

# INSPECTION REPORT

## **BARLOW C OF E PRIMARY SCHOOL**

Dronfield

LEA area: Derbyshire

Unique reference number: 112798

Headteacher: Mrs V K McKie

Lead inspector: Stuart Dobson

Dates of inspection: 2-4 December 2003

Inspection number: 255428

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	93
School address:	Millcross Lane Barlow Dronfield
Postcode:	S18 7TA
Telephone number:	0114 2890413
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J M Ferreday
Date of previous inspection:	15 September 1998

## CHARACTERISTICS OF THE SCHOOL

Attainment on entry to Barlow School is variable. A small number of children have good language skills and most have verbal skills as would be expected for their age. However, some have poor social skills on entry to the school. Overall their attainment on entry is as expected nationally. The school has a slightly below average proportion of pupils with special educational needs, mainly with general learning difficulties. There are very few pupils with backgrounds other than white British and no pupils need support because they have English as an additional language.

The school has grown slightly in recent years and this has put some pressure on the accommodation as one classroom in particular is small. Pupils come from the village of Barlow and some of the surrounding rural areas as well as from parts of Chesterfield and Dronfield. Pupil mobility is relatively low. The background of the pupils is about average; very few the pupils come from homes where there is significant social and economic deprivation but equally few have privileged backgrounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18074	S Dobson	Lead inspector	Mathematics Modern Foreign Language Science Information and Communication Technology Design and Technology Physical Education Areas of Learning in the Foundation Stage
13459	E Mills	Lay inspector	
32159	B Redmond	Team inspector	English Art and Design Geography History Music Religious Education Special Educational Needs

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school which gives very good value for money.** The pupils achieve well across a broad range of subjects and reach above average standards in core subjects<sup>1</sup>. The educational provision is good overall. Teaching is mostly good or better and only occasionally satisfactory. Teachers match the curriculum well to the needs of pupils in all classes and work hard to compensate for the cramped learning environment. Leadership and management are very good.

#### The school's main strengths and weaknesses are:

- The pupils achieve well in English, mathematics and science and by the end of Year 2 and Year 6 most reach above average standard as a result of consistently good teaching and learning.
- The school is very well led and managed by the headteacher and a strong team of staff and they constantly strive to improve the school.
- The staff work very hard to make the best of the limited accommodation which is very attractively presented but the size and awkwardness of the rooms impacts on provision, most noticeably in the reception class.
- The school has very good relationships with parents.
- Although direct teaching in the reception class is good and teachers provide a caring and welcoming environment, there are too few opportunities for children's self-directed and independent learning and, as a result, their personal and social development is not as rapid or sustained as it should be.
- The headteacher and governors use the school's resources effectively to provide the best possible curriculum they can for the pupils.

There has been good improvement in the school since the last inspection and all areas for improvement have been addressed. There has been significant improvement in assessment which is now central to school improvement. There has been some improvement to the provision for the Foundation Stage<sup>2</sup> but there remains a need for further improvement.

### STANDARDS ACHIEVED

The results in the table below must be interpreted with caution because in a small school, one pupil's results make a huge difference to the overall grade. The dip in results in 2003 was due to particular special educational needs in that cohort. The current Year 6 pupils are likely to achieve standards which are **above average in English and science** and will be **well above average in mathematics** if their current rate of progress is maintained. Pupils achieve above average standards in English, mathematics and science by the end of Year 2.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	C	D
mathematics	A	B	D	E
science	D	B	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**All pupils achieve well over their time in the school** as a result of the consistently good teaching and learning which takes place. Pupils' achievement is good. They achieve well in art and design,

<sup>1</sup> English, mathematics and science

<sup>2</sup> The reception class

design and technology, information and communication technology (ICT), physical education and, by the end of Year 6 in music. In other subjects their standards are at least as high as expected nationally. In the Foundation Stage, children make good progress in some areas of their learning and are likely to reach the Early Learning Goals<sup>3</sup> in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. About a third of the children start school with low level personal and social skills and some have poor fine control skills in their physical development and they are unlikely to reach the early learning goals.

**The majority of pupils demonstrate good personal attitudes and values and they behave well. Their spiritual, moral, social and cultural development are good.** However, in each class there is a small number of pupils whose behaviour is self-centred and immature.

## QUALITY OF EDUCATION

**The school provides a good quality of education. The quality of teaching is good or better in most lessons** and is only occasionally satisfactory. Because of this, pupils learn consistently well. Teachers have very good relationships with the pupils, know the subjects well and deliver lessons with energy and skill. The direct teaching of children in the Foundation Stage is good and they learn well when being taught for short periods in small groups or as a whole class. Many though, do not have the personal and social skills, including concentration, to settle for very long and there is too little for them to work at independently. **The curriculum overall is of good quality** and it is significantly enriched by learning opportunities beyond the classroom. The school has a very positive working relationship with parents and is a central part of the local community. The pupils are very well cared for and supported.

## LEADERSHIP AND MANAGEMENT

**Both leadership and management are very good because the school helps pupils to reach good and often very good standards despite many difficulties with the accommodation.** The headteacher leads the school very well, despite a considerable teaching commitment, and she is supported very well by the governors, the teaching staff and a very welcoming and supportive school secretary. Together they manage the school resources to very good effect, seeking best value for money in their efforts to provide the best education they can for the pupils. The school fully meets statutory requirements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**The vast majority of parents are very happy with all aspects of the school.** A tiny minority indicated significant concerns with regard to unnecessary pressure being put on pupils and a lack of care for those with particular educational needs. These concerns had not been discussed with the school. The inspection team investigated the concerns very thoroughly and could not find any evidence to substantiate<sup>4</sup> them. Almost all pupils in Years 2 to 6 were interviewed in small groups and filled in a short questionnaire seeking their views. **The pupils raised no significant issues and are highly satisfied and very happy with the school.**

## IMPROVEMENTS NEEDED

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

- Improve provision for self-directed and independent learning in the Foundation Stage to give more chances for children to develop their personal, social and independent learning skills and to give more opportunities for them to develop fine control skills.

---

<sup>3</sup> The goals children are expected to reach by the end of the reception year.

