

# **INSPECTION REPORT**

## **HOLY CROSS & ALL SAINTS RC PRIMARY SCHOOL**

Eccles

LEA area: Salford

Unique reference number: 105952

Headteacher: Mr Vincent Sheedy

Reporting inspector: Mr Denis Birdsall  
15464

Dates of inspection: 3 - 7 April 2000

Inspection number: 193964

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Trafford Road Eccles Manchester
Postcode:	M30 0JA
Telephone number:	0161 789 4386
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Fr F Austin
Date of previous inspection:	5 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Denis Birdsall	Registered inspector	Mathematics	What sort of school is it?
		Art	The school's results and pupils' achievements.
		Physical education	How well are the pupils taught?
			What should the school do to improve further?
Mr Saleem Hussain	Lay inspector	Equal opportunities	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?
Mr Robin Wonnacott	Team inspector	Science	How well is the school led and managed?
		Information technology	
		Design and technology	
		Music	
		Special educational needs	
Mrs Joy Bristow	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Under fives	
		English as an additional language	

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Inspection Quality Division  
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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Holy Cross and All Saints RC Voluntary Aided School is situated in Barton upon Irwell approximately three miles from the town of Eccles. The school has two hundred and ten pupils on roll, between the ages of three and eleven, including 26 Nursery age pupils. This makes it an average size primary school. The school's roll has remained stable over recent years. All the pupils live in the Barton area. Socio-economic indicators would suggest that Barton is an area with some social deprivation. The percentage of pupils entitled to free school meals is broadly average compared to other schools of this type. There are 32 (15%) pupils on the special educational needs register. The percentage of pupils with statements of educational needs is lower than that typically found nationally. There are two pupils with English as an additional language. Pupils enter the school as under fives with a range of skills and knowledge that are generally lower than those found nationally.

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

*This is a very good school. Overall and in most subjects, pupils attain standards that are similar to those typically found for primary age pupils. Evidence from the 1999 assessment for eleven year olds in national tests indicates that pupils' performance in English and science was close to the national average. Results in mathematics were below the national average. Targets are in place to improve standards. The school keeps a careful check on the progress made by pupils. Evidence from lessons and pupils' work suggest that the school is on track to meet these targets.*

*The results of the seven year old pupils in national tests at the end of Key Stage 1 indicate that standards in mathematics are very high. Standards in writing and reading are above the national average. From teacher assessment in science, standards are very high in comparison to the national average. However the number of pupils reaching the higher levels in all core subjects at the end of Key Stage 1 is generally below the national average.*

*Results from tests as pupils enter the Reception class indicate that overall pupils are attaining standards that are below those expected nationally. However, there are a significant minority of pupils who attain good standards, particularly in reading and writing.*

The pupils' attitudes to school and their behaviour at all times are very good. Relationships throughout the school are excellent. The overall very good quality of teaching has a positive effect on pupils' attitudes, behaviour and relationships.

Overall, the leadership and management of the school are very good. The headteacher provides the school with excellent leadership. He has undertaken a detailed analysis of the school's strengths and weaknesses and has clear plans to help raise standards to an even higher level. His deputy headteacher and teaching staff ably support him. The governors are very supportive of the headteacher and the teaching staff. They have clear procedures in place that help them to manage the school very effectively. The school provides very good value for money.

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

- At the end of Key Stage 2, speaking and listening skills, reading skills and standards in art are higher than those typically found for eleven year olds.
- Standards in science throughout Key Stage 2 are higher than expected for pupils of this age group.
- Overall, teaching is very good. The teachers know the pupils well. They make good use of this

information to help pupils with their learning.

- The headteacher provides the staff with excellent leadership. Other key members of staff provide very good support.
- Throughout the school the personal development of the pupils is excellent. Relationships between adults and pupils and between the pupils themselves are excellent. The attitudes and behaviour of the pupils are very good; in lessons this has a positive effect on the way pupils learn.
- Excellent social and moral provision. All pupils including the very young are encouraged to play together and understand right from wrong.
- The school has very good links with parents. The quality of information, especially about pupils' progress is very good. The parents have a very high regard for the school.
- Pupils are provided with a very good range of learning opportunities.
- The provision for the pupils' safety and well being is excellent.

### What could be improved?

- Standards in mathematics at the end of Key Stage 2 could be higher. (The school governors have identified this as an issue for further improvement.)
- Standards of presentation of pupils' work could be improved in Key Stage 1.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

*Since the last inspection the school has made very good progress.*

The school was inspected in November 1996. Since that inspection there has been very good improvement in the educational provision. The governing body in partnership with the headteacher and staff has responded fully to the issues raised in the last report. Standards in English, science and mathematics are similar to those at the time of the last inspection. Standards in information technology have improved. The quality of teaching overall and the management of the school have also improved. In response to the Key Issues the following improvements have also occurred:

- A whole-school marking policy is in place and daily assessment is used to plan in the short term. These are having a positive impact on the quality of learning of the pupils.
- A comprehensive information technology policy is in place. Within lessons, pupils are developing the full range of information technology skills.
- The range and number of books in the library has improved. The library is now well used.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	C	B

### Key

well above average A  
above average B



Mathematics	A	C	D	C	average	C
Science	A	B	C	B	below average	D
					well below average	E

In national tests standards in mathematics and science have fallen over the last three years in comparison with all schools. In English standards have fallen in 1999 after a significant improvement in 1998. Results in tests, in English and science at the end of Key Stage 2 have been ahead of or in line with the national trend for the last four years. In mathematics, because of the dip in results last year, the school has fallen behind the national trend. The school has recognised the need to raise standards particularly in mathematics. The standards of work seen in school during the inspection are generally higher than 1999 test results. This is because of the introduction of the national strategies for literacy and numeracy that now means the pupils are being set work at a more challenging higher level. Pupils are now successfully completing work of this higher standard, particularly in mathematics. The difference between the pupils' performance in tests and in their work in the classroom is also due to pupils, without the guidance of their teachers, performing less well in unseen tests.

Standards at entry to the Nursery are below those expected nationally and although the pupils make satisfactory progress in the under fives classes, by the time they enter Year 1 standards are still below average. At the end of Key Stage 1, in national tests and teacher assessment pupils' results in mathematics and science are very high when compared to the national average. In reading and writing they are above average, however, the number of pupils attaining the higher levels is generally below the national average.

Pupils read well and are enthusiastic about using books. Evidence gathered during this inspection also indicates that by the end of Key Stage 2 pupils are fluent readers and have an appreciation of books by a range of authors. Pupils make good progress in reading as they move through the school. Standards in the pupils' speaking and listening skills are high. These skills are well developed in the under fives classes and in Key Stage 1. By the time they leave the school they are able to discuss and share their ideas, offer opinions and report and describe events. Pupils' standards in writing, although satisfactory overall, are not as high as reading and speaking and listening which is why results in English tests are close to, rather than above, the national average.

Standards in science and art are higher than those expected for pupils in a primary school. In other subjects and aspects of their work the pupils show standards that are typical of those found in primary schools. The achievement of pupils in relation to their prior attainment is good as they move through the school. This is a result of the often very good, well-planned teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to work are very good. In lessons pupils are very keen to be involved in activities and they show high levels of concentration.
Behaviour, in and out of classrooms	Behaviour in the school is very good. Teachers use every opportunity to reinforce the school's rules by stressing the positive aspects of the pupils' behaviour.
Personal development and relationships	The personal development of pupils is excellent. Relationships in the school are also excellent. In classes and at playtimes the pupils respect each other and all the adults that work with them. Adults, when working with the pupils, have an equal high regard for the pupils in their care.

Attendance	Attendance is satisfactory. Pupils arrive on time and lessons start punctually.
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The teachers' knowledge of individual pupils plays an important role in developing the pupils' attitudes to school. The school is providing a secure environment for pupils, in which they learn eagerly and show enthusiasm for their work.

## TEACHING AND LEARNING

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

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

Overall, the teaching observed in the inspection was very good. During the inspection 39 lessons or part lessons were observed. Teaching was judged to be at least good in all but five lessons. No unsatisfactory teaching was seen. In two lessons teaching was judged to be excellent; in 12 lessons teaching was judged to be very good; in 20 lessons teaching was judged to be good and in five lessons teaching was satisfactory. These figures show a clear improvement on the judgements that were made about the quality of teaching during the last inspection.

Teaching in the under fives classes and in the Key Stage 1 classes is good. In the Key Stage 2 classes the teaching is very good overall. Teachers plan work carefully; plans are well used so that lessons go along at a good pace. Teachers show very good skills in asking questions that enable pupils to develop their ideas. This approach has an important impact on the way the pupils develop their speaking and listening and numeracy skills.

The teaching observed in English was good. In mathematics the teaching overall was very good. In both subjects teachers are making good use of the new national guidance for teaching literacy and numeracy. Lessons are well planned and usually go at a brisk pace. The teaching in all other subjects was good and often very good. The very good teaching is having a positive impact on the pupils' learning. The achievement of pupils of all levels of attainment is good. In lessons they are keen to be involved in activities and are pleased when they do well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum. Very good planning by teachers guarantees that pupils have access to a wide range of learning opportunities. The provision of activities outside of teaching time is good.
Provision for pupils with special educational needs	Provision is good. Pupils are supported in their work by a number of adults who take every opportunity to develop learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. Opportunities for social and moral development are excellent. Pupils of all ages know right from wrong and demonstrate very positive attitudes when working and playing together. Opportunities for their spiritual and cultural development are good.
How well the school cares for its pupils	Excellent arrangements are in place to enable the school to track pupils' progress. Teachers know pupils well and listen to their concerns.

