

# INSPECTION REPORT

## **DUDDON ST PETER'S C OF E PRIMARY SCHOOL**

Duddon, Tarporley

LEA area: Cheshire

Unique reference number: 111281

Headteacher: Mr R G Tuckwell

Lead inspector: Mr I Hocking

Dates of inspection: 12 – 14 January 2004

Inspection number: 255998

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	128
School address:	Duddon Tarporley Cheshire
Postcode:	CW6 0EL
Telephone number:	01829 781366
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr T Leaman
Date of previous inspection:	4 May 1998

## CHARACTERISTICS OF THE SCHOOL

Duddon St Peter's Church of England Voluntary Controlled Primary School is a rural village school that admits pupils from a large geographical area and from a wide range of backgrounds. There are 128 pupils on roll, slightly more girls than boys. All the classes have pupils from two year groups. The school has very close links with the local church and values its Church of England status. The school houses a rural nursery unit in a separate building that takes children from the Tarporley area and from outlying districts. Most pupils live in privately owned housing. One pupil in 25 is eligible for a free school meal, which is below average nationally. No pupil is from an ethnic minority background. Pupils enter Reception in the year of their fourth birthday and the baseline assessment shows that pupils on entry are at a standard that is slightly above average for children of this age. There are six pupils identified as having special educational needs and three pupils have a statement of special educational needs, which is below average nationally. The school has Beacon School status and has also received an Investor in People award and a Schools Achievement Award. At the time of the inspection, the Reception teacher was on maternity leave and was replaced by a teacher on a temporary contract.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1272	Mr I Hocking	Lead inspector	Mathematics; religious education; Foundation Stage; citizenship.
31718	Mrs D Shields	Lay inspector	
6642	Mr P Hill	Team inspector	Science; information and communication technology; design and technology; history; music; special educational needs.
29698	Mr S Lord	Team inspector	English; art and design; geography; physical education.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Peter's is an excellent and caring school** that benefits from excellent leadership and management and very good governance. It has an outstanding ethos for learning in which Christian values are fostered and excellent relationships exist. Pupils of all abilities are expected to achieve as highly as possible and do so as a result of the very good quality education provided. The close partnership amongst headteacher, governors and staff and very good links with parents and the community, contribute significantly to the well above average standards attained by pupils. It provides very good value for money.

The school's main strengths and weaknesses are:

- Excellent leadership and management and very good governance.
- Very good teaching enables all pupils to achieve very well.
- Standards of attainment are well above average.
- Pupils' very good attitudes and behaviour contribute significantly to learning.
- The curriculum is enriched by excellent extra-curricular provision.
- Very good provision is made to ensure pupils' care, welfare, health and safety.
- High priority is given to music and art and design.

The school has responded very well to the issues raised in the previous inspection. All of the major issues have been dealt with successfully. Areas where there also has been significant improvement include aspects of leadership and management, teaching and learning and pupils' educational standards.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	A	A*	B	D
Mathematics	A	A*	A	A
Science	A	A*	A	A

*Key: A\* - high; 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.*

**Pupils' achievement is very good overall.** The above table shows that the Year 6 class performed less well in English in the 2003 national tests than in previous years. However, this slight dip was due to a range of social and educational problems associated with the 2003 year group. Furthermore, the relatively low numbers of pupils involved require these figures to be viewed with caution because the effect of one pupil's score on the rest can be dramatic. Results in mathematics and science are well above national figures and represent very good achievement for this group of pupils when compared against schools with similar results in 1999, when these pupils were in Year 2. The school's results in national tests, overall, have been well above national averages since 1999. Standards in the present Year 6 class are well above average in English, mathematics and science. Standards in information communication technology (ICT) and physical education (PE) are above average. Standards in religious education and art and design are well above average.

The school's 2003 test results for Year 2 pupils are better than national results. Over the previous five years standards have been consistently well above average. Standards in the current Year 2 class are well above average in reading, writing, mathematics, science, and art and design. Standards in ICT and religious education are above average. This represents good achievement from the pupils' average standards when they began in Nursery.

Children in Nursery and Reception also achieve well because of very good teaching, enabling almost all of them to reach each of the goals they are expected to reach by the end of Reception, and most exceed them.

Throughout the school, pupils show very good skills in reading, writing, speaking, listening and numeracy, and good skills in ICT, and apply these very successfully in other subjects.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed outstandingly well.** Attitudes and behaviour are very good and in the case of pupils in Years 3 to 6, exemplary. Pupils' attendance is very good. All of these strengths contribute significantly to pupils' learning.

## **QUALITY OF EDUCATION**

**This school provides a very good quality of education for its pupils. Very good and sometimes excellent teaching** throughout the school ensures that all pupils achieve very well. Teachers have high expectations about what pupils can achieve and of their behaviour. Pupils show great application and commitment to their work because they receive considerable encouragement from teachers and teaching assistants and have excellent relationships with them. Very good assessment arrangements provide pupils with guidance about how they might improve their work. Pupils experience an outstandingly enriched curriculum and their learning benefits from strong links with parents and the community. Very good quality resources, especially in ICT, contribute to the quality of education provided. The school's arrangements for pupils' care, welfare, health and safety are excellent.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are excellent.** The headteacher motivates, inspires and influences the work of others to achieve high standards in all areas of the school's work and this has contributed to the school achieving Beacon status. Through his sensitive approach he has gained the full respect of staff, pupils, parents and governors. He is ably supported by a collegiate arrangement for the deputy headteacher, where three teachers hold the position, in turn on a termly basis. Of particular note is the way an excellent ethos has been fostered and this is exemplified by outstanding teamwork throughout the school. The governors are very effective as they are well informed, which enables them to challenge and support the senior managers and make a significant contribution to shaping the vision and direction of the school. All statutory requirements are met.