<sup>4</sup> See 'Partnership with parents, other schools and the community' in section B of the full report.

- Continue and increase the efforts to eliminate all instances of inappropriate, self-centred behaviour.<sup>5</sup>

---

<sup>5</sup> The school is fully aware of this issue and has set up a 'buddies' scheme and focused on 'empathy' as a target in personal and social development.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is satisfactory in the Foundation Stage and good in Years 1 to 6. Girls and boys do equally well and pupils with special educational needs achieve well also. Standards in the core subjects are above average as they are in many other subjects.

#### **Main strengths and weaknesses**

- Pupils achieve well in English and their speaking and presentation skills are often very good. Pupils' literacy skills develop well. By the end of Year 2, pupils achieve well in writing and reading.
- Pupils achieve well in mathematics and science because the curriculum is well structured and is based on sound practical learning opportunities.
- Pupils reach good standards in art and design, design and technology, ICT, music and physical education.
- Children are likely to reach or even surpass the Early Learning Goals for mathematical and language development. They are likely to reach the goals for knowledge and understanding of the world and creative development but many are unlikely to reach the goals in personal, social and emotional development or in some aspects of their physical development.

#### **Commentary**

1. In the Foundation Stage, children achieve satisfactorily in most areas of learning, well in spoken language and basic mathematical skills, but unsatisfactorily in the crucial area of their personal, social and emotional development. This means that they do not develop good independent learning skills which would in turn support all areas of development. Many enter school with low levels of personal and social skills; they find independent work difficult if not impossible and a number are very adult-dependent. The school's assessment of the children on entry clearly points this out. In part because of the lack of space in the reception class, they are not provided with sufficient opportunities to develop personally. The teachers expect good standards of behaviour and application but the children do not always find this possible. There are too few opportunities in the school day for the children to begin to develop independent learning and co-operation skills because there are too few activities available in the classroom and most activities are closely adult directed. The children show limited interest in some of the activities, for example water play as some of the resources are not particularly attractive. Children's fine control skills, for example of cutting, building and holding mark making instruments such as brushes and pencils are underdeveloped.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	17.2 (16.3)	15.7 (15.8)
Writing	15.5 (15.7)	14.6 (14.4)
Mathematics	17.5 (18.3)	16.3 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27 (29.3)	26.8 (27)
Mathematics	26.1 (28.1)	26.8 (26.7)
Science	27.5 (29.3)	28.6 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

2. The results in the table above must be interpreted with caution because in this small school, one pupil's results make a huge difference to the overall grade. The dip in results in 2003 at age 11 was due to particular special educational needs in that cohort.
3. The school's results for the last four years fluctuate considerably due to small cohort size. However, they demonstrate a trend of improvement at least in line with the national trend and, at the end of Year 2, a better than average improvement. The current cohort of Year 6 pupils is likely to achieve above and well above average standards in English, mathematics and science. If their present progress is maintained, they are likely to reach well-above average standards in mathematics. Pupils often reach standards that are above average in English, mathematics and science by the end of year 6. This marks good achievement. Target setting and very good curriculum organisation in these subjects makes a very positive impact. Also, pupils' standards are enhanced significantly by the use of ICT.
4. By the age of seven, pupils are already reaching above average standards in reading, writing and mathematics. This marks good achievement in the two years from the end of the Foundation Stage and is due to consistently good teaching and learning. By Year 2, pupils know clearly what they need to do to improve and they are encouraged to work hard.
5. Work in Years 1 and 2 builds on the language and mathematical skills gained in the Foundation Stage, and, though many still demonstrate a high level of adult dependence, they apply themselves to work in the calm atmosphere which the teachers provide. The pupils, most of whom have good communication skills, use their language skills competently and reading and writing develop well. They also gain knowledge of subjects, for example science, and begin to record their ideas and findings as their writing skills develop.
6. Good achievement continues in Year 3 to 6 particularly in English, mathematics, science and ICT. The teaching is consistent and is mostly good; learning is similarly good and this accounts for pupils' good progress. Achievement in art and design, design and technology, music and physical education is also good and pupils reach above average standards by the end of Year 6. In physical education this is entirely due to the school's initiatives. Because of the poor on-site facilities for physical education, the pupils attend the Dronfield Sports Centre weekly where they are given expert tuition in swimming and other sports. The school also makes good use of the village hall for dance and gymnastics in order to raise standards. Achievement in history and geography is satisfactory and standards are as would be expected nationally. Standards in Religious Education are as described in the new Locally Agreed Syllabus, though this is very new and both staff and pupils are just getting used to the new content.
7. Pupils with special educational needs do equally as well as their peers because they are supported well in class and given additional support. Those who are more able are challenged with work which is matched well to their capabilities.

## Pupils' attitudes, values and other personal qualities

Attendance is above average and unauthorised absence is very low. The vast majority of pupils have positive attitudes to school, to work and to others and behave well. Pupils' spiritual, moral, social and cultural development are **good**.

### Main strengths and weaknesses

- The pupils behave well.
- Pupils', especially in Years 3 to 6, take responsibility well when asked to do so, for example the pupils who have been asked to care for others. The pupils all appear confident and this is seen in their public performances.
- Relationships between pupils and with the teachers are good. Teachers give very generously of their own time to support pupils and ensure that they know them well.
- The pupils have good attitudes to their work.
- The school deals well with any inappropriate behaviour which upsets others and pupils' concerns are dealt with immediately.
- In each class there is a small number of pupils whose behaviour is self-centred and immature.
- Attendance is well above average.

### Commentary

#### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

7. The school has good strategies to promote good attendance and authorised and unauthorised absence levels are lower than in the majority of schools. Almost all pupils arrive on time for school. There have been no exclusions.