The school's curriculum fully meets all the statutory requirements. The staff have a very good understanding of the needs of individual pupils. This provides a secure basis for the pupils' care and well being.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with excellent leadership; he is able to delegate very effectively. His deputy headteacher and staff ably support him. Staff take their responsibilities seriously; they help and support each other to the benefit of the pupils and carry out their duties very effectively.
How well the governors fulfil their responsibilities	The governors provide the school with good support. They have developed clear procedures that enable them to fulfil their role effectively and efficiently. They are an integral part of the school's management.
The school's evaluation of its performance	The staff and governors have evaluated the school's results in national assessments; they have used the information effectively to plan for further improvement in standards.
The strategic use of resources	The governing body ensure that all resources are used effectively. Staff, and support staff, are used to good effect to help pupils make progress in their learning.

The level of staffing in the school is good. The school has a satisfactory range of suitable accommodation. Resources are good. The school is well maintained and very clean. The governing body is aware that there is a need to improve the toilets in Key Stage 1. The governing body and headteacher work well together. They have identified the school's strengths and its weaknesses and have written plans that will enable the weaknesses to be overcome. The governors fully understand the process of obtaining best value for money and monitor the effectiveness of the work of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The school has very good links with parents. Newsletters to parents are very informative and provide advice about routine matters. They also include learning targets for future work. The quality of information provided for parents has improved since the last inspection. Parents make a good contribution to the life and work of the school. The school has maintained a high quality partnership with the parents since the last inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school is well led and managed and that the teaching is good.</li> <li>Parents are encouraged to support their own child's learning.</li> <li>Parents are well informed of the pupils' progress.</li> <li>The school is ensuring that the pupils, as they grow older, are becoming mature and responsible.</li> <li>The very good behaviour found within the school.</li> </ul>	<p>There were no major aspects of the school or its provision that the parents wanted improving. Minor points raised were;</p> <ul style="list-style-type: none"> <li>The school fence being broken and consequently the possible vandalism to the building and dog fouling of the school field.</li> </ul>

The inspection team fully endorses the positive aspects of the school's work identified by the parents. Parents made no reference to the standards in mathematics and to the presentation of pupils' work in Key Stage 1 needing improvement. The school governors are aware of the school fence needing repairing.

## **PART B: COMMENTARY**

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

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

1. ***Overall and in most subjects, pupils attain standards that are similar to those typically found for eleven year old pupils. Evidence from the 1999 assessment for eleven-year-olds indicates that pupils' performance in English and science was close to the national average. Results in mathematics were below the national average.***
2. In 1999 tests for eleven year-olds results, the percentage of pupils achieving Level 4 in English and science was close to the national average. In mathematics, the results were below the national average. Results in tests, in English and science at the end of Key Stage 2 have been ahead of or in line with the national trend for the last four years. In mathematics, because of the dip in results last year, the school has fallen behind the national trend.
3. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is schools who have a similar proportion of pupils entitled to free school meals. When the school's results in the 1999 tests are compared with this group of schools, the results for the percentage of pupils achieving Level 4, by the age of 11 in English and science, are above average. The results for the percentage of pupils achieving Level 4 in mathematics are close to the average for similar schools. The percentage of pupils achieving Level 5 was below the national average in English, mathematics and science.
4. Evidence gained from the observation of lessons and the scrutiny of pupils' work suggests that the standards at the end of Key Stage 2 are satisfactory in English and mathematics and good in science. This evidence suggests that the school is well on its way to meet its improved targets for the end of Key Stage 2 in 2000 tests. The overall very good quality of teaching, particularly in Key Stage 2, is having a positive impact on driving up standards. Much of this is due to the impact of the National Literacy and Numeracy Strategies. Teacher planning is now creating more challenging learning for the pupils. As yet this improved planning and teaching has not had the effect of raising pupils' results at the end of Key Stage 2. The pupils' work seen during the inspection indicates that standards are improving. The difference between the pupils' performance in tests and in their work in the classroom is also due to pupils, without the guidance of their teachers, performing less well in unseen tests.
5. ***Considering the school results at the end of Key Stage 1 for 1999, standards in mathematics are very high in comparison with the national average. In writing and reading, standards are above the national average. There are no national tests for science at age seven. In this subject the class teachers make an assessment of the pupils' attainment, as they reach the end of their time in Key Stage 1. The 1999 teacher assessments for science indicate that the percentage of pupils attaining the expected level was very high in comparison with national average.***
6. For the seven year old pupils in tests, the percentage of pupils achieving the higher Level 3 was well below the national average in reading. The percentage of pupils achieving Level 3 in writing was below the national average. In mathematics the percentage achieving Level 3 was close to the national average. In teacher assessment in science the percentage was well below the national average.

7. ***Results from tests as pupils enter the Reception class indicate that overall pupils are attaining standards that are below those expected nationally. However, there are a significant minority of pupils who attain good standards, particularly in reading and writing.***
8. The headteacher and staff in partnership with the governing body have made a thorough analysis of the school's results and assessment information for all key stages. In conjunction with the Local Education Authority, targets with effective support strategies are in place to improve the results in subjects that are weakest, in particular mathematics at the end of Key Stage 2. The comprehensive planning of the curriculum and the targeted support for below average pupils are also improving pupil results. The school has revised its targets for 2000. Taking all indicators into consideration, the school is making good progress towards meeting these improved targets.
9. Standards in art are higher than those typically found for pupils of primary age. There are many examples of pupils' artwork on display in the hall, classrooms or corridors. In these completed pieces of work the pupils demonstrate art skills of a good standard. The displayed artwork around the school creates a lively and stimulating working environment for the pupils. Standards in all other subjects are satisfactory.
10. When comparing the performance of girls and boys over the last four years, there have been some variations at the end of Key Stage 1. Generally at the end of Key Stage 1, the boys have performed better than the girls in reading and writing. Their performance in mathematics was similar over the same time. At the end of Key Stage 2, for the last four years there has been no significant difference in the performance of girls and boys in tests.
11. ***Overall, pupils enter the school with attainment which is below that typically found for pupils of this age group. By the end of their time in the school, overall most pupils have attained standards in most subjects that are in line with the standards typically expected of this age group.***
12. Pupils make good progress in reading. When they enter the school in the Nursery class, few pupils can recognise the letters of the alphabet and few know what sound each letter makes. By the time they leave the school in Year 6, all pupils read with fluency and are familiar with a range of authors. Standards in writing are more variable as the pupils move through from Nursery to Year 2. The marking of pupils' work is completed carefully by teachers but it does not always indicate to the pupils ways in which they can improve their spellings and letter formation. Handwriting and general presentational skills are also more variable in Key Stage 1. Evidence from the pupils' books indicate that not all pupils make satisfactory progress with their writing, in a minority of books there was some evidence of pupils having little pride in their work.
13. Standards of writing are more consistent in Key Stage 2. Writing skills are taught systematically across the key stage and there were many examples seen of pupils using their writing skills to good effect in all subjects of the curriculum.
14. In number work (numeracy skills) pupils generally make good progress. Most pupils join the school with limited knowledge of numbers and how they operate. By the age of seven years the majority of pupils can do simple calculations quickly and accurately. They have a satisfactory understanding of other aspects of mathematics, including fractions and the ability

to workout accurately calculations for more than and less than situations. By the time they are 11 years of age pupils are able to work accurately using decimals, subtract a two digit number from another and understand terms like product, multiples and square numbers. The early indications are that the way teachers are using the new national programme for raising standards in number work, is having a positive impact on the pupils' understanding of this subject.

15. Pupils with special educational needs achieve appropriate standards for their ability. Often these pupils receive extra support. The school has a policy to target specific support to these pupils to enable them to make good progress. From the observations made during the inspection, support staff know their pupils and work effectively to cater for their learning needs.
16. The achievement of pupils in relation to their prior attainment is good as they move through the school. This is a result of the often very good well-planned and effective teaching.

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

17. *The pupils' attitudes to school are very good. Behaviour is very good. The personal development of pupils is outstanding. Relationships are excellent. Attendance rates at the school are sound. These factors all make an important contribution to the high quality of pupils' learning and the positive ethos of the school. There has been marked improvement in pupils' personal development and relationships since the last inspection.*
18. Pupils co-operate very well with teachers and show very good levels of interest and enthusiasm in their work. They apply themselves very effectively and fully to tasks. They listen very well and follow instructions in lessons carefully. They show very good levels of concentration and take pride in their achievements. Pupils are keen to answer whole class questions, and participate fully in their lessons. Many good examples of this were seen during the inspection, for example, in the literacy hour. The under fives are developing positive habits in their learning. They share role-play areas and equipment with good consideration for each other and generally play and work very well together. Good examples of this were seen in the Nursery, including a small group activity where pupils were learning to count using building blocks. The under fives are developing good personal and social skills as they progress through the early years. They are well on course to achieve the nationally set early learning targets for personal and social development, by the time they reach five years of age.
19. Behaviour of the vast majority of pupils, including the under fives is very good. This makes a considerable contribution to their progress in lessons and to the ethos of the school. The school is a very friendly and orderly community. Pupils behave very sensibly in classrooms, and in and around the school. Behaviour at break times and at school assemblies is outstanding. Lunchtime in the hall is a pleasant social occasion where pupils mix well together and enjoy each other's company. No instance of bad behaviour towards others was observed during the inspection. There is no evidence of bullying. Should bullying occur, then the school has very good procedures in place that would address the issue immediately. Pupils are very courteous and show respect for staff and visiting adults.
20. Behaviour management by staff is very good, with a consistent whole school approach. Through this, pupils have an excellent and clear understanding of the impact of their actions on others. They show excellent levels of empathy and respect for the feelings, values and beliefs

of others. They are fully aware of the system of rewards and sanctions, and believe them to be fair. The school has not excluded any pupil in the last academic year. The pupils at this school are trustworthy and care for property. They can be trusted to work sensibly with the minimum of supervision. They respect their own property and that of others. They all share equipment and learning resources sensibly.