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

Parents have very positive views of the school. In particular, they are very pleased with the leadership of the school and the quality of teaching. There is a very clear philosophy, which is borne out in practice, that the education of all pupils is a two-way partnership between the school and their families. The very good contribution that parents make both to the school and their children's education is very much valued. Very good quality information about all aspects of education means that parents are able to fully support homework and this has a positive impact on the achievement of their children.

Pupils also show high levels of satisfaction. They like school and enjoy lessons. They consider their views are respected when they offer opinions in lessons or talk to any of the adults in the school.

## **IMPROVEMENTS NEEDED**

There are no significant areas for improvement.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards reached by Year 6 pupils and Year 2 pupils are well above average. All pupils, regardless of background or ability, achieve very well.

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

- Standards in English, mathematics, science, religious education and art and design are well above average.
- Standards are above average in ICT and in physical education.
- Pupils' achievement is very good.

#### **Commentary**

1. Excellent leadership and management of the school set the tone for the educational standards that are achieved. The outstanding example of the headteacher's teaching inspires very good quality teaching across the school. Standards in English are well above average. Pupils produce very good quality writing in a range of genres both in English lessons and in other subjects, notably history, geography, science and religious education. They pay close attention to spellings, grammar and punctuation. Pupils' attainment in speaking and listening is well above average because teachers are very good role models and create many opportunities for pupils to develop these skills. Similarly, because of very good and often excellent teaching, pupils show above average ability in mathematics, including mental calculations and written computations. Because of very good quality of teaching, most pupils in Year 6 show a very good knowledge and understanding of key scientific ideas and can carry out a fair test with confidence. In religious education, Year 6 pupils have a very good understanding of the main events in the life of Jesus and of the main characters in the Bible. Pupils discuss, in a mature way, Christian values and beliefs and talk in a sensitive way about the plight of others, for example those rendered homeless or bereaved by earthquake and war.
2. In ICT, Year 6 pupils show above average attainment. For example, they have a good understanding of how to program a remote robot and competently use images researched from the Internet to enhance text. Standards attained by Year 6 pupils in physical education are also above those expected nationally, for example, they show good accuracy and adaptability in football skills. Two-thirds of pupils exceed the nationally expected standards in swimming by a significant margin. Across the school, pupils attain high standards in art and design, for example, the work of pupils in Year 5 and Year 6, in the style of William Morris, provides a spectacular display in the hall.
3. All pupils achieve very well because of the very effective way that teachers meet individual needs, for example in their questioning techniques and in the work set for pupils. Pupils with special educational needs are given additional and very effective support to enable them to achieve very well in relation to their prior attainment. Similarly, those pupils who are particularly able are presented with additional challenges that ensure they are extended in their learning. Attainment for children at the end of Reception is above average because almost all attain the levels expected in each of the Early Learning Goals for children in Reception, and most exceed them. This represents good achievement relative to their average level of attainment when they begin school in Nursery.



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

Standards in:	School results	National results
Reading	17.2 (18.6)	15.7 (15.8)
Writing	17.0 (16.0)	14.6 (14.4)
Mathematics	18.8 (18.0)	16.3 (16.5)

*There were 18 pupils in the year group. Figures in brackets are for the previous year.*

4. The above table shows that the school's results in national tests are well above national results. Since 1999, the school's test results have been consistently well above national results and almost always better than those of similar schools. Standards in the current Year 2 class are similar to those of 2003 and are well above average.

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

Standards in:	School results	National results
English	28.3 (31.1)	26.8 (27.0)
Mathematics	29.6 (30.4)	26.8 (26.7)
Science	31.3 (31.9)	28.6 (28.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

5. The above table shows that the Year 6 class performed less well, particularly in English, in the 2003 national tests than did the Year 6 class in 2002. However, this slight dip was due to a range of social and educational problems associated with the 2003 cohort. Furthermore, the relatively low numbers of pupils involved require these figures to be viewed with caution because the effect of one pupil's score on the rest can be dramatic. Results in mathematics and science are much better than national figures and those of similar schools. These results represent very good achievement for this group of pupils taking into account the results they attained in 1999 when they were in Year 2. The school's results in national tests have been well above national averages, overall, since 1999. The present Year 6 class are judged to be on course to attain well above average results in English, mathematics and science.

### **Pupils' attitudes, values and other personal qualities**

Pupils' behaviour and their attitudes to school are very good. Pupils' spiritual, moral and social development is excellent overall. Pupils' attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Pupils enjoy school, attend regularly and are very keen to join in all the school has to offer.
- Excellent opportunities for personal development give pupils a very clear understanding of right and wrong, and a growing appreciation of life in a culturally diverse society.
- Pupils develop into mature, confident young people during their time at school.