### Exclusions

#### Ethnic background of pupils

#### Exclusions in the last school year

Categories used in the Annual School Census
White – British
Mixed – any other mixed background

No of pupils on roll
80
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

8. The pupils like school and they work hard. They enjoy their lessons and enjoy the social opportunities which the school brings. Most pupils persevere well in lessons and, for example in French, there are plenty of volunteers to answer questions and to take part in discussions. The pupils' generally good attitudes support effective learning and this contributes to the high standards which are achieved.
9. Behaviour is good overall in classes from Year 1 to 6 and around school. Most pupils are courteous and generous to others though there are a few in each class who behave immaturely and fail to consider others sufficiently, for example interrupting the teacher or other pupils and

persistently seeking adult attention. The school is working to help these pupils. These few pupils are sometimes seen to behave inappropriately when collected by parents and carers at the end of the school day. However, all pupils are very supportive of those who have identified special educational needs.

10. In the foundation Stage, behaviour is satisfactory but a significant number of children show little perseverance and little inclination to explore or be adventurous. They are not yet able to maintain attention for other than very short periods and few have developed suitably mature relationships with their peers. The staff are aware of this and have planned specific activities to help this group of children.
11. No oppressive behaviour was observed during the inspection and both parents and pupils are happy that any 'bullying' is dealt with firmly, fairly and rapidly.
12. Good behaviour is supported by good provision for pupils' moral development. The staff provide good role models. Relationships in school are good because the pupils and teachers listen well to each other. The school makes good provision for the pupils to learn about other cultures and the pupils develop a good knowledge of others.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good overall. The curriculum is satisfactory in the Foundation Stage. It is good in the remainder of the school and it is significantly enriched by additional activities. Pupils are guided and cared for very well. The community, including parents, support the school well.

### Teaching and learning

**The quality of teaching and learning is good or better in most lessons** and is only occasionally satisfactory. Teaching and learning are consistently good in Years 1 to 6. In the Foundation Stage teaching is satisfactory overall.

### Main strengths and weaknesses

- Teachers have very good relationships with the pupils and deliver lessons with energy and skill.
- The teachers have very good knowledge of the subjects of the National Curriculum.
- The teachers use time and resources well to support learning.
- All of the staff work hard to ensure that the learning opportunities provided are available for all pupils.
- In the Foundation Stage, direct teaching of the whole class or of groups is good but teachers do not provide enough opportunities for children to learn independently or focus sufficiently on children's personal and social development.

### Commentary

#### *Summary of teaching observed during the inspection in 33 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	8 (26%)	17 (55%)	5 (16%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

13. The quality of teaching, including direct teaching in the Foundation Stage, is consistently good. In total 85 percent of the lessons seen were good or better. This consistent quality of teaching is primarily responsible for the good standards which most of the pupils achieve across a wide range of subjects.
14. There is little variation in the quality of teaching across the classes. The teaching is significantly enhanced by the 'job share' arrangements. The teachers liaise extremely well and there is a common view in the school about what constitutes good teaching. This has come about because the headteacher is a very good role model and she teaches regularly. There are also many opportunities for the teachers to share their practice. This has been particularly helpful to the school's recently qualified teacher who is now a very strong member of the teaching team. Because of the consistency, pupils are secure and they learn well.
15. The teachers understand the National Curriculum well. This is shown particularly clearly in their use of ICT. In every class, the teachers use computers to support learning across a wide range of subjects. For example a very good science lesson was seen where the whole class were able to undertake a quiz about electricity using the interactive white board and in the process came to learn the range of symbols used in circuit diagrams. Similarly in mathematics, pupils clearly saw what was meant by transformation of shapes, as the teacher was able to demonstrate this on a large screen. Pupils learn to use ICT to support their learning, graphing their findings, creating artwork and recording their ideas through using a range of programs.
16. Teachers are similarly able with a range of other subjects and because of this good level of understanding have been able to make good links between curriculum subjects. Another example of good practice is in history where dance, art, music and geography have all focused around the topic of Ancient Egyptians. This clever teaching makes learning very accessible and motivating for the pupils.
17. Throughout the school all staff work hard to ensure that every pupil benefits from the provision. Planning for lessons is based clearly on the teacher's assessment of what the pupils can do and they are grouped or provided for accordingly. The teachers often provide many levels of work to ensure that the pupils are appropriately challenged and well supported. Where pupils are capable, there is every opportunity for them to work with others in an older age group.
18. In the Foundation Stage, teachers plan well for the main input sessions of the day when either they gather the children together as a class or as a group. The teachers, for example, use books well with children, engaging their interest and teaching them the skills of reading. Similarly, group activities led by the support assistant are successful, for example, in getting the children to recognise the various characteristics of 'healthy foods'. However, sometimes these sessions run on beyond the short concentration span of the children and they cease to learn.
19. The space available in the Foundation Stage classroom is limited but the teachers have not used that which is available to best advantage to provide opportunities for children's self-directed and independent learning. Large spaces are taken up by the café role-play area and the water tray, both of which are limited in their contribution to learning. There are few places where children can go to concentrate on activities such as looking at books, using construction kits, and mathematical play equipment.

## **The Curriculum**

**The curriculum provision is of a good quality**, including good opportunities for enrichment. Accommodation is **unsatisfactory**, as are resources in the Reception. Resources elsewhere in the school are **satisfactory**.

## **Main strengths and weaknesses**

- A broad range of curriculum opportunities including enrichment activities is offered to all pupils.
- The provision for pupils with special educational needs is good.
- The provision for personal, social and health education is good and there are good opportunities for participation in sports and the arts.
- The accommodation for reception aged children places some restrictions on the curriculum.
- The accommodation is limited, though for the most part it is very well managed to minimise the effect on the curriculum.

## **Commentary**

20. The curriculum for the reception year, based on the national guidance and the breadth of curriculum opportunities is satisfactory. The curriculum for other year groups includes all the subjects of the National Curriculum, religious education, sex and relationships education and work on drug misuse, as well as personal, social and health education. The provision for pupils with special educational needs is good and the school meets its statutory requirements. The identification of gifted and talented pupils is still in the early stages of development.
21. The school recognises that all its pupils need to have interesting and stimulating experiences in order to maintain their motivation, and has a lively and effective approach to curriculum provision. This includes training parents to support pupils who are less confident readers, teaching French to all pupils from Year 1 onwards and using other adults' skills to develop sport and the arts, including the teaching of wind instruments. There are visits out of school, including residential provision for older pupils. The staff also provide a range of extra-curricular activities, including netball, football, choir, instrumental ensemble, and drama productions, all contributing effectively to pupils' learning. The school uses the small schools' network well to provide opportunities for pupils to partake in competitive games. Resources for learning in the reception class are unsatisfactory but in the rest of the school they are adequate and used satisfactorily.
22. The lessons run smoothly and the pace of learning across the curriculum is generally appropriately varied, with opportunities for physical activities well timed to contrast with desk-bound activities. The school effectively prepares pupils for the next stages of education. For example, teachers from the local secondary school come into school to support different areas of the curriculum and pupils visit the receiving schools.
23. Support staff are effective in helping pupils who have specific needs. The school makes good use of the unsatisfactory accommodation ensuring that as far as possible it has limited impact on curriculum provision.