21. The school offers many high quality opportunities for pupils to take responsibility, and pupils accept it very well. Class monitor tasks are very well established. Pupils are keen to put themselves forward for particular duties in each class. Older pupils are given duties to look after younger ones and this fosters good social development. Relationships across the school are excellent. Pupils work in pairs and small groups very effectively. For example, in science lessons, they effectively share duties of recording, observing and evaluating their practical experiments.
22. Pupils use their initiative particularly well in their learning. For example, Year 1 pupils, during physical education were seen to move apparatus around the hall effectively and safely as they selected suitable locations in the hall for the apparatus. Pupils develop excellent levels of independence skills. For example, younger pupils are gaining confidence in using computers whilst older ones are able to use the Internet with good skill. Pupils use other learning resources such as reference books very well too. For example, two Year 4 pupils were very quick and effective in demonstrating their skill in locating specific information to an inspector in the library. The school provides good opportunities for pupils to develop research skills through appropriate homework tasks.
23. All parents replying to the inspection questionnaire said that their children like school. The rate of attendance is slightly above the national benchmark of 90%. Authorised absence is also slightly above the national average for this type of school, as is unauthorised absence. Punctuality is satisfactory and lessons start and finish on time. The school is aware that more positive action is necessary to raise attendance, and continues to develop its strategies. The rate of attendance has declined a little since the last inspection.

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

24. ***During the inspection 39 lessons or part lessons were observed. In total approximately 31 hours of teaching and learning were inspected. Teaching was judged to be at least good in all but five lessons; in these lessons teaching was judged to be satisfactory. No unsatisfactory teaching was seen. In 20 lessons teaching was judged to be good. In 12 lessons teaching was judged to be very good. In two lessons teaching was judged to be excellent. These figures show a clear improvement on the judgements that were made about the quality of teaching during the last inspection.***
25. In the majority of lessons observed there were several common strengths. These strengths were the comprehensive detail in curriculum planning, the very good subject knowledge displayed by the teachers and their very good management of the pupils. An exceptional strength was the way in which teachers used questions to help the pupils develop and understand the work being taught.
26. The strengths in teaching enable the pupils to make at least good and at times very good progress. No common weaknesses occurred in lessons that were judged to be satisfactory overall.



27. ***Overall, the quality of teaching observed in the under fives classes was good. In total, nine lessons or parts of lessons were observed; this equated to over six hours of teaching time. In six lessons the teaching was judged to be good; in one lesson the teaching was judged to be very good and in the remaining lessons the teaching was judged to be satisfactory.***
28. The under fives pupils are taught in two classes, a Nursery class and a Reception class. Pupils in the Reception class have benefited from their time in the Nursery. In the lesson where the teaching was judged to be very good the pupils were organised into groups. Two of the groups were engaged in an art and language development activity relating to the way sandwiches are made. Another group of pupils was writing about people and their clothes from 100 year ago. Other pupils were working in the home corner pretending to make and serve meals to their customers. Finally some pupils were working independently with the classroom computers. The teaching in this lesson was judged to very good because the management of the pupils, organisation of the lesson and the support provided by the teacher enabled pupils to make good progress in the various activities.
29. ***Overall, the quality of teaching in Key Stage 1 classes was good. In total 11 lessons or parts of lessons were observed; this equated to approximately eight hours of teaching time. In one lesson teaching was judged to be very good, in seven lessons the quality of teaching was judged to be good. In the remaining lessons teaching was judged to be satisfactory.***
30. The Key Stage 1 pupils are taught in two classes, a Year 1 class and a Year 2 class. Good teaching occurred in the majority of lessons and across the range of subjects.
31. The substantial amount of good teaching in Key Stage 1 is depicted by the very well planned lessons, the good subject knowledge of the teachers and the knowledge teachers have of their pupils. In one mathematics lesson in Year 2, the pupils had to work out the correct time for various events in the day. The teaching was good because it was well planned, it had clear learning objectives and the sequence of learning provided by the teacher's questioning of the pupils enabled them to make good progress.
32. ***Overall the quality of teaching in Key Stage 2 was judged to be very good. In total 19 lessons or parts of lessons were observed; this equated to over 16 hours of teaching time. In two lessons teaching was judged to be excellent. In ten lessons the teaching was judged to be very good. In the remaining lessons the teaching was never less than good.***
33. The teaching in Key Stage 2 is of a higher standard than Key Stage 1. This is because, in nearly all lessons, the quality of questions asked by teachers of their pupils is of such a high standard. This style of questioning challenges the thinking of the pupils and encourages them to attempt all their work with confidence. This kind of questioning was a common feature of the two mathematics lessons where the teaching was judged to be excellent. For example, in a Year 4 mathematics lesson during the oral and mental warm-up part of the lesson, the teacher promoted the learning of the pupils by rapidly delivering a series of questions. The questions became progressively harder but the teacher very skilfully continued to cater for the lower ability pupils. The pace and quality of questioning enabled the pupils to make rapid progress. The pupils showed enthusiasm and by the end of the session they had a good understanding of multiples, decade numbers and finding answers mentally using a bracket method.
34. ***The teaching observed in English was good.***

35. In total ten lessons were observed including three lessons where the under five pupils were developing language skills. Teaching was judged to very good in three lessons. In six lessons the teaching was good. In the remaining lesson the teaching was satisfactory. The National Literacy Strategy is well established in the school. All teachers follow these national guidelines when preparing lessons for their pupils.
36. ***The teaching observed in mathematics was very good.***
37. In total 11 lessons were observed. Teaching was judged to excellent in two lessons. Teaching was very good in four lessons. Teaching was judged to be good in two lessons and satisfactory in the remaining three lessons. The introduction of the National Numeracy Strategy is having a positive impact on the quality of teaching in mathematics. All teachers are well planned and are implementing the requirements of the strategy with skill.
38. As the school has voluntary aided status the teaching of religious education was not observed. In all the other subjects of the curriculum the teaching observed was judged to be good.
39. All teachers have a good knowledge of pupils in their class and regularly monitor their progress within their planning sheets. This ensures that the work is consolidated at a later date and that most work is matched to the learning needs of pupils. Examples of pupils' work are kept in Key Stage 1. As yet this practice does not continue in to Key Stage 2. However, this work is not always dated and standards attained by the pupils are not always recorded. Some teachers in Key Stage 2 have discussed individual targets with their pupils and this has helped to improve pupils' perceptions of what they can achieve. Where this occurs pupils have attempted to reach their target. This good practice is not consistent across the school. Although these targets are shared with individual pupils at this stage they are not always shared with parents.
40. The overall quality of teaching has improved since the last inspection. This enables the pupils to make good progress as they move through the school.

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

41. ***The school offers its pupils a good well-planned curriculum. All appropriate policy documents are in place. Provision for special educational needs pupils is good. All pupils have an equal access to the curriculum. Provision for the pupils' personal, moral and social development is excellent. The school has good links with other schools and the wider community.***
42. All statutory requirements are met. The curriculum the school offers its pupils is good. In the Nursery class the curriculum covers the six areas of learning recommended in the national guidelines. For all the other classes, including the Reception class, there is a clear curriculum plan that shows how all the subjects of the National Curriculum are delivered. The teachers plan in detail on a half termly basis showing how the various aspects of the work will be covered. This is well supported by more detailed weekly planning that has space for teachers to include assessments of pupils' work. These assessments are effectively used to plan future learning.
43. There are appropriate policy documents for all subjects that are regularly updated according to guidance received and to teachers' assessments and evaluations. Teachers make very good use

of the detailed schemes of work and the subject co-ordinators monitor the half-termly planning and evaluations of work covered on a regular basis. Currently the school is in the process of preparing the new guidelines for the Foundation Stage for the under fives and reviewing their schemes of work in preparation for the new curriculum in September 2000.

44. The school has good policies for drug education and sex education that have been approved by the governors. Both of these policies are well established and form part of the taught curriculum. They provide very good guidance for staff and consider the roles of parents, governors and outside speakers.
45. English and mathematics are effectively taught in the morning sessions and additional time is allocated to both. However, the numeracy session is occasionally too long for the Reception pupils, as it often leads straight on from the literacy hour. The additional time available for classes in Key Stage 2 is used for extended writing sessions. Less time is allocated to geography and history but there is satisfactory coverage and the lessons are of a very practical nature ensuring that pupils are taught the necessary skills of investigation and enquiry. There are good links between the subjects and teachers ensure that there is clear development as pupils move through the school. For example, although pupils are studying the European Union in geography, they write letters to their pen friends in English lessons. Pupils use data from geographical surveys to record their work as graphs.
46. All pupils receive equality of opportunity and access to all aspects of the curriculum. Provision for pupils on the register for special educational needs is good. There are detailed education plans for pupils on the special need register and the school is well supported by other agencies. During the inspection there were examples of lower attaining pupils being well supported and provided with activities that enabled them to make good progress. Additional learning support is provided for targeted pupils throughout the school.
47. The provision made for pupils' personal development is excellent. The relationships between all adults and pupils and between the pupils themselves are excellent. In particular the way the older pupils play with and care for the younger pupils is impressive. All pupils listen well in class and their attitudes to their teachers and their work are very good.
48. Provision for spiritual development is good. Some opportunities are provided in lessons for pupils to reflect on the work that they are doing and to enjoy the moments of learning. For example, in the Year 2 and Year 3 classes pupils think very carefully about the food they are tasting and imagining what the tastes reminds them of. In the good work assembly pupils are asked to think about their work and in particular when they had achieved good results or behaviour.
49. Provision for moral and social development is excellent and has greatly improved since the last inspection. All members of staff make use of the opportunities to explain, and explore with the pupils the need for good behaviour and the need to consider other people. All pupils have been involved in writing class rules and teachers take every opportunity to remind pupils of these, particularly when someone has behaved in an inappropriate way.
50. Pupils are encouraged to take on responsibilities and think of other people both locally and in other parts of the world. They bring and make cakes for sale for local charities and support various appeals. Older pupils support pupils in the Nursery and take on other responsibilities around the school. Younger pupils give out milk, are expected to tidy up after lessons and put out apparatus for gymnastics with the help of the teacher. Pupils have the opportunity during

circle time to give opinions and share thoughts but this has not been formalised into a pupil or school council.