### **Commentary**

6. Pupils like school and get on extremely well with their classmates, teachers and other adults who work with them. One pupil comments "the teachers are funny and everyone is kind." They confidently express the view that bullying is very rare. If it does happen they tell their teachers, who then help both the bullied pupils and the bullies. Pupils' keen interest in school life results in very good attendance, and punctuality is very good at the start of the day. Pupils with special

educational needs enjoy school and are equally very keen to learn. There were no exclusions in the latest reporting year.

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

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.1
National data	5.4	National data	0.4

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

7. Pupils are discreetly encouraged to behave well, to respect, respond to and value the views of others and to understand about life in a multi-ethnic society. The very close links with the church, its every day involvement in school life, together with the school's rich curriculum, means the pupils are developing exceptionally good spiritual awareness. Pupils respond with joy and reverence to the excellent acts of daily worship. All are helped to think about the feelings of themselves and others, along with rights and responsibilities. Pupils are highly valued and treated with respect. As they progress through the school, pupils become confident about themselves and life outside the school. Their regular involvement in the many community activities, including the creative arts, helps them to become mature and responsible young citizens. The school's religious education programme and very good emphasis on "celebrating differences", through a wide range of cultural experiences, has effectively raised pupils' awareness of cultural diversity. Discussions, even with the younger pupils, indicate that they have a very good understanding of both racism and sexism. Almost all the pupils in Reception are on course to achieve the Early Learning Goal for personal, social and emotional development, well before they enter Year 1.
  
8. Pupils behave very well during lessons and at lunchtimes, and the oldest are exceptionally well behaved. All pupils, including those with special educational needs, are very well motivated and enjoy learning, and this has a positive impact on how much they achieve in lessons. They confidently discuss their work with visitors and are very proud of their achievements, and of their school. They talk with enthusiasm about their lessons, school clubs and all the events they take part in. The school places much emphasis on the development of individual children, so that all show significant growth in maturity as they progress through school. By the time they reach Year 6, pupils' heightened level of maturity is reflected in their exemplary attitudes and behaviour. Work, effort and achievement, both inside and outside school life, are valued and celebrated and pupils say they appreciate this. A pupil comments "you get a certificate if you work hard and it makes you feel proud."

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

This school provides a very good quality of education for its pupils. Pupils achieve very well because of very good teaching throughout the school. Pupils receive an outstandingly enriched curriculum and their learning benefits from very good care, guidance and support and strong links with parents and the community. Good quality resources, especially in ICT, contribute to the quality of education provided.

**Teaching and learning**

Teaching and learning are very good and sometimes excellent. This represents a significant improvement on the good quality of teaching reported at the previous inspection. Throughout the school, teachers have high expectations of what pupils can achieve and of their behaviour. All pupils are encouraged to work hard and, through very good assessment arrangements, are given clear guidance about how they might improve their work.

## Main strengths and weaknesses

- Teachers' highly enthusiastic and skilful teaching encourages pupils to apply themselves wholeheartedly to their learning.
- Excellent inclusive provision and very good teamwork enables individual needs to be met very successfully.
- There are several examples of excellent teaching, in the Nursery and in lessons for pupils in Years 3 to 6.
- Assessment procedures are very good for English, mathematics and science and within the Foundation Stage.

## Commentary

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (20%)	14 (47%)	8 (27%)	2 (6%)	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.*

9. Teachers consistently require pupils to show high standards of behaviour. Because there is an excellent ethos for learning, maximum use is made of lesson time, as interruptions are minimal. Pupils work uninterrupted for sustained periods of time and develop personal attributes of perseverance and productivity in their learning. Pupils show great application and commitment to their work. They take pride in their work, as seen in the meticulous care taken in its presentation. Pupils receive considerable encouragement from teachers and teaching assistants and have excellent relationships with them. Teachers' enthusiasm washes over onto the pupils, whose interest is stimulated by absorbing work and very skilful teaching. These notable features underpin the very good learning that takes place. Two lessons where teaching was judged only satisfactory were not typical of the quality normally seen in these classes. In each case, the teacher was well aware of the relative weaknesses present in these satisfactory lessons.
10. Teachers have good knowledge of the subjects they teach and understand how to engage pupils' interest, for example, by pitching questions at the right level to meet individual needs. Very good teamwork between staff ensures that pupils who find learning difficult are suitably supported, often through the effective work of teaching assistants, to meet the specific targets on their individual education plans. Teachers plan work that is well matched to pupils' abilities so that they are able to make very good progress in their learning. Equally, pupils who show high ability are given additional challenge, as seen for example in numeracy lessons. Teachers' challenging questioning promotes the pupils' understanding of new concepts and skills. Pupils confirm that the work they are given is interesting and set at the right level for them and that teachers will always explain if work is not understood. Parents also commend the high quality of teaching that their children receive.
11. A significant proportion of the teaching in Years 3 to 6 and in the Nursery is of an excellent standard and leads to pupils making outstanding gains in their learning. Such high quality was seen in art and design, religious education, science and mathematics lessons. Amongst the factors common to these highly successful lessons are the excellent subject expertise of the teacher and excellent use of various methodologies, such as effective use of ICT in mathematics, science, art and design and religious education lessons. The headteacher's excellent teaching provides an outstanding example and inspires others.
12. The procedures for assessing and recording individual pupils' attainment and progress are very good for English, mathematics and science. There is an effective whole-school system of

assessment and record keeping used by teachers to decide pupils' levels of attainment and to set targets for improvement in English and mathematics. Teachers make very good use of assessment information in order to plan future work accordingly, based on how well pupils have progressed in lessons. Teachers mark pupils' work thoroughly and positively, often including helpful written comments. Pupils testify that they know how well they are doing from the marks they receive and from teachers' comments. The arrangements for checking the attainment and progress of children in the Foundation Stage are also very good, and are an important factor in the good progress that they make.

