer art programs to create similar pictures. Year 5 pupils make good progress in their observational drawings and their use of different types of paint pastel in their work.

113. The subject is soundly managed by the enthusiastic co-ordinator who wrote the school's scheme of work which was adopted after discussions with staff. She is aware that the school now needs to review the policy in the light of the Qualification and Curriculum Agency's subject guidelines and to ensure that the requirements of the 'Curriculum 2000' are met. Resources are satisfactory.

## **DESIGN AND TECHNOLOGY**

114. Standards of attainment at the end of both key stages, are below those normally found in most schools for pupils of these ages. The co-ordinator admits that provision for the subject is patchy and this leads to pupils making unsatisfactory progress. As in the previous report, work concentrates on making rather than the design process. Tasks do not build on previous learning and are insufficiently demanding. Standards have not improved since the time of the last inspection and the subject remains unsatisfactory.
115. At Key Stage 1, pupils have some opportunities for making artefacts, such as 'scuttle bugs'. They take part in activities where they cut, join, assemble and decorate items. Few activities give pupils the opportunity to use different materials to design their own artefacts to use simple tools to make them. Pupils in Key Stage 2 have used card to make models ranging from lifting mechanisms to moving cars. However, there is little evidence of products made from materials such as textiles, electrical and mechanical components or construction kits. In both key stages there was no evidence of food technology being part of any activities. Few opportunities are provided for pupils to develop their skills in designing for a purpose. There was little evidence of pupils evaluating their finished products and identifying how they could improve their work. Some work involving disassembly was seen in the reception class and work cards were used to provide challenging activities for pupils using construction kits.
116. In the two lessons seen during the inspection, pupils responded well to the work provided, especially when it allowed them to make their own decisions about the materials they would use. Pupils work together well when needed.
117. No overall evaluation can be made about the quality of teaching in the subject. In one lesson observed during the inspection, the teacher was secure in her subject knowledge and provided appropriate challenge in the activity provided for pupils. She clearly explained the task to the pupils with well-prepared resources and good demonstrations. However, evidence from the scrutiny of pupils' work suggests that the general quality of teaching and learning across both key stages is unsatisfactory. There is no clear planning for progress across the school and pupils are not aware of the key skills involved in the design and technology process.
118. The subject co-ordinator is developing a scheme of work. She has covered Key Stage 1. It is coherent and progressive. However, there is no overall school curriculum plan for the time which should be devoted to the subject and how pupils' design, making and evaluations skills will be progressively developed.

## **GEOGRAPHY**

119. Pupils' standards of attainment at the end of both key stages are in line with those usually found in most schools for pupils of this age. Overall, pupils make

satisfactory progress at both key stages. Standards have been maintained since the last inspection.

120. At Key Stage 1, pupils in reception draw maps of their work in the area around the school. In Year 1, pupils draw maps of the school grounds and plans of their classroom. At Key Stage 2, pupils are able to discuss how we are polluting our environment when in science they were carrying out a practical experiment with oil and water. By the end of the key stage, pupils identify similarities and differences between their own locality and a village in Pakistan. Pupils at both key stages study the weather and learn to record it using standard symbols. Older pupils develop their knowledge of the main weather patterns in different parts of the world.
121. Pupils respond well to lessons and are well behaved. Year 6 pupils showed great interest in watching the video about village life in Pakistan. They contributed confidently in the question and answer session that followed. As noted in the previous inspection good cross-curricular links are made and extensive use is made of visits both further afield and in the locality.
122. The quality of teaching is satisfactory. Teachers have a secure knowledge and understanding of the subject. However, the scrutiny of pupils' previously completed work indicates that there are few opportunities for enquiry and that lessons are overly teacher directed and rely heavily on the use of work sheets. Opportunities for pupils to research information for themselves are limited.
123. However, the lessons observed would suggest good teaching and that teachers' subject knowledge is secure. They are aware of the need to achieve a balance between the teaching of subject knowledge and the development of specific skills. The range of skills used from a scrutiny of pupils' previous work is too narrow. Teacher directed writing, worksheets and a lack of reference books provided, restrict pupils' ability to research their answers and to write extensively. It appeared pupils did not make good use of the library.
124. The co-ordinator is working hard to ensure documents are adapted to provide for 'Curriculum 2000'. She is preparing teaching units to ensure progression in the development of pupils' geographical skills. The co-ordinator has not had the opportunity to monitor the teaching of her colleagues but has taught lessons in other year groups to support colleagues. She has sampled pupils' work in their books and on display in classrooms. Resources are sufficient and well managed.