51. There are good links with other Catholic primary and secondary schools in the area and these are beneficial to both teachers and pupils. Organised educational outings are planned to support the teaching of science, geography and history and some of the older pupils and teachers take part in a residential weekend. This is good practice and supports the school ethos that expects the pupils to work well together.
52. The provision for cultural development is good. Pupils have good contacts with other European countries and through their work in geography they learn about life in other countries such as Kenya and St. Lucia. They also find out about different localities such as Stanton in Peak. They learn about Ancient Greece through their work in history and compare life in ancient times with their own. They have limited experience of visiting other places of worship and of finding out about famous men and women from other cultures.
53. The curriculum is greatly enhanced by educational visits and the local priest who has spoken to the pupils about life in Kenya. Pupils visit Chester, the art gallery and museum in Manchester as well as the Platt Hall Costume Museum and Lledr Hall. The priest, who is also the chairman of the governing body, when appropriate leads the school for assembly and is a regular visitor and friend of the school.
54. The provision for activities outside the classroom is good. Pupils take part in a variety of sporting and music activities. There is also a privately run after school club at the school that gives a much needed service to those parents who work and are not able to collect their children at end of the school day.
55. Since the last inspection the school has made very good progress in improving its curricular provision, in particular the progress made in the pupils' personal, moral and social development is impressive. The school has also successfully introduced the national strategies for literacy and numeracy. The curricular provision for information technology has also improved since the last inspection.

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

56. ***The school takes positive steps to ensure pupils' health and safety and the level and quality of support is outstanding. The educational and personal support and advice given to pupils are very good. These provisions contribute well to the caring and family ethos of the school and are effective in supporting pupils. The school has made considerable improvements to the high quality of provisions since the last inspection. Several provisions have improved from sound or good, to excellent.***
57. Parents feel that the school's staff have the pupils' welfare at heart and that they work very hard to enable pupils to achieve their best. Inspection findings confirm that parents' confidence is well founded.
58. Arrangements for Child Protection are very good. The school has a very good quality Child Protection Policy. The designated officer is appropriately trained and effective in dealing with any issues. Monitoring arrangements are excellent. Staff are well aware of the school's policy and procedures. The school has effective relations with external agencies.

59. The school has a very good quality health and safety policy. Risk assessments are undertaken regularly, with the governing body playing an important role. Arrangements are made to ensure that equipment and appliances are frequently tested. Accident and emergency procedures are very well developed and are effective in dealing with problems. Many staff are trained and qualified to administer first aid. Fire drills are carried out regularly and are appropriately recorded. Staff are very vigilant in health and safety matters and they follow the school's procedures fully.
60. The school is aware of the health and hygiene problems caused by unsatisfactory toilets and stray dogs on the school field. There is close liaison with the Local Education Authority to resolve these issues.
61. The school works very closely with external agencies in raising awareness of health and safety matters. The school nurse is a frequent visitor to the school and monitors pupils' general health and also gives talks. The community police officer is also a regular visitor and gives talks on citizenship, and road safety. A road safety officer attends the school annually. In addition, safe cycling training is available for Year 5 each year. The school also takes part in the Crucial Crew Project in conjunction with the emergency services. This allows Year 6 pupils to gain a basic awareness of dealing with emergencies through presentations, activities and role-plays.
62. Sex education is effectively addressed through the school's very high quality Education in Personal Relationships programme. This also provides for drugs, anti-bullying, personal safety, health and hygiene education.
63. There are very good arrangements to monitor pupils' attendance and punctuality. Problems are identified at an early stage and this enables the school to give pupils effective support. There is a good partnership with the educational welfare officer who works with the school. There are sound arrangements to promote better attendance and punctuality. Staff take many informal opportunities to speak to parents about the importance of good attendance and there are regular reminders in newsletters. Since the overall rate of attendance is not greatly above the national benchmark, the school is considering introducing a system of reward to act as a further incentive.
64. The school's procedures for monitoring and promoting good behaviour are outstanding. They are very well established and effective. Any problems are carefully recorded and tracked. Excellent use is made of a range of rewards and sanctions to manage pupils' behaviour. Rewards assemblies and certificates are particularly effective in raising pupils' attainment and quality of behaviour. Parents express total confidence in the school's ability to tackle incidences of bullying quickly and effectively.
65. Very good systems and procedures are in place to enable the school to monitor and assess the academic progress and personal development of pupils. Assessments are undertaken at appropriate intervals. Files containing examples of work are kept on every pupil. The use of assessment information to inform and guide curricular planning is very good. These procedures are very well used by the teachers and, together with their detailed knowledge of pupils, enable them to plan carefully for the next step in pupils' learning. This, when linked to the very good teaching enables pupils to make significant progress. Teachers transpose assessment information into pupils' annual reports effectively so that parents are very well appraised about their children's attainment and progress.

66. The school has introduced an effective whole-school marking policy since the last inspection. The policy is well implemented by all teachers, however on some occasions more information could be given to pupils in order that they can see how they can improve their work.

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

67. *The school has very good links with parents. Parents are extremely positive about the work of the school and the education it provides for their children. The school has maintained a high quality partnership with parents since the last inspection. There has been a significant improvement in the quality of information sent to parents since the last inspection.*
68. Parents have overwhelmingly positive views of the school. Replies to the inspection questionnaire, and responses at the pre-inspection meeting, indicate that parents have a great level of confidence in the school, its management and the quality of education provided. Evidence from the inspection shows that this confidence is well placed. However, parental concern about stray dogs and the related nuisance and risk to safety is something that the school is addressing.
69. The quality of information to parents, especially about pupils' progress is very good. All written information is user-friendly. Parents receive a very good quality prospectus telling them about the school, its policies and procedures. There is a separate brochure about Nursery provision and this includes high quality guidance on how parents can help with their children's literacy and numeracy. Regular and frequent newsletters are effective in keeping parents abreast of dates, events and developments in the life of the school. Pupils' annual reports provide parents with concise information about what their children know, can do and understand. They include appropriate learning targets for future work.
70. Parents make a good contribution to the school by supporting much of its work. The picture is similar to that of the last inspection. Parents are made welcome and positively encouraged to become involved in school life.
71. The Parents and Teachers Association is very hardworking and successful in fundraising through organising social and community events. High sums of money are raised each year and used to buy learning resources such as computer equipment and books. Many parents regularly help in school with lessons, for example, literacy. Evidence from this inspection indicates that helpers are well briefed on their role; they make an effective contribution to work in classrooms and effectively support pupils with their learning. Parents also support extra-curricular activities when they can, and are always supportive of school trips. Parents of children with special educational needs are very well involved in developing individual education plans, and reviewing progress on a regular basis.
72. The vast majority of parents feel that pupils have the right amount of work to do at home. The school positively encourages parents to support their children's learning. A reading diary is maintained and well used by most parents at home, as is a homework book. These factors contribute well to pupils' learning.

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

73. *Overall, the leadership and management of the school are very good. The headteacher*

***provides the school with excellent leadership. He has undertaken a detailed analysis of the school's strengths and weaknesses and has clear plans to help raise standards to an even higher level. The governors are very supportive of the headteacher and the teaching staff. They have clear procedures in place that help them to manage the school very effectively.***

74. The headteacher is very well respected by all those connected with the school. He has undertaken monitoring of the work of teachers in the classroom. The records of these observations are very detailed and provide a clear agenda for discussions that are held with individual members of the teaching staff. Targets are agreed for improvement. The classroom observations have also enabled the headteacher to build an accurate picture of the strengths, and weaknesses, of the teaching team. The deputy headteacher provides the headteacher with very good support; they are a very effective team. The deputy headteacher plays a major part in planning and monitoring the curriculum. The headteacher has effectively delegated responsibility to staff for a range of subjects, including the new and important national strategies for teaching literacy and numeracy. The members of staff who have responsibility for these areas of the curriculum have also undertaken classroom observations; these visits have enabled them to help and guide other members of staff. Support staff are well deployed and have a clear understanding of what is required by the groups that they are supporting. Support staff make a positive contribution to pupils' learning. All teachers and support staff take their responsibilities seriously and carry out their duties efficiently.
75. The headteacher, on a half-termly basis, monitors the progress of all pupils and pupils with any difficulties are identified at an early stage. These regular assessments of progress include details of academic achievement as well as information about pupils' attitudes to school and the support that they receive from their parents.
76. The school governors provide the school with good support. They are fully involved in the management of the school. They have established a clear committee structure that enables them to meet the many national requirements of school governors. Individual governors have taken responsibly for particular aspects of the school's work, for example, work in reading, writing, number and special educational needs provision. These governors take their responsibilities very seriously. They have also spent time in classrooms watching pupils learn. The governors have established very good procedures that enable them to monitor important aspects of the school's work. The governors can demonstrate the need to use the principle of best value when spending money. For example, when building work was undertaken the governors analysed the bids from three contractors before deciding on the contractors to be used.
77. The staff and governors have written good plans for the school's further development. The priorities they have identified are appropriate for a primary school. The plans show how the priorities are to be addressed in a given time scale. The governors review the targets on a regular basis and make adjustments to the plan as the need arises.
78. Satisfactory procedures are in place regarding the use of the school's finances. The headteacher in conjunction with the finance committee sets the budget and the full governing body ratifies this. Future planning regarding the budget is satisfactory. The headteacher has a clear understanding of the need to ensure that procedures are in place so that money is used to the best advantage of the pupils. All these procedures are appropriate for a primary school.
79. In the period since the last inspection the school has made very good progress in addressing the issues identified for its further development. A clear marking policy is in place and this is

generally used to good effect by the teaching staff although more written guidance could be given to some pupils to inform them on how they can improve their work. Resources for information technology have been increased and standards in this subject are at least in line with those typically expected for this age group.