## **The curriculum**

The school offers a very rich curriculum, which develops pupils' knowledge, experience and learning skills beyond the school day and within the community. The very wide range of interesting activities provides good opportunities for pupils to develop and use their skills and knowledge in many different ways. Lessons are planned very well and suitably challenge pupils of different levels of attainment and aptitude, including those with special educational needs and those who show high ability. Overall the quality of accommodation and resources is good and contributes significantly to the school's curriculum. This has been brought about through systematic and ongoing remodelling and provision of additional accommodation. However, space is currently still limited and the school has plans for the imminent improvement of this situation through additional building.

## **Main strengths and weaknesses**

- The school offers an excellent and extensive range of extra-curricular activities. These activities are particularly successful in the promotion of personal, social and health education as well as developing subject awareness and knowledge.
- The national literacy and numeracy strategies are used very well, supplementing the schools' very good practice in these areas.
- Literacy and numeracy and ICT skills are developed very effectively and used very well within other subjects.

## **Commentary**

13. All pupils in Years 1 to 6 have the opportunity to participate in residential visits as well as a wide-ranging number of day visits. This reflects the leadership and management's very extensive and considerable commitment to enhancing and extending the curriculum. The school's record of visits, visitors, activities and clubs is very impressive. These opportunities, together with the exciting range of additional afterschool activities and clubs, make an exceptionally significant contribution to pupils' experience and learning in music, dance and drama, and to the development of their spiritual, moral, social, cultural and personal skills. The success of such activities is clearly shown in all pupils' well-developed sense of care and responsibility. Music and art and design are especially well developed strengths of the school. Both pervade all aspects of school life with very high quality experiences throughout. Displays of high quality art and design work enhance areas of the school and there are extensive opportunities for all to hear and enjoy music, for example in assembly and during quiet and contemplative periods in some lessons, such as religious education.
14. Participation in sport is another substantial strength with the curriculum provision being considerably extended by a wide range of after-school clubs, coaching sessions and teams.
15. Teachers use the national literacy and numeracy strategies flexibly and well. The school has judiciously blended the best of its own practice with the best of the national strategy practice to continue and improve its very successful teaching of numeracy and literacy. The curriculum enables pupils to make very good use of literacy and numeracy and ICT skills within other subjects. The school provides good opportunities for pupils to use investigative skills and problem solving within many subjects including mathematics, science and art and design. The

use of research and the Internet is especially evident in this context. This has resulted in a noticeable confidence in pupils' contributions to lessons.

16. The quality and range of resources is very good overall and is having a positive impact on learning and on improvements in standards of attainment. There are very good resources for ICT. An interactive whiteboard and an ICT suite are used to very good effect, with teachers and pupils using the interactive whiteboard as an integral part of teaching and learning.
17. Accommodation is made attractive by much high quality display and is very well maintained. The school has been progressively improving its accommodation over a number of years and is about to embark on the next stage with the enlargement of the Year 6 classroom and the redevelopment of the reception area to provide further and more suitable reception and administration facilities. The size of the classrooms is limited and has a restricting effect on some of the activities, hence the imminent new build.

### **Care, guidance and support**

The school's arrangements for pupils' care, welfare, health and safety are excellent. Pupils receive very good support, advice and guidance. There are good opportunities for pupils to be involved in their own learning and to influence the school's work.

### **Main strengths and weaknesses**

- All adults who work in the school know the pupils very well.
- The school's systems and procedures ensure that boys and girls of all ages are safe and well cared for.
- Pupils think very highly of the school.
- Pupils' opinions are regularly sought and their views are valued.

### **Commentary**

18. The school provides an extremely caring and happy atmosphere in which pupils justifiably say they feel safe and secure. Pupils know there is an adult they could go to if they were worried at school. They have very positive views about school life. One pupil comments "all children are treated equally." The excellent relationships between adults and pupils give pupils the confidence to ask for help if they need it. Teachers notice when pupils are having particular difficulties with their work and take action to put matters right. One pupil said "I've been helped a lot on how to improve my work." This very good support sometimes leads to identifying pupils with special educational needs, and the co-ordinator then ensures that pupils have the guidance they need to improve. This enables them to achieve equally as well as their peers.
19. Staff follow the agreed policies and very clear practices relating to health, safety and child protection extremely well. These procedures permeate all aspects of school life and are very clearly understood by all concerned who work or help in school. The very good links with parents of children starting in the Nursery or Reception class, and the sensitive arrangements for supporting them help children to quickly feel at home and adjust to the routines of school life. This early partnership with families is quickly built upon and strengthened as pupils progress through the school. Pupils who join the school part way through the school year are equally very well supported.
20. Pupils in Years 3 to 6 are very enthusiastic about the School Council. The younger pupils know who the council representatives are and how they can raise points for discussion at the meetings. Pupils feel their views are listened to and where possible acted upon. However, their views are not currently taken into account when the governors are agreeing priorities for school improvement. Nevertheless, pupils consider their views are respected when they offer opinions in lessons or talk to any of the adults in the school. Pupils set and review goals to improve their work in literacy. This makes a significant contribution to their understanding of their own

learning. However, other than for pupils with special educational needs, no personal development targets are set, for instance to improve self-confidence and esteem.