## **Care, guidance and support**

The school has very good procedures in place to ensure pupils' care, welfare, health and safety. Pupils' progress and personal development are well supported.

## **Main strengths and weaknesses**

- Relationships between staff and pupils are good. Staff know pupils well and are aware of their individual needs.
- Policies and procedures to ensure pupils' health, safety and welfare are fully in place and effective.
- There are very good arrangements in place for induction into reception.
- Although healthy eating is promoted, pupils are allowed to bring unhealthy snacks to school.
- Arrangements for seeking the views of pupils are good.

## Commentary

24. The school cares very well for its pupils and parents are confident that their children are well looked after. Staff have very good knowledge of pupils, are aware of their personal circumstances and track their academic progress and personal development well.
25. The health and safety of pupils are taken extremely seriously. The school has all procedures in place to ensure that the school environment is safe and that risk assessments are carried out for activities in and out of school. Staff are fully trained to deal with any accidents when they occur. The school promotes healthy living and healthy eating well in personal, social and health education but this is not as effective as it might be as pupils bring sweets and crisps to eat at break times.
26. The school has very good arrangements in place to ensure that children settle well in the reception class. There are very good links with the nearby pre-school group and pre-school children get used to coming into school. Parents are encouraged to accompany their children into their classrooms at the beginning of each day in all year groups and pass on any concerns to staff.
27. Pupils' views are sought, valued and acted upon well through the school council and in surveys which the school has carried out. Pupils' contributions are taken seriously and they feel that the school listens well to their ideas.

## Partnership with parents, other schools and the community

The school's partnership with parents is **very good**. Links with other schools and with the community are **very good**.

## Main strengths and weaknesses

- Parents support the school very well and the views of the vast majority of parents are very positive.
- A very small minority of parents expressed significant concerns about some aspects of school life.
- Arrangements for delivering pupils into school give parents very good access to staff and enable very good, informal exchanges of information.
- Very good liaison with other schools helps to broaden the curriculum for pupils and to ensure smooth transition between different stages of education.
- Pupils play an active part in the local community.

## Commentary

28. Parents are very supportive of the school and work well with staff in the education of their children. Few parents have any misgivings about the school and most have very positive views of the school and its work. Inspectors gave the opportunity to a large number of parents to comment on the specific issues raised by a very small number of parents but none felt that they had any significant concerns about the school. In addition, almost all pupils in Years 2 to 6 were interviewed but they expressed no major concerns and no evidence came to light to indicate that parents have any cause to be concerned with the quality of education or with relationships in school. The school gives parents many opportunities to raise concerns but none have been raised directly with the school.
29. One notable feature of the school's contact and relationship with parents is the daily contact that staff have with parents who deliver their children to school. All parents are welcome to take their children into their classrooms and many do, giving them the opportunity to discuss concerns and

exchange information. This provides a very good link between home and school. Parents also provide very good support in lessons and some have been trained to help with the 'Better Reading' initiative. The Friends of Barlow School provide social and fundraising events and have contributed well to school resources.

30. The school works very well with the local pre-school group and with the main local secondary school to ensure that transition between stages of education is as smooth as possible. There are also good links with subject teachers from the secondary school including links in information and communication technology where expertise is shared and training for staff provided. A group of seven small schools in the area collaborate well to organise sporting and other events which would otherwise not be possible.
31. Pupils from the school play a significant part in the community. Parents appreciate the involvement of pupils and staff in community events such as the local carnival and lantern parade. The village hall and adjoining field provide suitable locations for some physical education lessons and the local sports centre is used weekly by older pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management is very good overall.** Assertive and clear thinking management is well informed through the audit of school data. Governors are very well informed and fulfil their roles very well. Leadership is very good because the school gets good and often very good outcomes with limited resources.

### **Main strengths and weaknesses**

- The leadership of the headteacher inspires the remainder of the staff and there is a very strong staff team committed to school improvement and social inclusion.
- The governors are very competent and supportive and the school budget is managed very well to provide high quality learning opportunities for the pupils.
- The school, with its limited and awkward space, is managed very effectively and any effects on the curriculum and learning are minimised.
- The curriculum co-ordinators have a good overview of the subjects and are therefore able to clearly identify areas for improvement.
- The school's improvement agenda is entirely appropriate but insufficient attention has been paid to the improvements needed in the Foundation Stage.

### **Commentary**

32. The headteacher leads the school very well and has created a very committed and mutually supportive team. She leads well by example, currently teaching French throughout the school and mathematics on a daily basis. She models very good teaching and therefore makes a major contribution to the quality of education. All of the staff are fully committed to providing the best that they can for all of the pupils including those with special educational needs; these pupils are supported well. The school has a clear sense of direction and is keen to improve. Despite good results and being a popular school, there is no complacency. This has led to a good learning environment and has supported good achievement.
33. The governors are very well organised, fulfil all of their statutory duties and make a very good contribution to the leadership of the school. They meet regularly and have a good working knowledge of the school. The finance committee of the governors is particularly helpful and supportive. The parent governors are very accessible to other parents and provide a useful conduit for views and opinions.
34. The school is managed very well and runs smoothly on a day to day basis. The accommodation is very cramped and awkward; one very small classroom is the only thoroughfare between parts of the building. The room which has to be the school 'hall' is also small but is managed very well



throughout the school day for a range of purposes. There is virtually no on-site facility for physical education but the school makes very good provision for this subject by using its resources to ensure that pupils get good teaching at the Dronfield Sports Centre or in the village hall. Movement to and from these locations is managed with minimum fuss and with no waste of time. The school budget is securely and prudently managed.