80. The school has established good procedures for setting targets for raising standards in important aspects of the school's work, particularly in English, mathematics and science. The targets are realistic and if achieved will improve the schools results when compared with other schools.
81. ***Staffing levels in the school are good. The range and size of the school's accommodation are satisfactory. The school has a good range of learning resources.***
82. The teachers are suitably qualified to teach the primary age group. Their knowledge and understanding of the way young pupils learn is having a positive impact on standards in the school. The classrooms are of a satisfactory size and enable teachers to provide pupils with a good range of learning experiences. The school hall, although on the small size, contains a good range of equipment that enables pupils to develop a full range of physical education skills. The school playground and school field are a good size. The general public allow their dogs to foul the field; this is a health hazard and is unsatisfactory.
83. The school is well maintained and very clean. The school caretaker and cleaning staff make every effort to ensure that all areas of the school are thoroughly cleaned. However, the boys' toilet in the infant area is in an unsatisfactory state of repair. Although the caretaker works hard to overcome the problem, in its present state it constitutes a health hazard and requires urgent attention.
84. Resources in the school are at a good level. The number of fiction books is good; non-fiction material is plentiful. A small school library is well stocked and regularly used by pupils. The school has a good range of computers; they are used to good effect to help pupils with the development of their computer skills.
85. ***The ethos in the school is good. It runs smoothly and efficiently.***
86. In all classes the teachers encourage and support pupils to work very hard. As a result the pupils show positive attitudes to their work and are able to sustain their levels of concentration for long periods of time; this enables them to make good progress in lessons.
87. The day-to-day management of the school is very good being both effective and efficient. The school secretary is making good use of information technology to support her work. She is very efficient and provides the headteacher with very good support. Routine day-to-day budgetary, administrative and organisational procedures are very good.
88. The school complies with all major statutory requirements and provides very good value for money.
89. These judgements indicate a clear improvement in the management of the school since its inspection in 1997.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

90. The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school.

1. Raise standards in mathematics to a higher level by:

- a) Continuing to incorporate the national guidance for teaching number work into the school's teaching of mathematics;
- b) Continuing to identify pupils who have high levels of mathematical understanding and provide these pupils with stimulating and challenging materials;
- c) Developing the teaching in mathematics to ensure that lessons go at a good pace;
- d) Extending regular opportunities for mathematics teaching to be monitored, so that all teachers can access the very good teaching found in the school.

*(see paragraphs 1,2,4,8,14,37,74,80,129,130,135,141)*

(In the plan for the school's further development, the governors have already identified the need to raise the standards in mathematics.)

2. Improve the quality of the presentation of pupils' work in the Key Stage 1 classes by:

- a) Ensuring that the marking of work by the teachers gives the pupils guidance on how they can improve their work;
- b) Identifying with individual pupils the highest quality work they have produced;
- c) Using these examples as the benchmark for their work;
- d) Challenging pupils to then further improve the presentation of their work;
- e) Using the very best work that each child produces in high quality displays around the school.

*(see paragraphs 12,66,116,118,133).*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	20

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	12	20	5	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	26	184
Number of full-time pupils eligible for free school meals	4	34

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	32

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<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	18
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	6.6
National comparative data	5.4

Unauthorised absence	%
School data	1.5
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	8	8	8
	Total	20	20	22
Percentage of pupils at NC level 2 or above	School	91 (90)	91 (94)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	8	8	8
	Total	20	20	22
Percentage of pupils at NC level 2 or above	School	91 (90)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### ***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	15	24

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	6	5	7
	Girls	12	10	13
	Total	18	15	20
Percentage of pupils at NC level 4 or above	School	75 (77)	63 (62)	83 (81)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	12	10	12
	Total	20	15	18
Percentage of pupils at NC level 4 or above	School	76 (80)	63 (80)	83 (81)
	National	67 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	158
Any other minority ethnic group	1

*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 – Y7**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.3:1
Average class size	26.3

**Education support staff: YR – Y7**

Total number of education support staff	2
Total aggregate hours worked per week	64

**Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26:1

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13:1
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1998/9
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	£
Total income	337,822
Total expenditure	333,190
Expenditure per pupil	1,692
Balance brought forward from previous year	0
Balance carried forward to next year	4,632

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

### **Questionnaire return rate**

Number of questionnaires sent out	210
Number of questionnaires returned	82

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	27			
My child is making good progress in school.	48	33		1	
Behaviour in the school is good.	41	36	3		2
My child gets the right amount of work to do at home.	37	32	7	3	2
The teaching is good.	61	19	2		
I am kept well informed about how my child is getting on.	41	36	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	58	22	1	1	
The school expects my child to work hard and achieve his or her best.	64	17			
The school works closely with parents.	36	39	4	2	
The school is well led and managed.	58	20	1		1
The school is helping my child become mature and responsible.	52	26	1		
The school provides an interesting range of activities outside lessons.	34	34	8	2	2

## **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**

91. *The provision for under fives pupils is good. Teaching in the Nursery and Reception classes is good overall. Progress in the pupils' personal and social development is good. On entry to the Nursery attainment is below that expected nationally. Although pupils make satisfactory progress, by the time they enter Year 1 standards, particularly in language and literacy, are still below those expected nationally.*
92. The under fives are taught in two classes, a Nursery class and a Reception class. There are twenty-six pupils who attend the Nursery full time. A teacher and a nursery nurse staff this class. There are twenty-five pupils in the Reception class of whom eleven have reached statutory school age. A teacher who is given some support by a classroom assistant teaches this class. The number of adults working in Reception class is below that recommended nationally. Pupils from the Nursery class are normally admitted to the Reception class at the beginning of the year in which they reach their fifth birthday.
93. Satisfactory provision is made prior to the pupils starting school. Parents are invited to the school in the term prior to joining the Nursery. During this session the parents are shown the Nursery and its facilities. Very clear guidelines are presented to them in the form of a brochure. This brochure explains very clearly the school's commitment to the pupils and gives advice on how parents can support their children at home and how they can join in with the community life of the school. During the start of the autumn term pupils are admitted on a part time basis. When they are emotionally and socially ready they attend full time.
94. The Nursery staff uses the Local Education Authority guidance and planning documents to good effect. They assess the pupils soon after entry to the Nursery and a further assessment is made of their progress half way through the school year. This is a good process and enables the teaching staff and the headteacher to identify those pupils who have good basic skills as well as those who need additional support. Staff keep careful records of pupils' progress together with examples of their work. Some work retained shows evidence of pupils' early writing skills. Time is found during the week to give individual pupils the support that they need in order to make good progress. When the pupils transfer to the Reception class, the school makes good use of the local authority's assessment procedures for this age group. Results from these tests indicate that overall pupils are attaining standards that are below those expected nationally. However, there are a significant minority of pupils who attain good standards, particularly in reading and writing by the time they reach statutory school age. Although standards are below those expected nationally, pupils make satisfactory progress overall by the time they enter Key Stage 1.
95. The school does not have a policy for under fives but is preparing to follow the new national guidelines that relate to the Foundation Stage. Planning for the Nursery class follows the national guidelines but the Reception class although not entirely following the planning for the six areas of learning for under fives provides a very practical curriculum which gives the pupils a good range of learning experiences.

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

96. The personal and social development of pupils is good. Pupils are provided with many opportunities to play and work together. They are given responsibilities in class, for example they give out the morning milk in reception and wear a helping hands medal in the Nursery. Behaviour is good overall and the teachers use every opportunity to remind pupils about taking turns and listening to each other. For example, pupils in the Nursery were reminded to take turns and use the equipment properly. However, their level of concentration is variable. For example on one occasion in the Nursery class, the pupils playing with the salt dough made a variety of things and enjoyed what they were doing whilst the pupils making the floor activity puzzle found it extremely challenging until the nursery nurse came to help them. On another occasion some pupils in the Reception class found concentration difficult when they were working independently on a mathematics activity. The morning sessions seem long for pupils of this age group because they are not sufficiently broken up by child chosen activities.

### ***Language and literacy***

97. Overall standards in speaking and listening, as they enter the Nursery, are below those expected nationally. The teaching staff work hard to improve these skills and use lessons such as music in order to help the pupils concentrate on the sounds made and to repeat them carefully. These skills improve as the pupils move through the Reception class and they are able to recognise the sounds of the first and last letters of words. Pupils in the Reception class are given time every morning to explain pictures and writing that they have done at home and they listen to each others contribution carefully.
98. A small minority of pupils in the Nursery class know letter sounds and can recite the alphabet. Pupils in both classes where there are under fives enjoy reading and sharing books and many older pupils are beginning to use their knowledge of letter sounds when reading unknown words. In the shared reading session at the beginning of the literacy hour, pupils use pictures to help them understand what the print might say and they have a satisfactory knowledge of terms such as author and illustrator. They can recognise where capital letters are used and are becoming more familiar with question marks and speech marks. The higher attaining pupils in the Reception class read well for their age.
99. Pupils are developing satisfactory writing skills. Many pupils attempt to write unaided with variable degrees of success. Letter formation is taught in the Reception class and the higher attaining pupils can write simple sentences using known words, spelt correctly. They also make good attempts at spelling unknown words. Opportunities are provided for pupils to write during the literacy hour and there are some good examples where pupils have attempted to rewrite a known story. Reception pupils' invitations to a party were used for display in the corridor. By the time pupils join the Year 1 class they are able to form many letters of the alphabet correctly.
100. By the end of the Reception Year some pupils are attaining satisfactory standards but many are attaining standards that are below those expected nationally. When compared to other schools in the local authority then standards are satisfactory.

### ***Mathematics***

101. Assessment data indicates that standards on entry to the Reception class are higher than the Local Education Authority's average.