### **Partnership with parents, other schools and the community**

The school has a very good partnership with parents. Links with the community are very good. Liaison with other schools and other education providers are excellent.

### **Main strengths and weaknesses**

- The school successfully involves parents in school life and in their children's education.
- The headteacher and all staff are very approachable and listen to suggestions and concerns.
- The community is used very well to enrich the curriculum and enhances pupils' personal development.
- The school has used its Beacon School status to excellent effect.

### **Commentary**

21. The headteacher has a very clear philosophy, which is borne out in practice, that the education of all pupils is a two-way partnership between the school and their families. The contribution that parents make both to the school and their children's education is very much valued. Parents are encouraged to come in or telephone at any time, if there are concerns or issues to discuss. Very good quality information, about all aspects of education, means that parents are able to fully support homework, which has a positive impact on the achievement of their children. Discussions with parents, both before and during the inspection, indicate they hold the school in high regard. They find the staff approachable and consider that the school helps their children to become mature and responsible young people. Parents of the youngest pupils say they are fully involved in settling their children into school routines. As a result their children settle very quickly. One parent comments "our child enjoys school so much that we don't think he realises he's there to learn and not to have fun!"
22. Parents play a significant part in supporting the school. Their views have been sought on specific issues, such as the review of the school aims. However, their views are not systematically taken into account when the governors are agreeing priorities for school improvement.
23. The wider community provides a rich source of visits and visitors. Pupils take part in local events, for instance at the church, which plays a key role in school life. These opportunities make a significant contribution to pupils' personal and spiritual experiences, and improve standards of achievement. As a result of gaining Beacon School status, extremely close links have been established with other local primary schools and the nearby secondary school. An extensive range of events and initiatives have resulted, from which staff and governors from all schools have benefited. In addition, the joint developments have had a positive influence on pupils' standards of achievement, for instance in music and ICT, in all the schools. Discussion with staff from the primary group of schools indicates that relationships are very good and all initiatives are planned to provide the maximum benefit to all those involved.

## **LEADERSHIP AND MANAGEMENT**

Overall the leadership and management of the school are excellent. The headteacher's leadership and management are both excellent. The governance of the school is very good.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school.
- There is a strong commitment to maintaining high standards.

- The excellent School Development Plan guides improvement and reflects the aims and values of the school.
- There is high commitment to the professional development of all staff.
- The active involvement of the governing body is very good.

## Commentary

24. The headteacher successfully motivates, inspires and influences the work of others to achieve high standards in all areas of the school's work and this has contributed to the school achieving Beacon School status. Through his sensitive approach he has gained the full respect of staff, pupils, parents and governors. He is ably supported by a collegiate arrangement for the deputy headteacher, where three teachers hold the position, in turn, on a termly basis. This ensures that their individual skills are effectively used. They provide excellent role models for other staff and pupils. There is an excellent use of the time and skills of other teaching and support staff to achieve the aims of the school. Leadership has improved since the last inspection and justifiably receives total commendation from parents.
25. The headteacher is committed to providing an all-inclusive school, which meets the needs of all pupils, whatever their background or need. The introduction of setting in mathematics is a good example of the school taking steps to best meet the needs of pupils of differing abilities. By regularly taking stock of the school's strengths and areas for development, the headteacher and the governing body are able to take appropriate action, as reflected in the excellent School Development Plan.
26. The headteacher and senior management team regularly observe lessons in order to improve them, for example, the teaching and learning of ICT. The results of English, mathematics and science tests are carefully analysed and provide detailed information on the progress of individual and different groups of pupils. By keeping track of pupils' progress, targets are set for the school, teachers and pupils in order to maintain high standards and to target provision where it is most needed.
27. Excellent performance management and staff development procedures have been established to manage and develop the performance of the headteacher and all staff. For example, one senior teacher has gained a national qualification for headship and a teaching assistant has achieved an NVQ Level 3. Subject management has improved since the last inspection and it impacts positively on the quality of teaching and learning and the standards pupils achieve.
28. The school is very well provided for in its teaching and support staff. The day-to-day administration is excellent and teaching assistants make a significant contribution to the quality of teaching and learning.
29. The governors are very effective as they are well informed, which enables them to challenge and support the senior managers and make a significant contribution in helping to shape the vision and direction of the school.
30. Financial planning is thorough, based on a good understanding of the school's priorities. For example, the decision to allocate considerable funds to maintain good levels of teaching support staff is well judged and is having a very positive impact on teaching and learning.

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

Income and expenditure (£)		Balances (£)	
Total income	344,486	Balance from previous year	30,311
Total expenditure	288,993	Balance carried forward to the next	55,493
Expenditure per pupil	2,141		

31. The large underspend at the end of the last financial year has been aptly earmarked for maintaining staffing levels and for specific purposes, including a major building project. This spending will have reduced the amount to an appropriate level by the end of the current financial year. The school applies well the principles of best value.