## **HISTORY**

125. Standards of attainment at the end of both key stages, are in line with those usually found in most schools for pupils of this age. Standards have been maintained since the time of the previous inspection.
126. At both key stages, pupils demonstrate a good recall of the knowledge of the past times that they have studied. At Key Stage 1, pupils study the work of famous people, such as Florence Nightingale. They contrast their own experience of school with schools in Victorian times. Opportunities to talk with members of the community about life in past times, increases their appreciation of the changes in everyday life from times in the recent past. Opportunities to use original documents, such as the school log book, increase pupils' interest in learning about the past. At Key Stage 2, pupils learn about the Second World War and what were the causes of it. They are knowledgeable about wartime conditions, the Blitz, and how this



affected the lives of ordinary people. They discuss the impact of being evacuated to the country and learn to empathise with how lonely and isolated some children felt. Pupils develop a sense of chronology of the different periods of time they have studied. All pupils make satisfactory progress.

127. Pupils respond well in lessons and listen attentively to their teachers. They concentrate appropriately and take pride in the presentation of their work.
128. The quality of teaching is good and varies from good to satisfactory. As observed at the time of the last inspection, teachers make good use of a range of resources, including inviting in members of the community to talk about their memories of the changes they have witnessed, to bring the subject alive. Teachers' lessons are well organised and pupils are informed about what it is they are to learn during the lesson. In the better quality lessons teachers make good use of questioning to involve everyone in discussions and to probe pupils' understanding. Very good links are made with literacy through the use of stories, such as 'From Me To You' the story of a family through three generations.
129. Resources have been improved through teachers' own collections of artefacts, video collections, teacher resource banks and pupil reference material. The co-ordinator has a clear vision for her subject and she is currently updating support materials ready for 'Curriculum 2000'. She is providing different activities for topics that are going to be taught to different year groups and is planning for progression in the development of pupils' historical skills. She has monitored teachers' planning, taken photographs of pupils' work on display and carried out checks of pupils' work to ensure that the school's provision for the subject is satisfactory.

## **INFORMATION TECHNOLOGY**

130. Standards attained by pupils at the end of both key stages are overall below national expectations. The school gives pupils a wide range of computer experiences and, with support, pupils attain at appropriate levels for their ages in all National Curriculum strands. However, they have insufficient experience to be able to use these skills independently. Pupils do not have 'hands-on' time every week and so cannot practise sufficiently the skills they are taught. Not enough opportunities are planned for them to do so. Recent improvements to the resources available to teachers have improved the provision for the subject but have not impacted on standards.
131. In Key Stage 1 pupils learn to control a mouse, enter text into a word-processing package and to store their work on a disk. They know how to switch between upper and lower case and can change the style of font. They use a graphics program to make symmetrical patterns and use a simple database to store information about themselves. They control the movement of a programmable robot by giving it instructions to move forwards, back and to turn. Pupils are very dependent on their teachers and have yet to develop sufficient confidence to work independently.
132. In Key Stage 2 pupils edit text by 'cutting and pasting' to re-order paragraphs and by using a spellchecker. Pupils use the equipment during literacy lessons to draft assignments directly to the word processor. They vary print styles and sizes to create a range of eye-catching posters and advertisements. Some of the oldest pupils use a desktop publishing package to create 'newspapers' for example reporting significant events in the life of Jesus. They have used the computer to

monitor the changing temperature of water using temperature sensors and a control box. Samples of work show the traces drawn by the computer as it recorded the changes alongside the pupils' descriptions and analyses of their findings. Pupils in Year 4 have used a graphics program to create pictures of poppies to compare with their painted studies. A good display comparing the two media celebrates pupils achievements in both art and information technology. Pupils in other classes use data-handling programs to create a range of graphical representations of their data, and some pupils have been able to compare the effectiveness of the different types of graphs to represent a range of data. During the week of the inspection pupils in Year 6 were creating booklets about themselves to take to their secondary schools. In the process they learned how to use an interactive screen in such a way as would create miniature websites, were the school connected to the Internet. Pupils lack confidence in using computers independently of their teachers and in much of what they are able to do at the moment, they need the constant attention of their teachers to prompt them, such as when cutting and pasting work.

133. The teaching of information technology is satisfactory overall in both key stages. Successful teaching is characterised by the design of good tasks that challenge pupils, and by staff insisting that pupils complete the task themselves. Teachers make good use of the equipment during literacy lessons to encourage pupils to draft directly to the word processor. Where teaching is less successful teachers are overly helpful and fail to let pupils find out how to extricate themselves from difficulties that arise. Teachers are not yet sufficiently confident to adapt the delivery of the prescribed curriculum in other subjects to facilitate the use of the classroom computers for a sufficient high proportion of the school day. This results in many pupils not having regular weekly access to the equipment. This in turn has a negative effect on learning within the subject.
134. The school has designed its own scheme of work and is carefully and successfully blending in units from the nationally recommended Programme of Study.
135. The school's resources for information technology are comparable with those seen in many other schools. There are two computers in most classrooms and the school is gradually replacing the older models with PC systems. There is sufficient software for most applications although some of the programs for simulation and modelling work are somewhat dated.
136. The co-ordinator is knowledgeable, having attended extensive training herself. She gives good support to those of her colleagues who lack confidence in their use of the equipment. She monitors planning throughout the school but has not yet been able observe lessons. Her review of pupils' work has not been sufficiently systematic for her to be confident that pupils build systematically on their previous learning.