102. Evidence gathered during the inspection suggests that by the time that pupils leave the Nursery class, many of them can recognise numbers to ten and the higher attaining pupils can count beyond ten, complete simple and complex patterns and recognise many two-digit numbers. They can name some shapes such as triangle, square and circle. Pupils in the Reception class can count numbers to twenty, copy patterns and recognise many two-digit numbers. They can read and recognise multiples of ten and many can recognise and name coins. Higher attaining pupils can use appropriate vocabulary such as number and digit and do simple addition sums to ten in their heads. Many pupils can recognise simple shapes and some pupils can distinguish between more and less.
103. By the time pupils join the Year 1 class standards are similar to those found nationally.

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

104. Pupils have a wide range of experiences in the Nursery and Reception classes. They have access to computers and roamers and many when working with a computer show good control using a computer mouse. Pupils can describe how they came to school know the days of the week in sequence. They are also learning to be observant and can talk about old and new clothes that they have seen on the video. They understand that they have various senses and can name them. They can also name parts of their bodies. They have visited the local Catholic Church and have a variety of photographs as evidence of their visit.

### ***Physical development***

105. During the inspection the Nursery pupils were observed outside playing on wheeled toys as part of their morning break. They go outside on a daily basis and are also timetabled for physical education in the school hall. There is a safe area for the pupils to play but there are no playground markings that enable the pupils to join in a range of activities. The extended outdoor school environment is not entirely secure for pupils and this does not provide the full range of opportunities required by pupils in this age group. During the inspection the Reception class were observed during a physical education lesson indoors. In this lesson pupils were able to follow directions, demonstrate good body movements and show good balance and control. They were able to help to put out the equipment and used the apparatus appropriately. In this lesson the standards and progress made by the pupils was good.

### ***Creative development***

106. A variety of activities in music, art and story telling are effective in supporting the creative development of young pupils. Pupils have opportunities to use a range of malleable materials such as salt dough and a variety of media for art. Pupils are able to clap in time to words but find it more difficult to use musical instruments to beat in time with the teacher. Reception pupils enjoy singing nursery rhymes. Although the pupils were not observed taking part in a variety of creative activities, there is a range of work on display in both classrooms, which is of a satisfactory standard. For example, there are some pastel portraits in the Reception classroom and some collage and paintings on the walls in the Nursery, all of which are of a satisfactory standard.

107. ***Teaching in the under fives classes is good overall.***

108. Nine lessons were observed in the classes for the under fives of which one was judged to be

very good, six were judged to be good and the remaining two were judged to be satisfactory. Teachers and support staff have a very good knowledge of the curriculum for under fives and their planning is used very effectively. They are very clear about what children need to learn and they manage their pupils very well. Teachers have good expectations of behaviour and standards of work. Pupils' contributions to lessons are respected and they are provided with many opportunities to answer questions and give their own opinions.

109. Overall the judgements made on the under fives provision are similar to those reported following the last inspection.

## ENGLISH

110. *In the 1999 tests for eleven year olds, the school's results are similar to the national average but when compared to those of similar schools, pupils' results are above average. However, the percentage of pupils attaining the higher levels is below the national average but higher than those found in similar schools.*
111. Evidence during the inspection would suggest that overall standards are rising and that pupils make good progress as they move through the school.
112. Standards in English at the end of Key Stage 2 dipped in 1999 when compared with 1998, however, trends over time show that the performance of pupils in English, in both key stages, is broadly in line with the national standards.
113. In the 1999 tests for seven year olds, the schools results compare well with national expectations, except in reading where standards are below those expected nationally. The school's results also compare favourably with similar schools in reading and are average in writing. The percentage of those pupils attaining the higher levels in reading and writing is well below the national average but when compared to similar schools pupils' results are generally above average. Evidence gathered during the inspection supports the picture provided by the test results.
114. When the pupils enter the schools as under fives, their skills in speaking and listening are below average overall for pupils of this age group. All pupils make good progress in developing these skills as they move through the school. The teachers provide many opportunities for pupils to enter into discussion both in small groups and during times when the class meet together as a whole. When planning their work and researching information from books, pupils work together in groups. For example, during a history lesson in Year 5 pupils worked well together using information from various sources. In their discussions they were able to find the connection between a selection of words given to them and the historical information and evidence available. In English and mathematics lessons pupils give reasons for their answers and often ask questions about the work to be completed. Pupils have other opportunities to develop their speaking and listening skills. For example, the Year 4 class demonstrated their good speaking and listening skills through a very good class assembly about the Easter story.
115. Reading standards in the school are good overall. When they enter the school in the Nursery class, few pupils know their letter sounds or the names of the letters. By the time they reach the end of the year in which they attain their fifth birthday most pupils are able to hear and recognise the first and last letter sounds of a word. They can identify letter shapes and many

also know letter names. The higher attaining pupils are able to read simple sentences and are beginning to sound out unfamiliar words from their reading books. Pupils have many opportunities to read a range of text, both within lessons and by using books from the class or school library. Teachers in Key Stage 1 hear pupils read regularly and many pupils are well supported at home by their parents. Pupils have access to a variety of good quality books but until there are sufficient in quantity they must remain in school.

116. Pupils in Key Stage 2 are more familiar with a range of authors, such as Edgar Hyde and Jacqueline Wilson as well as a range of poets. They can give reasons for their choices, talking about the humour and the variation in style of writing. For example, some pupils make judgements about their books like 'This book is true to life and I can relate to it.' By the end of Key Stage 2 the majority of pupils read with fluency and with expression and are able to predict what might happen next in the story. All pupils from Year 2 upwards are able to access information from non-fiction books. They can use the contents and index pages and have a good understanding of the use of the glossary. Many of the older pupils can also use various programmes on the computer to access relevant information. The teaching of reading is a strength of the school. The majority of pupils make good progress in their reading.
117. Standards in writing are variable as pupils move through Key Stage 1. Some pupils in the Nursery can write their own names and a few pupils in the Reception class have good writing skills. They can write simple words and make good attempts at spelling unknown words. Many opportunities are provided for pupils in Key Stage 1 to learn how to spell common words with regular spelling patterns and to use rhyming words. Pupils in Year 1 develop good writing skills by developing their use of descriptive words and pupils in Year 2 are beginning to use characters to make story writing more interesting. Books are well marked but the teachers' marking of pupils' work does not always remind the pupils to form their letters correctly or spell accurately the words that should be known to them.
118. Standards of writing are more consistent in Key Stage 2. Writing skills are taught systematically and these skills are practised during the timetabled extended writing sessions. There are many examples where pupils have used good writing skills across all subjects of the National Curriculum. Pupils take notes during history and geography sessions and these are used to record information gleaned from books. There are some good examples of letters to pen friends in Bonn that were written by the pupils as part of the project to find out information about other people in Europe. Pupils in Year 3 have used their word processing skills to write poetry about winter and Year 6 have planned and written articles for a newspaper. There are good examples of story work on display. For example, the adventure stories written by pupils' in Year 4 are mounted in the school hall. Year 4 pupils have recounted their visit to Stanton in Peak and used their research skills in science to find out about various habitats. Many of the older pupils use a range of various starting points for their stories to good effect. For example, pupils in Year 6 had some good ideas when they started to write their story about Three Wishes.
119. Standards in handwriting are variable. Evidence from pupils' books does not always demonstrate good progress, particularly in handwriting. Letter formation and joined handwriting is taught throughout the school but evidence from pupils' books suggests that it is not always taught on a regular basis. Some pupils in both key stages have adopted a good style and their work is always neat and well presented.
120. Standards in spelling are satisfactory overall. Pupils are required to learn spellings regularly and they use dictionaries and thesaurus well. Pupils in Key Stage 1 use word cards to assist

their own efforts. Pupils in both key stages are taught a variety of spelling patterns and this is made more interesting for the pupils when they are taught these patterns through games as observed in a Year 4 lesson.

121. Pupils on the special educational needs register make good progress overall in developing their reading and writing skills.
122. Teaching in English is good in Key Stage 1 and in Key Stage 2 it is very good. Two lessons were observed in Key Stage 1 and in both lessons the teaching was judged to be good. The good features of these lessons were that the lessons followed the typical lesson format as outlined in the National Literacy Strategy which meant the teacher moved from one aspect of the lesson to the next with good pace. The pupils in Year 2 were very excited when they found compound words in the text and the teacher's enthusiasm for the story kept the pupils interested. They were able to identify the differences between other versions of the story. In the Year 1 class, the higher attaining pupils were able to demonstrate their very clear understanding of rhyming words and through good teacher questioning the pupils made good progress in their understanding of letter patterns.
123. In Key Stage 2, teaching in three out of the five lessons was judged to be very good and in the remaining two lessons teaching was judged to be good. The qualities of the very good lessons were the planning that the teachers had done prior to the lesson enabling the pupils to make very good progress in their understanding of the text. The text in each case was very appropriate and the teachers used very good questioning skills to assist the pupils in understanding both the humour and the meaning of less familiar words. The planned group work was challenging for the pupils, appropriate books and materials were used and pupils made good progress. The plenary sessions were also well planned reinforcing the main points of the lesson. In the Year 6 class the teacher planned for the pupils to have a skilled discussion about the death penalty. This lesson demonstrated the high level of speaking and listening skills acquired by the pupils.
124. Teachers generally have high expectations of pupils' writing skills and the marking policy adopted by the school in Key Stage 2 is having an impact on raising standards. Teachers take time marking books and give clear indications of what pupils do well and how they can improve their work.
125. Pupils enjoy their English lessons and the range of books provided, particularly in Key Stage 2 where they have more opportunities to read the range of books available. They show a willingness to write and are adventurous in what they do. They are confident when giving opinions and speaking aloud and readily volunteer to read their work to other pupils.
126. The national strategy for developing reading and writing has been successfully implemented and is having an impact on the raising of standards. The school is on course to achieve the targets set in their School Improvement Plan for 2000 and 2001.
127. The subject is well led by the co-ordinator who has a good knowledge of the programmes of study for all year groups. She has attended appropriate courses and provided training for all staff. Satisfactory procedures are in place for the setting of targets for some pupils but this is not yet consistent across the school. There are good procedures in place for monitoring provision in English, including the monitoring of classroom practice and teachers' planning.