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

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

There has been a good improvement in provision for children in the Foundation Stage since the previous inspection. Teaching was judged to be good and has since improved to a very good standard. When children begin in the Nursery their attainment is about average. As a result of very good teaching, children progress well; almost all attain and many exceed the Early Learning Goals in all areas by the time they begin Year 1. Achievement is, therefore, good for all children.

Leadership of the stage is very good. It is based upon very good knowledge of the needs of young children and very good teaching expertise that sets an example to others in the team.

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

Provision in personal, social and emotional development is **very good**.

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

- Standards of attainment are well above average.
- The excellent relationships and ethos of the class make a considerable contribution to learning.
- Teaching and learning are very good and lead to very good achievement.

#### **Commentary**

32. Children begin in the Nursery class with standards of attainment that are in line with expectations for children of this age. By the time they reach Year 1 almost all children attain the Early Learning Goal and most exceed this expectation.
33. Relationships within classes are excellent. Children behave very well and have very good attitudes to learning. As a result, they are able to listen carefully, for example, to teachers' instructions, and learn very well. As a result of excellent induction arrangements, children settle well, they learn to share well and understand all school routines. The calm and friendly atmosphere in classes results in a growing confidence by the children, who are willing to contribute and do their best.
34. Teaching and learning are very good, enabling all children to show very good achievement. Provision for the development of this area of learning underpins the approach to all learning. Children are given opportunities to show independence, for example, when Nursery children select their own name for registration. Equally, they are encouraged to take turns and to co-operate with others. All adults are excellent role models; they show the greatest respect and care to children and to each other.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching and learning are very good and result in good achievement.
- Speaking and listening skills are given priority.
- Communication skills are encouraged in all activities.

## Commentary

35. Standards of attainment are slightly above average when children first start school. By the time they reach Year 1 almost all of the children have attained the Early Learning Goal for communication, language and literacy and most are attaining beyond this.
36. Teaching is very good. Staff have high expectations and relationships are excellent. As a result, children achieve well. Children quickly learn to read because of the strong home school partnership, for example through taking reading books home, and have regular reading practice. Children are taught how to act as readers and writers. For example, children in Reception are taught about title, author, illustrator and contents, in a book about healthy eating.
37. At every appropriate opportunity, speaking and listening skills are developed well with staff acting as very good role models. They enunciate words clearly and encourage children to explain their experiences carefully, such as when they describe the texture of a banana as “slippery and smooth”. Correct vocabulary is taught in context, for example, in a mathematics lesson, when the Nursery teacher introduced the children to the word “zero”.
38. Throughout all the children's experiences in Nursery and Reception they are encouraged to develop their communication skills. For example, good provision is made within the role-play area of the “doctor's surgery”, for children to “record appointments”. Similarly, children in Nursery converse imaginatively with each other when re-enacting stories they have heard.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good and often excellent.
- Children's attitudes to mathematical development are excellent.
- Teaching assistants and parental help are deployed well.

## Commentary

39. Standards of attainment in mathematical development are average when children start school. When they reach Year 1 almost all have attained and several exceed the Early Learning Goal. Children's excellent attitudes to mathematics contribute greatly to their very good achievement. They enjoy learning about number and use correct vocabulary. Children have many opportunities within classroom activities to practise relevant skills such as, counting, sorting and measuring.
40. Teaching and learning are very good and often excellent. For example, in the Nursery, when children were introduced to ‘zero’ they were encouraged to sing the song “Five Currant Buns”, as they practised counting to five.
41. Teaching assistants and parents offer good support to the children and this allows effective group work to take place, for example constructing a graph of favourite foods. All adults have excellent relationships with the children and continually check their level of understanding. As a result, children are confident about answering questions and in trying activities for themselves.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Children's learning is developed within well-chosen contexts.

### **Commentary**

42. Standards of attainment are about average when children first start school. Children fulfil their potential and almost all attain the Early Learning Goal by Year 1 because they receive good quality teaching. For example, the Reception teacher involved children in the game of "Pass the Parcel" as an imaginative way of reminding them that Jesus was a gift from God. Achievement is good for all children.
43. The playing of well-chosen background music often enhances the children's learning experience. Children are introduced to new concepts and vocabulary through well-chosen activities that reflect real-world contexts. For example, children in Nursery learn about various building materials and animal characteristics through the overall topic of the "Three Little Pigs".

### **PHYSICAL DEVELOPMENT**

Insufficient lessons were observed to make an overall judgement about teaching and learning. Standards of attainment in physical development are about average when children start school. By the time they enter Year 1 almost all children attain the Early Learning Goal and many exceed it. Children show good ability in fine motor skills, such as moving the cursor on the computer screen and when using pencils to draw, for example, their pictures of the "three little pigs".

### **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

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

- Standards are above average in children's creative work.
- Teaching and learning are good and result in good achievement.

### **Commentary**

44. Standards of attainment in this area are average when children start school. By the end of the Foundation Stage almost all children have attained and many exceed the Early Learning Goal. For example, very good quality monster masks in Reception reflect the fine motor control, care and imagination exercised by the children.
45. Teaching and learning are good. Children explore pattern and learn to manipulate modelling and construction materials and apply paint skilfully with a variety of tools. Very good teamwork amongst staff enables children to receive good quality guidance in their choice and creative use of tools and materials.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are well above average in Years 2 and 6.
- The very good quality of teaching and learning enables all pupils to achieve very well.
- Pupils' have excellent attitudes to learning.
- Assessment procedures are very good.
- The subject benefits from very good leadership and management.
- Literacy is used well in other subjects.