35. All teachers have significant responsibilities for management of the curriculum. They gather evidence well about the standards achieved and participate in an on-going programme of up-date and review of subjects. They are in a good position to plan for improvements.
36. The school development plan is appropriately detailed and the issues contained within it are appropriate for the school. The plan is based on a thorough and regular audit of the quality of education and the school's results. The school has followed a plan of improvement since the last inspection and all of the targets have been addressed; though the development of the Foundation Stage has not yet improved the provision sufficiently.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	273,990
Total expenditure	269,397
Expenditure per pupil	2,960

Balances (£)	
Balance from previous year	18,070
Balance carried forward to the next	22,663

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The composition of the Reception/Year 1 class is very different this year to previous years as there are many more reception age children and attainment on entry in personal, social and emotional education is lower than usual.

#### **The overall provision is satisfactory**

- Children reach good standards in two areas of learning, satisfactory standards in two and unsatisfactory in the other two.
- The curriculum covers all areas of learning but there is insufficient emphasis on providing independent learning opportunities to develop children's skills, especially their personal and social skills.
- There are too few independent activities provided to interest and challenge children.

The quality of provision has improved since the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **unsatisfactory**

#### **Main strengths and weaknesses**

- The teachers request appropriate standards of behaviour and most children comply.
- There are too few opportunities for children to work independently.
- Insufficient time is allocated to this area of learning.

#### **Commentary**

37. Both the teachers expect good standards of behaviour and remind children about being polite, taking turns and considering others. Most of the children comply for at least some of the time with these requests but if the lessons are too difficult or go on for very long, a few of the children lose interest very rapidly and cease to focus. On these occasions, their behaviour disrupts the others. They have not yet learnt that it is sometimes inappropriate to call out, or begin to do other activities when the teacher or someone else is speaking.
38. The teachers have made very clear and accurate assessments of the children's skill levels and this clearly shows that many are operating at a 'nursery' level in their personal and social development. Despite these clearly identified needs for personal and social development, the planning for this area of the Foundation Stage curriculum is not well developed and there is insufficient systematic planning. At the moment, personal development is addressed mainly as a general part of all learning. The teachers lead sessions devoted to listening to others, but many of the children show limited evidence of applying this outside these sessions.
39. In the classroom there are few activities for the children to work at independently or in small groups and in most cases, when they work together in, for example, the sand tray, they work alongside each other rather than playing together. This is also seen in the role play area as many do not yet have the skills to sustain interaction with their peers. There are very few opportunities for children to make independent choices or to direct their own learning and in this area of their development, progress is slow.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**

### **Main strengths and weaknesses**

- The teachers systematically teach the children the skills of reading and writing and most children make good progress.
- The teachers plan for the children to talk about their ideas and wishes and the adults support this well.
- Children are taught to write but many lack the manual dexterity to make the best possible progress.

### **Commentary**

40. There is good, regular teaching of the skills of reading. The children are shown big books and guided in their reading by the teachers. They are systematically taught the skills of reading, for example to recognise letters and their sounds and most children make good progress. These lessons are best received when the 'lesson' is short and simple.
41. Writing is taught in small groups. Children are taught to form letters correctly and some make good progress. The teachers encourage the children to 'have a go' at writing but a surprising number of them lack confidence to write and, despite the teachers' efforts, they are afraid of 'getting it wrong'. There are only a limited number of opportunities for children to write other than during a formal task, as there are not enough activity areas in the classroom.
42. A strong feature of the curriculum is the provision for talk. Children are encouraged and supported in expressing their ideas clearly in many of the group activities provided.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The staff teach basic skills well.
- The teachers' planning ensures that mathematical skills are taught systematically and well.
- The class is reasonably well equipped with resources to support mathematical learning.

### **Commentary**

43. There is a systematic and consistent approach to the teaching of number skills. Many of the children begin school being able to chant numbers but are unable to count. They are given lots of opportunities to see counting in action, for example on a daily basis in registration periods. Similarly, the teachers provide a lot of opportunities for children to undertake counting activities during group activities with pegboards, counters and even fruit and vegetables.
44. The teachers provide opportunities for the children to play with equipment which helps mathematical development. For example the children are given jigsaws, colour matching tasks and counting tasks as part of their 'independent tasks during numeracy lessons. There is the potential to extend this throughout the rest of the day.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The teachers provide some good opportunities for children to develop their scientific and other knowledge.
- There is good provision for the children to learn to use computers.
- There are limited opportunities for children to work with a wide range of other resources and equipment.

### **Commentary**

45. The teachers provide some well resourced sessions to support children's learning and to engage them with interesting activities. In one session seen, the teacher had brought along a very large range of foods for the children to examine and sort. Although this activity was strongly directed, the children learnt that there are different types of food. While the teacher was involved with this group, the teaching assistant was busy designing a 'Healthy Breakfast for Boris' with some of the younger children. They too were interested in the work and learnt to differentiate between foods which are good for you and those which are not.
46. Computers are regularly offered as one of the 'choice' activities in the classroom and these are usually set up with good games and activities which some of the children really enjoy. Many of the children are developing good mouse control skills.
47. There is a range of resources to support children's developing knowledge of the world but these are not immediately accessible to the children, and during the inspection period, there was little evidence of investigation, exploration of materials or environmental, historical or religious learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **unsatisfactory**

### **Main strengths and weaknesses**

- The provision for the development of children's large body movements is satisfactory and the school has developed a safe outdoor play area since the last inspection.
- There are too few opportunities for children to develop their fine control skills through regular practice in a range of situations.

### **Commentary**

48. The children take part in a range of activities which support the development of accurate body movement. Planning indicates that they are taught to balance and to move with increasing control. During one lesson, the teacher took the children outside so that they could link jumping with a counting exercise. The children enjoyed this lesson and improved their counting skills whilst practising balance and controlled body movement.
49. Within the classroom there are opportunities for children to use fine control skills but these are limited. The teachers provide malleable materials and cutting and sticking activities on a planned basis but such activities are not available as a matter of course for children to choose as a part of their self-directed learning. Children are required to use pencils and paintbrushes for writing

and colouring activities but some are attempting to work at tables and have poor body posture and an immature pencil grip.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**

### Main strengths and weaknesses

- There are planned opportunities for artwork, music and dance but opportunities for children to develop these independently are limited.