## **MUSIC**

137. Standards attained in music are in line with those usually found in most schools for pupils of this age. However, pupils' singing is a strength and their attainment in this aspect is well above average. Older pupils sing with clear diction and vary the dynamics, showing good understanding of how to achieve crescendo and diminuendo. Pupils learn new melodies or parts rapidly and many pupils are able to keep a 'part' going, for example, while the classteacher sings the main tune. The whole of Key Stage 2 sing two-part harmony very well, with both parts distinct and

rhythmic. Pupils who learn individual instruments are given good opportunities to contribute to the school's music making. Thirteen pupils accompanied hymn practice during the inspection, with pupils in Year 6 sight-reading confidently.

138. Older pupils compose successfully in small groups and listen carefully to each other's ideas, making well-reasoned judgements, for example, pupils in Year 6 concluded that simple rhythm patterns are more effective because they are easier to maintain throughout a song than more complex ones. Pupils in Year 5 build four-part ostinato accompaniment to a song, understanding the role of a conductor well and following carefully to produce an effective performance.
139. The youngest pupils can clap the rhythm of their own names, and also the rhythm of a nonsense phrase. They follow a beat specified by notation cards and then extend this to maintaining the rhythm on tuned percussion. They sing to accompany a tape and can maintain a simple beat although many have difficulty in doing both at the same time. The Year 1 class together create visual scores for pieces using untuned percussion. They follow the 'conductor' and play their compositions, at times playing in parts successfully.
140. In the main pupils behave well during music lessons and this contributes to the quality of their learning since concentration levels are maintained throughout. Pupils rise to the challenges set, quickly learning new songs and hymns. They listen carefully to constructive suggestions and act upon these to improve their performance effectively. They pay close attention to the teacher and follow her directions and conducting carefully. Occasionally pupils do not obey the convention to hold instruments still whilst the teacher or their classmates are talking or playing.
141. Older Key Stage 1 and all Key Stage 2 classes are taught by the music co-ordinator and the teaching of music benefits greatly from her specialist knowledge. This ensures that the Programme of Study builds on what pupils know, understand and can do from year to year. Lessons develop at a rapid pace, moving from learning to sing a melody, to including untuned percussion instruments and then, for older pupils, tuned accompaniment as well.
142. Younger pupils are taught by their classteachers who are effective in teaching the basic skills. Timetabling anomalies have led to an imbalance in the provision, with the Year 2 class receiving considerably shorter lessons than other classes (25 minutes a week, against 45 minutes for all other classes).
143. The co-ordinator has developed the school's own scheme of work and is currently amalgamating it with elements of the nationally recommended Programme of Study to ensure that all the required elements are being addressed. Extra-curricular music is limited. Pupils in Years 5 and 6 have opportunities to learn to play record and guitar in lunchtime sessions. However, there are no opportunities for other instrumental tuition since the local education authority's peripatetic music provision does not reach as far as Spinkhill. Some pupils are involved in contributing musically to family mass, but the school is not able to facilitate the involvement of pupils in other local events such as music festivals.

## **PHYSICAL EDUCATION**

144. At the end of both key stages, pupils' standards of work in the aspects of the subject observed during the inspection, were above those usually found in most

schools for pupils of these ages. The high standards noted at the time of the last inspection have been maintained.

145. By the end of Key Stage 1, pupils are confident in their movements as they run, jump and balance. They show good co-ordination and agility as they respond imaginatively to the challenges set. Pupils control balances well and land safely even when jumping from a considerable height for their age. By the end of Key Stage 2, the majority of pupils have developed good hand-eye co-ordination as they catch, throw and strike a ball. They can throw a tennis ball accurately a considerable distance demonstrating good technique. Pupils are successful in their catching whether using one or two hands. They demonstrate good technique when fielding in games, such as rounders, and many pupils are able to retrieve a ball while running and throw accurately to the bowler. Pupils at both key stages, including those with special educational needs, make good progress in their games and gymnastic skills. They also make good progress in swimming.
146. At Key Stage 2, school records show that the vast majority of pupils achieve the national expectation of being able to swim 25 metres and a significant minority can swim considerably longer distances. Pupils have the opportunity to take water safety certificates that enables them to be confident in the water and to enjoy swimming.
147. Pupils respond well and enjoy physical activities. They are well behaved and listen well when their teachers are explaining what they have to do. Pupils work safely and co-operate well when needed. They work hard and can sustain energetic activity for long periods of time.
148. The quality of teaching is satisfactory overall and sometimes good. Lessons are well organised and teachers manage pupils well so that they make good progress. In the better quality lessons, teachers make good use of simple coaching points to enable pupils to improve their performance.
149. The school has a good range of quality resources and adequate accommodation to meet the demands of the National Curriculum. The subject is soundly managed. Pupils have frequent opportunities to take part in area sports events and sometimes play competitive games with other schools.