128. The school has a good range of fiction and non-fiction books both in the classrooms and in the library. The new library is well used by pupils and this is an improvement since the last inspection. There are a number of computer programmes used successfully by the pupils. For example, teachers write their own programmes for use in lessons as well as using the commercially produced programmes that are available.
129. Since the last inspection good progress has been made. The marking policy has been written and is working particularly well in Key Stage 2. The school has a file containing work that matches all attainment levels except Level 5 and the range and number of books in the school library has improved.

## MATHEMATICS

130. *In 1999 tests for eleven year olds, the percentage of pupils achieving Level 4 in mathematics was below the national average. The schools results were close to the average when compared to similar schools. The school has set improvement targets in mathematics. The evidence seen during the inspection suggests that the school is likely to meet them. As the pupils move through the school, they are making good progress overall.*
131. The relatively low performance of eleven year old pupils in the 1999 tests means that generally that the school has not maintained the same progress in mathematics as other schools nationally over the last four years.
132. At the end of Key Stage 1, when considering the school results for 1999, the results achieved in mathematics were very high in comparison with the national average. The percentage of pupils achieving Level 3 was close to the national average.
133. Evidence gained from the inspection suggests that the majority of Year 2 pupils will achieve the standard typically expected of the average seven year old. For example most pupils in Year 2 are able to give accurate answers when working out ten less than or more than and 30 less than or more than a given two-digit number. They can also find the half of numbers like 2, 10 and 32 and in general are able to tell the time to the nearest half-hour. In Year 1, pupils are able to add to ten, subtract using numbers up to twenty and make simple bar charts from the information gathered from class questions like "What are your favourite crisps?".
134. The work in the Key Stage 1 pupils' books is of a satisfactory standard. All the books are monitored by the co-ordinator for the subject and the headteacher. Pupils' work is carefully marked. Teachers give written praise to the pupils for achieving and completing appropriate work. However, through teachers' marking little advice is given to the pupils on how they can improve their work.
135. Through the examination of the written work in pupils' books, the pupils generally make satisfactory progress as they move through the key stage. The older, more able pupils would further benefit from being set more work that would challenge and further develop their progress in and understanding of the subject.
136. By the end of Key Stage 2 the majority of pupils have attained the standard typical for this age group. The above average pupils are achieving the higher levels of attainment within the subject. The standards generally attained by these older pupils indicate that the school will meet the improvement targets set for Year 2000. Pupils in Year 6 were able to work accurately with decimal numbers to two places, subtract mentally two digit numbers from a

larger two digit number and understand terms like product, multiples and square numbers. The reason for the difference between the standards achieved in tests in 1999 and the observed standards seen during the inspection is two fold. The pupils obviously achieve better standards in their class work than when taking unseen tests without teaching support. As well as this the very good teaching found within the school, much of it due to the enthusiastic way the teaching staff have introduced the National Numeracy Strategy, has not been in place long enough to fully impact on the standards achieved by the pupils.

137. Pupils are equally enthusiastic about the subject and enjoy the friendly competition between each other particularly in the mental warm up session to each lesson. In all lessons the pupils worked hard and showed genuine interest in their work. They are keen to do well and like to please their teachers.
138. Evidence gathered from the books and the observation of lessons indicate that pupils are making good progress across Key Stage 2. The generally very good teaching in Key Stage 2 is having a positive impact on the progress of pupils in Key Stage 2.
139. Overall the quality of teaching in mathematics is very good. During the inspection eleven mathematics lessons were observed including two lessons where the under fives pupils were developing their mathematical skills; this equated to just over ten hours of teaching. The quality of teaching was judged to be excellent in two lessons, very good in four, good in two and the remaining three lessons satisfactory.
140. Four lessons were observed in Key Stage 1, the teaching in one lesson was judged to be very good, one lesson good with the remaining lessons satisfactory. The very good teaching was observed in the Year 1 class where the teacher's clear explanation and intervention enabled the pupils to make progress with their understanding of bar charts.
141. In Key Stage 2, five lessons were observed. The teaching in two of the lessons was judged to excellent and very good in the remaining three lessons. One of the lessons where excellent teaching occurred was in Year 3 where the pupils were working with three digit numbers and then making pie charts using hoops and strings. In this lesson, the excellent teacher instruction, questioning and the use of precise mathematical language and terminology enabled the pupils to enjoy the lesson and make rapid progress. The quality of teacher questioning of the pupils is a common strength across Key Stage 2. This type of questioning enables the pupils to make very good progress in lessons. The questioning is also having a positive impact on developing the pupils' numeracy skills. A good example of pupils applying their numeracy skills was seen within the Year 6 science books where pupils were using the knowledge and understanding of graphs within a science experiment.
142. The headteacher, subject co-ordinator, staff and governing body are all aware that standards in mathematics need to improve, particularly at the end of Key Stage 2. Challenging improvement targets are in place. Within lessons the least able pupils are supported in order that they will achieve the required standard. At the time of the inspection the National Numeracy Strategy was well in place and was having a positive effect on raising the standards of all pupils. The subject is very well managed and co-ordinated across the school. The co-ordinator is well informed and has a very good level of subject knowledge and expertise to influence the work of her fellow colleagues. Comprehensive planning is in place to ensure continuity and progression within the subject.
143. Overall the resources for mathematics are satisfactory and are well used in lessons. The

provision in mathematics, particularly the quality of teaching, has improved since the last inspection. There is now a permanent curriculum co-ordinator for the subject who is also a member of the senior management team. This is an improvement in the management of the subject since the last inspection.

## SCIENCE

144. ***Overall, the standards in science are similar to those found in primary schools nationally. In the 1999 tests for eleven year olds, the school's results were in line with the national average. The school's results were above the average for similar schools. Evidence gathered during the inspection supports the picture provided by the test results. As they move through the school pupils make good progress in science.***
145. At the end of Key Stage 1 when the pupils are seven years old, the teacher makes an assessment of their attainment in science. In the 1999 assessments the school's results were very high when compared with the national average. The school's results were very high when compared with similar schools. However, the results show that the percentage of pupils attaining the higher level was well below that found in similar schools.
146. Evidence gathered by talking to the Year 2 pupils suggests that the majority should attain the standard typically expected of seven year olds. For example, most pupils are able to indicate where the main organs of the body are located; they can also identify the main parts of a plant. Pupils are clear about electric circuits and can draw simple diagrams to show that a circuit needs to be complete if an electric bulb is going to light. Pupils in Year 1 are beginning to develop an appreciation of the need to undertake scientific investigations that are 'fair'. For example, when exploring the way toy cars run down a slope they were able to explain that the cars should start from the same point.
147. The work in the pupils' books in the Key Stage 1 classes is of a satisfactory standard which is similar to the pupils' performance in tests. Written work is limited in quantity. The lack of written work reflects the school's approach to pupils learning science; this views the practical investigations and discussions as more important to learning than large quantities of written recording. Although this approach is suitable for pupils in Key Stage 1, the writing up of science work could provide the pupils with another style of writing, that is the recording of facts and procedures. The work could be undertaken in lessons where pupils are developing their writing skills.
148. The evidence gathered during the inspection indicates that pupils generally make satisfactory progress in science as they move through Key Stage 1.
149. By the end of Key Stage 2 when the pupils are eleven years old, the majority have attained the standards typical for this age group with many achieving higher standards. In discussions, the Year 6 pupils showed that they have a good range of scientific knowledge. They were able to explain how the kidneys helped purify the blood and how small particles behave when substances are solids, liquids or gases. Pupils were able to talk about scientific investigations they had undertaken; they showed a good understanding of the reasons why experiments need to be 'fair'. However, the evidence gathered indicates that pupils are not being provided with enough opportunities to develop their investigative skills, at a level higher than that typically found for pupils age eleven years.
150. Pupils generally make good progress in science, as they move through Key Stage 2. Effective

use is made of the pupils' past learning so that individual pupils make identifiable progress both in lessons, and over the longer period of time.

151. Overall, the quality of teaching in science is good. During the inspection seven science lessons were observed; this equated to just under five hours of teaching. The quality of teaching was judged to be good in six lessons and very good in the seventh. The very good teaching occurred in a Year 4 lesson where pupils were building on their past knowledge about habitats. The teacher's careful questioning and use of the pupils' input was a major strength of the teaching. By the end of the lesson the highest attaining pupils could explain why certain features of a habitat, were suitable for certain types of animals. They could also explain why plants and animals had certain characteristics. For example, 'the colour in flowers enables them to attract insects for pollination'. All the pupils in the class made very good progress during the lesson, so that by the end of the lesson they had all produced a diagram that showed how animals or plants relate to their environment. The style of questioning used by the teachers was a common positive characteristic of all the science teaching observed. This approach enabled pupils to have the confidence to put forward their own ideas. The range of ideas was then considered and appropriate scientific conclusions followed.
152. In lessons the pupils enjoy their work, they are keen to explain what they are doing and are able to organise themselves to complete the work asked of them. They keep on task and generally work hard.
153. Very good planning by the teachers ensures that as pupils move through the school, all aspects of the nationally prescribed programme of work are taught to the pupils. The science co-ordinator manages the subject very effectively. She is very clear about the way the subject should be further developed in the school. The money allocated for science is used to good effect.
154. Overall, the resources for science are good and enable the school to address all aspects of the science curriculum. However, if the Year 6 pupils are to undertake scientific investigations at a higher level additional resources will be required.
155. Overall, these judgements indicate an improvement in the school's provision for science, and standards attained since the last inspection. Evidence from the inspection supports these views.