### Commentary

50. The teachers plan for children to experience music and to learn to sing rhymes and songs. They also include painting in the lesson planning as a part of artwork and children's skills clearly develop to a satisfactory standard. Teachers make good use of music, songs and rhymes to support learning in, for example, mathematics. However, children do not, as a matter of course, have access to a range of painting surfaces, or a range of materials and equipment which would improve their understanding of texture and shape. There are no musical instruments which are freely available in the classroom.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

### FRENCH

Provision for French (Years 1-6) is **very good** and it aids pupils' understanding of language.

### Main strengths and weaknesses

- Teaching and learning in English are good and sometimes very good and pupils achieve well and sometimes very well.
- The quality of on-going assessments of pupils' written work are good.
- The quality of the initiative to support pupils' reading development is good.
- The subjects are led and managed well.
- A few pupils find it difficult to listen to their peers in lessons generally.
- French is taught very well, is enjoyed by all, and gives pupils a very positive attitude to language learning. Through this work they learn about language; for example that it has patterns.

### Commentary

52. Standards in speaking, reading and writing are above national expectations for pupils at the end of Year 2 and Year 6. The difference in attainment as seen in the national test results, and the standards observed during the inspection, can be explained by the low numbers in each cohort; individual pupils significantly affecting the statistics.

53. Achievement is good throughout the school, mainly due to good teaching and systematic planning of the subject. The development of spoken language is a strength in English. Teachers value the contributions of the pupils. This builds their confidence and supports them in speaking within a group. Their work in French similarly boosts their confidence in addressing the group and in learning to listen very carefully. Pupils however, occasionally find it difficult to listen to others' points of view, demanding at times to be heard immediately. Teaching methods are effective in making pupils keen to learn. For example in Year 2, pupils enjoy playing with language as they engage in developing their own rhymes and alliterate phrases, such as, 'the

angry ant sat on an angry alligator'. Effective opportunities for role play are provided; pupils in Year 4 using them to learn how to change a story into a play.

54. The school works very hard to raise the standard of reading throughout the school. Average and below average pupils in Years 1 and 2 have a good grasp of letter sounds, can recognise key words and read repeated phrases. They use picture clues and a sense of story to help them. Older pupils' reading is good. The few pupils having difficulty are supported well through such initiatives as the 'Better Reading' initiative where trained parents support individual pupils in developing their reading skills. Confident readers in Year 6 read fluently, with expression and attention to punctuation. They can read silently with good recall, understanding and at speed. Higher order skills are seen in using evidence from text to justify a viewpoint, skimming and using contents page or index, to get information. Class libraries and the main library, support learning well.
55. Writing is good, showing good progress for the majority of pupils and similarly good progress for some higher attaining pupils. By the end of Year 2 writing is often structured, imaginative and clear, using the main features of various writing forms appropriately. Spelling is phonetically correct, with few misspellings, such as 'smialing'. The pupils can demarcate sentences using capital letters, commas and full stops. Words are used for effect and are imaginative and expressive. Most of the pupils in Year 6 have the writing skills they need. Their writing is varied, interesting to different audiences and words are chosen imaginatively for effect. For example, 'traffic lights had been tampered with.....', and 'bury me in the grove...'. Good quality marking is a strength of English, being both appreciative and constructive.
56. Strategic planning ensures pupils' needs are well catered for by setting tasks that have sufficient challenge to keep them working independently and productively. Occasionally, the needs of the higher attaining pupils in mixed aged classes are not met by the work and this limits their achievement.
57. The leadership and management of English are good; work is evaluated, pupils' books are monitored and lessons are observed by senior management. Writing across the school is assessed for continuity and progression and records are kept and passed on to the receiving class. Individual writing objectives are displayed on tables to focus pupils' attention when they are evaluating their own work. The school has been focusing on writing and evidence suggests there have been improvements in attainment for most pupils.

### **Language and literacy across the curriculum**

58. The use of language across the curriculum is developing well in practice, including opportunities for drama and an increased focus on oral work. For example, there is evidence of the positive use of literacy skills in history, when pupils studying the Ancient Egyptians questioned the 'embalmer', using the correct technical language, about the processes used.

## **MATHEMATICS**

Provision in mathematics is **very good** and has improved since the last inspection.

### **Main strengths and weaknesses**

- Most pupils reach above average standards by the ends of Year 2 and Year 6.
- There is a very well planned curriculum that covers all aspects of the subject thoroughly.
- The lessons have a high level of challenge that encourages pupils to improve on their previous best.
- Staff have a very good understanding of the teaching of this subject and offer a very good range of practical learning opportunities.

- Mathematics is resourced well and particularly good use is made of ICT including the interactive whiteboard to support learning.

### **Commentary**

59. There is a good, shared format for the teaching of this subject thanks to the work of the very good co-ordinator. All of the staff understand the curriculum and therefore pupils' learning is constantly built upon as they move through the school. Their progress is very closely monitored and they are helped to learn at a consistently good pace. By the end of Year 2, many are achieving good standards and this continues to the end of Year 6. The current Year 6 pupils are likely to achieve standards well above the national average.
60. The work which pupils are given is challenging but they are also given considerable support. The teachers regularly set mathematics challenges for pupils and, in the work seen, there are many examples of pupils having the opportunity to investigate number and shape. This gives them a very good understanding of mathematics.
61. In most of the lessons seen, the pupils either undertook practical work or had clear visual images to support them in their learning. This was seen in work in Year 6 where the teacher made excellent use of the interactive whiteboard to show pupils what happens when shapes are translated. All of the pupils had a very clear understanding of the translation of shape because they had 'seen the shape move' and most were very rapidly able to use their new knowledge and quickly dispensed with the practical work as it was no longer needed. This marks very rapid progress in a single lesson and very high achievement.