#### Commentary

46. Over the last few years, pupils have maintained standards well above the national average in the national tests for Year 6 and Year 2 in English. However, the 2003 national test results for Year 6 were not as high as in previous years. This "blip" in standards was due to a range of social and educational problems associated with the particular year group and fewer pupils attaining the higher Level 5 in writing.
47. Standards of work seen during the inspection, along with the school's assessments and formal testing, show that Year 6 pupils are on target to achieve much better than last year. This is because the school has introduced strategies to extend the range of writing experiences and set group and individual pupil writing targets. Year 2 pupils are also on line to attain well above average. Standards have improved since the last inspection.
48. Teaching is never less than good and is often very good. This high quality of teaching makes a significant impact on the standards pupils achieve. Teachers show very good subject knowledge and plan lessons with clear learning intentions, which are shared with pupils at the beginning of lessons and then used to review learning in very useful final review sessions. Teachers have high expectations of pupils' behaviour and their approach to work. These high expectations, together with the brisk pace shown in lessons, are enabling pupils to make the most of their learning opportunities. The high expectations of the headteacher and the very good work done by the English co-ordinator act as a stimulus for other staff and contribute well to the consistent approach to learning seen throughout the school.
49. All pupils achieve very well throughout the school with pupils with special educational needs continuing to make very good progress towards the targets in their individual education plans. Equality of opportunity is very good with teachers working hard to ensure that nobody is excluded from an activity. For example, in a very good lesson seen in Year 3, a visually impaired pupil had full access to the activities as a special needs assistant and a variety of supporting aids supported him very effectively.
50. The excellent attitudes shown by the pupils towards their work make a significant impact on the standards they achieve. All pupils are very well behaved, listen intently and have the confidence to ask and answer questions, which enables them to make valued contributions during lessons. The relationship between staff and pupils is excellent.
51. Teachers are ambitious in their expectations of pupils' achievement and are constantly looking to move pupils to the next level and have set pupils individual targets for improvement. For example, in a very good Year 6 lesson on story writing, one pupil effectively used her personal target card to improve the quality of her written work by adding more complex sentences. The checking of pupils' performance and recording progress is very thorough. For example, the

school has taken action to attend to the needs of the male writers in Year 5 and Year 6, which has increased the motivation of boys to write, and has improved their performance.

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

52. Oral sessions in lessons across the curriculum are used very effectively to develop speaking and listening skills. Pupils are given frequent, worthwhile opportunities to practise their writing skills in such subjects as history, geography and science.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- The standard of pupils' work is well above average.
- Pupils of all abilities achieve very well because of consistently very good and sometimes excellent teaching.
- Pupils enjoy mathematics and work very hard in lessons.
- Leadership of the subject is excellent.
- Numeracy skills are applied well in other subjects.

#### **Commentary**

53. The 2003 national test results for Year 6 pupils and for Year 2 pupils were well above average compared to all schools and similar schools. Standards of work seen during the inspection match those attained in the most recent national tests. Pupils throughout the school are currently showing well above average competence in numeracy, both in mental calculations and in written computations. The pupils presently in Year 6 and Year 2 classes are on line to attain similar results to those of last year.
54. Teaching and learning throughout the school are invariably at least very good, and in Years 3 to 6 they are excellent. The result of this high quality teaching is that pupils make very good gains in their knowledge, skills and understanding. Notable strengths in teaching include highly skilful questioning techniques that enable teachers both to judge the extent of pupils' learning and to deepen pupils' understanding. Teachers hold high expectations of pupils and subtly encourage them to work hard, listen attentively and behave well. By example, teachers and teaching assistants encourage pupils to show respect for others, such as on the many occasions when pupils are called upon to explain their thinking. In one excellent lesson in Year 5, very good use was made of ICT both as a teaching aid and as a learning tool. Another similarly outstanding lesson for pupils in Year 6 promoted intense interest and investigation from pupils, leading them to spot complex number patterns. Teachers' high commitment to all pupils, regardless of ability, and their very good knowledge of individual needs are shown in the well-pitched demands made of pupils. The excellent teamwork between teachers and teaching assistants makes a significant contribution to pupils' learning. All these factors result in all pupils, including those few who find learning difficult and those who are particularly able in mathematics, achieving very well.
55. Pupils' enjoyment of mathematics reflects the excellent climate for learning that exists in all classrooms. Pupils' consistently very good and often exemplary behaviour provides a measure of the mutual respect and excellent relationships between adults and pupils. Pupils work enthusiastically, co-operating fully with staff and with each other and take obvious pride in their achievements, for example, when pupils in Year 6 made accurate drawings of three-dimensional models. They are well aware of how to improve their work because teachers take care to give them clear guidance, verbally and in written comments. Pupils' very positive attitudes contribute greatly to their learning.

56. Subject leadership is excellent. The subject leader makes very good use of assessment data to determine where improvements are needed. His high quality teaching, based upon very good subject knowledge, extensive experience, and profound respect for his pupils provides an excellent and inspirational role model for colleagues. The good improvement in teaching, since the previous inspection, has brought about higher standards of attainment.