## INFORMATION TECHNOLOGY

156. ***The evidence gathered during the inspection indicates that overall the Year 6 pupils are attaining the nationally expected standard for pupils aged eleven years. As they move through the school pupils make good progress. These judgements show very good development of the subject since the last inspection, when the improvement in information technology skills was one of the issues identified.***
157. Evidence gathered during this inspection, by talking to the Year 6 pupils and observing them in the classroom, indicates that by the end of this school year the majority will have reached the standard expected for pupils of their age, across all aspects of the subject. The highest attaining pupils show a good understanding of the way computers can be used to enhance their work. For example, they are able to use a word processing program to good effect. In Year 5 pupils demonstrated that they could use the World Wide Web to find information connected with their studies.



158. In Key Stage 1 classes the pupils are able to use the mouse to control objects on the computer screen. During a short session the Year 2 pupils developed their skills in using a simple word processing program, they were able to change the size of the text and knew how to load and close the program after use. The enthusiasm and level of concentration shown by the pupils when working on the computer had a major impact on the progress they made in their work.
159. The school is making good use of the Internet. Connections have been made with a number of schools in other countries, for example, the school has made links with schools in Germany, Luxembourg and the St. Dominic's School in Portugal. Pupils use the computer to communicate with other pupils using e-mail. This approach is very effective and adds to the pupils' interest in their work. The school also has the facility to be involved in conferences with other schools. This project has been substantially funded by the European Union 'Comenius' Fund for multi-national links.
160. During the inspection no lessons was observed where information technology was being taught. However, in a number of lessons teachers were observed providing small groups of pupils with the necessary support that enabled them to make good progress when using the computer. For example, in a Year 3 mathematics lesson where pupils were displaying data in different ways, the excellent teaching that occurred before the pupils started to use the computer enabled them to make good progress. They used the machine to display the information in a number of ways. When questioned they were very clear about the most appropriate method.
161. An examination of the teachers' planning shows the intention to cover all aspects of the subject, during the school year. The planning is detailed and shows how information technology will be used to support learning in other subjects.
162. The subject is effectively led by the co-ordinator. She is very clear about the need to continue to develop the range of software that is available for use in the school.
163. The school has a good range of computers that are well used by the pupils. The school was involved in Phase 1 of the National Grid for Learning Initiative. The newer computers are used to good effect and are having a positive impact on the school's work.
164. The provision in terms of planning, teaching and the use of resources have all improved since the last inspection. This improved provision has had a positive impact on the standards achieved by the pupils since the last inspection.

## **OTHER SUBJECTS OR COURSES**

### **(art, design and technology, geography, history, music and physical education)**

165. In total eleven lessons or parts of lessons, including four lessons in the under fives classes, were observed in the foundation subjects or areas of learning. In these lessons the overall quality of teaching was judged to be good. In four lessons the teaching was very good; in 5 lessons it was good with the remaining two lessons being satisfactory.
166. The standards of **art** in the school are above those typically seen in primary schools. Displays of pupils' work around the school and in classrooms show that the pupils use a range of skills

and techniques effectively. No art lessons were observed during the inspection.

167. For example, pupils in Key Stage 1 demonstrate, in the work they produce, that they can paint and draw carefully to express their ideas about themselves, where they live and illustrations that indicate how they would get ready for a party. The older pupils in Key Stage 1 have produced an impressive display which includes good quality observational drawings, paintings and collage type work that depict flowers.
168. In Key Stage 2, again there is ample evidence on walls and in classrooms that the pupils are progressively developing their skills in the subject. For example, Year 3 pupils have made some impressive coil pots that link with their history work. In Year 4 pupils have been studying the work of the artist Lowry and have produced their own pictures attempting to use the same style. The older pupils in Key Stage 2 have made mosaic type illustrations that link with their history topic on the Greeks and very colourful banners linked with their work on Europe.
169. The subject is well managed and co-ordinated in each key stage. The teachers' planning indicates how all aspects of the subject will be covered during the time the pupils are attending the school. Resources for the subject are satisfactory and enable the school to cover the national programme of work in the subject.
170. These judgements are similar to those reported following the last inspection.
171. The standards of **design and technology** work in the school are in line with those typically seen in primary schools. Displays of pupil's work show that they have designed and made a variety of products for specific purposes. These include cards for Easter that have parts that move. Year 6 pupils have made simple machines that are driven by motors.
172. The work shows that pupils are developing a good range of skills, as they move through the school. Pupils in Year 6 are using a range of tools and materials. They have designed artefacts and they understand the need to evaluate their work when a project has been completed.
173. The teachers' planning indicates how all aspects of the subject will be covered during the time the pupils are attending the school. Resources for the subject are satisfactory and enable the school to cover the national programme of work in the subject.
174. These judgements are similar to those reported following the last inspection.
175. The standards of work seen in **geography** in Key Stage 1 are in line with those typically seen for this age group. Pupils are developing good skills in map work. Pupils in Year 1 are able to recognise various landmarks in the area and represent them on a plan. Pupils in Year 2 have asked appropriate questions about St Lucia and enjoyed tasting the excellent variety of food brought in by the teacher. They are able to describe some differences between town and country.
176. The standards of work seen in geography in Key Stage 2 indicate that pupils are improving their knowledge and skills as they move through the school. They use the database to record evidence from traffic and road surveys in Year 3 and the older pupils have looked in some detail another places in Europe. Through the European 'Comenius' funding, the school has a strong connection with a school in Bonn and pupils in Year 5 have written to pen pals there. Teachers have also been on exchange visits and this has done much to enhance the

understanding of peoples in other countries. Pupils in Year 6 have a satisfactory knowledge of rivers and knowledge of appropriate geographical terminology such as tributaries and mature and young rivers. They use maps and atlases well. Pupils in Year 4 are able to draw detailed routes using Ordnance Survey maps of Stanton in Peak which they have studied as part of their work on contrasting land uses. They make good use of visits and resources. The school has a variety of tapes and materials to support all aspects of their work in this subject.

177. These judgements are similar to those reported following the last inspection.
178. The standards of work seen in *history* in Key Stage 1 are in line with those typically seen for the age group. Pupils have used books to find out about World War two and have posed good questions about what they want to know. A visitor came to school to talk about the event and the pupils asked appropriate questions. They wrote letters home as if they were an evacuee.
179. The standards of work seen in Key Stage 2 indicate that pupils have a satisfactory knowledge of the topics that have been covered and that pupils have acquired good skills in historical enquiry. They can use evidence from a variety of sources to gain impressions of what life was like at different times. For example, pupils in Year 3 have a good understanding of invaders and settlers, particularly the Romans, and the pupils in Year 4 gained an insight about life at the time of the Battle of Bosworth. Pupils in Year 5 enjoyed finding out about the war at Marathon and demonstrated their research skills in order to complete the task set by the teacher.
180. Pupils in both key stages benefit from the range of visits made in connection with the period that they are studying. For example, pupils in Year 4 visited Ordsall Hall when studying the Tudor period and other pupils visited the Platt Museum to look at costumes worn in the past. The pupils also celebrate their work through planning a Tudor Banquet and enjoying a Greek day in school.
181. Only one history lesson was observed and this was in Year 5. The teaching was judged to be very good. The lesson was well prepared with clear learning outcomes that were explained to the pupils. The task was very challenging. The pupils used a variety of information from books and maps in order to find the connection between the evidence provided. They thoroughly enjoyed the lesson and worked very conscientiously in their small groups. In the plenary the teacher brought together the information and ideas gained by the pupils by asking appropriate questions.
182. These judgements are similar to those reported following the last inspection.
183. In *music* the pupils make satisfactory progress as they move through the school.
184. During the inspection no music lessons were observed. The limited evidence collected through assemblies and through discussion with the pupils indicates that standards in music are typical of those found in a primary school. In assemblies the pupils sing in tune and with real enthusiasm. They know the words of a number of songs and enjoy singing these songs. When given the opportunity pupils show that they can use a range of musical instruments to accompany the singing; they also use instruments to add meaning to work in drama.
185. The teachers' planning shows how and when the national programmes of work for music will be delivered. The planning is clear and covers all aspects of the music curriculum.

186. Resources for music are at a satisfactory level and allow the school to meet all requirements for the subject.
187. These judgements are similar to those recorded following the last inspection.
188. Standards in *physical education* are similar to the standards expected of pupils of this age group.
189. A well-structured scheme of work is in place ensuring that the pupils are taught a balanced programme of physical education, including swimming. All pupils also have the opportunity after school to take part in football, netball and athletics and on Saturday mornings cross-country.
190. Four lessons were observed in the subject including a lesson where the Reception pupils were working in the hall. In this lesson the pupils displayed good skills in movement and body control. In particular they were very good at working together in groups and taking turns in order that the group work was completed smoothly. For very young pupils they were very sensible at getting out the apparatus.
191. In a Year 5 lesson, also in the school hall, the development of skills within the subject could be seen by comparison with the skill level achieved by the younger pupils in Reception. In this Year 5 lesson the teacher set the challenge of pupils being able to move and make symmetrical shapes. The teacher was extremely careful in ensuring that the pupils tackled movements and shapes that were within their capability.
192. In the four lessons observed, teaching was judged to be very good in one lesson, good in two lessons and satisfactory in the remaining lesson. In all lessons the pupils were given clear instructions and good attention was given to safety. However there was little opportunity for the pupils to reflect and improve on their performance of the various activities.
193. In all lessons the pupils' behaviour was at least good. In particular, the pupils were very careful to consider the needs of others during lessons. The pupils displayed enthusiasm for the subject and worked hard to complete the tasks set by the teacher.
194. Resources for physical education are good and are well used. The school hall is well used for physical education. Due to the commitment and hard work of the caretaker, the hall floor is kept at a quality that allows the pupils to work in bare feet. The school has benefited from recent central funding to promote physical education in schools. The curriculum leader manages the subject well and promotes the development of the subject on behalf of the Local Education Authority in other schools.
195. These judgements are similar to those recorded following the last inspection.