### **Mathematics across the curriculum**

62. Mathematical skills are used well across the curriculum. Information and Communication Technology (ICT) and mathematics are used together well so that the pupils get to understand data handling. Good use is made of measuring skills in science and design and technology. Most teachers use mathematical vocabulary well and support pupils in using mathematical vocabulary correctly in their speech and writing.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above the national average.
- The subject is taught consistently well and the curriculum builds on children's prior learning from the Foundation Stage.
- The teachers place very good emphasis on pupils' developing good skills of experimentation and investigation.
- Most teachers insist that pupils record their scientific findings independently and they are therefore able to assess and support pupils' needs.

### **Commentary**

63. Pupils' workbooks give clear evidence that the science curriculum is covered well in all classes and that the majority of pupils have a good understanding of science for their age. The current Year 6 pupils are producing good work in science and show a good understanding of scientific principles.

64. The subject is led well and the co-ordinator has encouraged all teachers to include as much experimental and investigative work as possible. Through the range of practical work which the pupils undertake, they develop a clear understanding of the importance of variable and constant factors in experimental work and apply this knowledge in new situations. This was clearly seen when some Year 5 pupils were solving problems with circuits. In both the set investigations and when they encountered problems with their circuits, they applied their knowledge well, changing one factor at a time until they found the cause.
65. In the science work seen, most teachers insist that the pupils make independent recordings of their findings. The pupils are used to this and though they prefer to experiment rather than write, they understand that they need to complete the task. By having pupils record their own work, the teachers, when marking, can see if the pupil has understood the scientific idea being pursued. This was clearly seen in a Year 3 lesson to decide upon a test to measure the stretch factor of three different materials. The recording of the findings was left to the two most able groups while the less able pupils were given more structure.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Standards are above those seen in most schools by the end of Year 2 and Year 6.
- A full curriculum is provided across the school and skills develop year on year.
- Good provision of computers in classrooms gives pupils many opportunities to use them regularly and often.
- Teachers plan to use ICT extensively to support a range of other subjects.
- The school makes good use of up-to-date technology.

### **Commentary**

66. The school does not have a computer suite, in part due to lack of space, but there are at least three computers of good quality in all classrooms and the school has recently purchased an interactive whiteboard which is already heavily used. Because the teachers plan to use ICT to support learning in many subjects, the pupils use the computers regularly and often and develop good ICT skills.
67. The good use of ICT begins in the Foundation Stage and continues throughout the school. Pupils show great confidence. There is evidence that they can word-process and use databases and spreadsheets to store, collate and analyse information. They use electronic mail to send and receive messages and they are currently working on multi-media presentations. Alongside the use of these programs, the teachers are helping the pupils to understand how these work. This is evident in the Year 3-4 class where they have been working on branching databases.
68. There has been staff training in the use of ICT and all staff show a good level of competence. This means that for the most part, small technical problems do not disrupt the use of the computers.
69. The very new interactive whiteboard is already much used. The teachers use it well for demonstration, for example of how to solve mathematical problems. In another lesson, the teacher used the whiteboard particularly well to support work on circuits. The pupils enjoyed being chosen to use this new equipment as they solved problems with circuit diagrams.
70. There is a very good development plan for ICT which helps to ensure that the subject area is constantly up grading so that the pupils have the best opportunities possible. The subject is well led.



## Information and communication technology (ICT) across the curriculum

71. ICT is used extensively throughout the school to support other subjects. Large Internet databases are used to support history and geography work, while mathematics work is supported by use of databases, spreadsheets and challenge programs. The pupils use the computer as a word processor and have programs with which to experiment with artwork.

## HUMANITIES

### RELIGIOUS EDUCATION

Provision of Religious Education is **satisfactory**.

#### Main strengths and weaknesses

- The school policy for religious education has been re-written in the light of the new Locally Agreed Syllabus and a useful portfolio of pupils' work has been collected.
- An audit of resources has taken place.
- The subject leader evaluates learning through the monitoring of planning and scrutiny of pupils' work.
- The assessments of pupils' competence have too little influence on the planning for developing their skills, knowledge and understanding.

#### Commentary

72. At the time of the inspection, the school had had less than one term to work on the new Locally Agreed Syllabus which is considerably more demanding than the previous one. Standards are satisfactory at the end of Year 2 and Year 6. This is not quite as good as reported at the last inspection. Pupils in Year 2 understand that people are special, that there are special adults at home and at school and that these people have specific roles. Celebrations form an important part of school life, including observances of religious festivals such as Harvest, Sukkoth and Christmas in Years 1 and 2 and Divali, Eid and Christmas in Years 3 to 6. This contributes to the pupils' spiritual and cultural development.

73. Teaching and learning are satisfactory. Lessons sometimes take account of pupils' knowledge and experiences. Questioning, tailored to pupils' ability, is effective in developing in pupils, a deeper understanding of the thoughts and beliefs of others. Pupils in Years 5 and 6 are asked to consider why Muslims go on the Hajj. They are able to offer appropriate answers using technical vocabulary and then link this to consider why some Christians go on pilgrimages.

74. The management of the subject is satisfactory. The school has reviewed the subject and development of Religious Education is contained in the school improvement plan.

## History and Geography

Provision in history and geography is **satisfactory**.

No lessons were observed in geography, as geography is not taught as a discrete subject in the autumn term. As a result, there is not enough evidence to make secure judgements on teaching, learning and achievement. Work saved by teachers from the previous academic year, shows that standards in Geography were similar to the national expectations for pupils aged seven and eleven.

## Main strengths and weaknesses

- Monitoring of teachers' planning by the subject leaders and analysis of pupils' work are effective.
- There are purposeful school visits and the use of research material enhances learning.
- Pupils' are motivated and engage well in lessons.
- Subject leaders do not monitor teaching and learning in lessons.
- The history policy and scheme of work do not fully reflect National Curriculum requirements.

## Commentary

75. Standards in the work seen in history are good. Achievement in the lesson seen was very good although there was too little evidence to judge achievement throughout the school. Pupils are confident in expressing their knowledge and understanding orally and in written form.
76. From an analysis of pupils' work, standards in geography are satisfactory. By the end of Year 2, pupils have a sense of place, locating places at home and abroad on maps. They are able to use geographical skills to create pictorial maps.
77. In Years 3 and 4, the quality of teaching and learning in history is very good with pupils demonstrating a very good understanding of life in Ancient Egypt through their questioning. They are able to locate Egypt on a world map and know it is part of the continent of Africa.
78. By the end of Year 6, pupils are involved in local environmental issues such as writing to the local council about traffic problems outside school. Pupils' learning is enhanced by visits such as that to White Hall Outdoor Pursuits Centre.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Design and technology

79. Provision in this subject cannot be judged fully as only one lesson was seen. However, samples of work and photographic evidence indicate that standards are better than those usually seen. There is a well-planned curriculum which helps pupils' skills develop systematically. The chosen tasks are interesting and stimulating and pupils can remember their work. Teachers appear confident in teaching the subject as they have good experience and knowledge. The products seen were of high quality.

### Physical Education

80. Only two dance lessons were seen and these were very well taught. The pupils' work was of a high standard. The pupils have clearly developed very good physical control skills. Discussion with pupils and review of planning and other evidence indicates that provision is **good**. The school has few facilities on site but makes very good use of the village hall for dance and gymnastics and has made particularly good provision for swimming and games by using the Dronfield Sports Centre.

## ART AND DESIGN

Provision of art and design is **good**.

### Main strengths and Weaknesses

- The review of the subject has led to a whole school approach that excites, motivates and meets the needs of the pupils.
- The use of ICT in design and planning of art work is good.
- The exploration of processes involving printing and textiles is good.
- The use of colour mixing to produce images of everyday life is good.
- Assessment of the subject needs to be further developed to ensure the continuity and progression of skills.

### Commentary

81. The provision for art and design is good. This judgement is based on the observation of one art lesson and discussions with pupils, a review of displays around school, a review of pupils' work and the subject leader's file and a discussion with the subject leader.
82. The standard of pupils' work is above average at the ends of Year 2 and Year 6. Teaching and learning are good and pupils achieve well. The school's recent evaluation of the subject has led to increased teacher knowledge and better teaching and learning.
83. Teachers use a variety of methods to challenge pupils. The older pupils use sketch books to plan work prior to making designs. For example, when completing black ink silhouettes of trees, pupils sketched the trees first.
84. Clear guidelines on methods of working, are given by the teachers, so that pupils handle materials confidently. Good teaching points on the mixing of paints enable pupils to create good images of their faces, reflecting light and shade. Good use of digital cameras by pupils enabled them to have a greater understanding of light and shade when the photographs of their faces were printed in black and white.
85. Pupils study the work of famous artists and make good use of this knowledge to improve the quality of their own work. They made very good quality chalk pastel drawings in the style of Monet, pop art faces in the style of Andy Warhol and block prints in the style of William Morris.
86. Leadership and management are good. Programmes of study follow a two year rolling programme. The subject leader monitors the teachers' plans and the pupils' work in order to check that pupils have an appropriate range of experiences. A portfolio of work showing progression has been developed but assessment of the subject needs to be further developed to ensure the continuity and progression of skills.

## MUSIC

The provision for music is **satisfactory** at the end of Year 2, and **good** by the end of Year 6.

This judgement is based on the observation of one music lesson, practice performances by the wind ensemble and the choir, discussions with pupils, a review of displays around school, a review of the subject leader's file and discussion with the subject leader.

## **Main strengths and Weaknesses**

- There is a strong commitment to music throughout the school.
- The standards attained by the end of Year 6 are good.
- The leadership and management of the subject is good.
- There are good opportunities for pupils to appreciate and participate in music from a range of cultures.

## **Commentary**

87. Pupils enjoy music making. By the end of Year 2 attainment is similar to that expected nationally and pupils have made progress in their musical knowledge and skills, singing a range of songs from memory, keeping good time and developing an awareness of patterns in music; for example when they sing, 'Jackass wid him long tail'. Pupils demonstrate an understanding of long and short sounds as they play untuned instruments. They have confidence when performing, and understand the role of a conductor.
88. By the end of Year 6 pupils make good progress. They learn to control sounds through singing and to use their voices expressively, clearly articulating words and emphasising important words. They achieve well in understanding rhythm and structure in music by progressing from an echo response to the teacher's voice, to keeping time with taped music. In performance, pupils are able to maintain their own rhythmic patterns in time with other parts, and make effective use of the silent beat. Teaching is good with teachers choosing music that is interesting. Pupils are eager to participate. A good number of pupils who wish to learn to play an instrument have additional instrumental tuition, and they show growing musical and technical skills. The school choir and ensemble group rehearse regularly to improve their performance. The standard of musicianship is good.
89. The subject leader, who is knowledgeable, provides good leadership and management, and gives generously of her time to ensure pupils participate in community and liturgical events. The policy and scheme of work meet the requirements and are used to assist teachers in their planning. The opportunity for pupils to participate in: assemblies, concerts and religious celebrations further promote their musical experiences.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for personal, social and health education and citizenship is good. The school has made good provision for the teaching of personal, social and health education and citizenship. Personal responsibility and consideration of others is less well developed amongst some pupils.

### **The subject is well supported by:**

- The school's policy and curriculum planning for PHSE.
- The training and the implementation of the Barlow Buddies scheme.
- The weekly focus on identifying a 'special person', in each class.
- The development of the school council.

Despite the good provision, personal responsibility and consideration of others is less well developed amongst some pupils in all age groups.

90. The PHSE lessons seen, involving circle time and pupils discussing the range of jobs carried out by other people, were good. There is clear evidence within the planning for each class of the

regular teaching of personal, social and health education. In lessons, pupils benefit from opportunities to reflect on self-worth, to identify positive attributes in others, to discuss feelings and to learn how to keep safe and healthy. These opportunities are enhanced by work in other subjects such as English, art and design, music and physical education. Pupils are learning about the wider implications of being a citizen and the responsibility that entails. Some pupils find it difficult to see how their actions affect other people and to see things from their point of view. The school has good systems in place to develop the personal and social skills and health awareness of pupils. The school has received the 'Healthy Schools Award'.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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