### **Mathematics across the curriculum**

57. Good use is made of mathematics in other subjects. The close links made between mathematics and ICT help develop pupils' numeracy and computer skills, for example, when estimating the distances and angles required in programming a robotic floor turtle. Pupils' skills in mental arithmetic are applied well in science, for example in measuring and calculating heart rates.

### **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above the national average.
- Very good quality teaching and learning enable all pupils to achieve highly.
- Pupils have exceptionally positive attitudes to learning.
- Leadership and management are very good.

### **Commentary**

58. Because of the timing of the inspection and the timetable structure for the days of the inspection there was no opportunity to observe Year 2 lessons. However, from observations of lessons and analysis of work, it is clear that, by Year 2 and Year 6, standards are well above the national average.
59. Over the last few years, pupils have maintained high standards in the Year 6 national tests. This is reflected in the work of pupils currently in Year 6 and is a result of the consistently very good quality teaching that they receive. There has been good improvement since the last inspection, especially in Year 2 standards.
60. Teaching is very good overall with some excellent teaching in Years 3 to 6. Lessons are very well planned and teachers use a very good range of strategies to ensure lessons run smoothly and that pupils understand the lesson content. Teamwork between all staff is very good and is a significant factor in the very good learning that occurs in lessons. All staff share in the very good classroom and pupil management that makes these lessons so successful and ensures that all pupils, whatever their individual needs, are fully involved in the lesson. As a result, all pupils, regardless of ability, achieve very well. All lessons are typified by the excellent relationships, high expectations and respect that teachers have for pupils and that pupils have for all adults in the school. This results in pupils who want to learn, listen carefully and contribute both maturely and very effectively in discussion. All these factors combined together in an excellent Year 6 science lesson involving investigative, collaborative, practical working where pupils were engrossed in their work and achieved very highly as a consequence of outstanding teaching resulting in excellent learning.
61. Pupils' behaviour is very good. Besides high levels of concentration, they are very considerate of others; they listen well and respect others' points of view. This ability to share and to get on with others enables them to work very successfully in groups and whole class activities as well as individually.

62. Leadership and management are very good. The co-ordinator has a clear understanding of the subject's strengths and weaknesses and what needs to be done to maintain, and even improve upon, pupils' high standards. To this end, the school has identified the need to develop further pupils' investigative work, ensuring that it is clearly identified in lesson planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **very good**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection and are now above average.
- Teaching is very good, resulting in very good learning and good achievement for all pupils.
- Pupils' attitudes and behaviour are excellent.
- Subject leadership is very good.

### **Commentary**

63. Since the previous inspection the school has considerably improved its facilities for ICT. All classrooms are networked and there is a small central ICT suite. This has resulted in pupils having far greater opportunity to learn new skills and to apply them effectively in their work in other subjects. Standards attained by the current Year 6 and Year 2 pupils are above average. A very good example of this was seen in a Year 6 lesson where pupils were using a computer program to control a remote buggy. In this especially enjoyable lesson, pupils very quickly learned new functions of the software and used them to control the vehicle. In discussion, and when answering questions, they showed an above average understanding of control and an ability to predict the outcomes of their programming. The very good improvements in resources and staff expertise made since the previous inspection are rapidly improving standards.
64. Teaching and learning are very good throughout the school, enabling all pupils, regardless of ability, to achieve well. The excellent relationship between adults and pupils is a very significant factor in the very good level of learning which directly results from very good and often excellent teaching. Team work between teachers and support staff is very good, ensuring that all pupils are very well provided for, for example when groups move from their classroom to the ICT suite for parts of the lesson. The interactive whiteboard in one classroom is used very effectively as an integral part of a number of lessons, for example in the Year 6 control lesson. Here the teacher demonstrated the software and used the large display to present the lesson content in a very clear and brisk manner, thus ensuring that pupils knew exactly what they were about to do and what was expected. In another excellent session, where the use of ICT was an integral part of a religious education lesson, pictures of the Dead Sea and images obtained from the Internet were used effectively to illustrate and enrich the content of the lesson.
65. Pupils are exceptionally well behaved. Co-operation between pupils when sharing computers in the small ICT suite is excellent. They help each other and take turns in inputting data. In a Year 6 ICT lesson where pupils were working in groups of five, the level of discussion was very high with all pupils contributing to the decision making and, with very little intervention from the teacher, sharing out the individual roles and responsibilities within the group. This excellent behaviour and mature attitudes contributed considerably to the very good quality of learning in this lesson.
66. Subject leadership is very good. The co-ordinator has a high level of personal skill and is very aware of the future developments needed to continue to develop the subject and improve standards throughout the school.

## Information and communication technology across the curriculum

67. The use of ICT is integral within a number of subjects. For example, the use of the Internet, CD ROMs and digital camcorders is common throughout the school. During the inspection the very good use made of many of these aspects was illustrated in mathematics, art and design and religious education lessons. The interactive whiteboard in the Year 6 classroom is used very well as a teaching tool in many subjects.

## HUMANITIES

Religious education was inspected in full and is reported in detail below. No lessons were seen in **geography** or **history**, therefore it is not possible to form overall judgements about provision in these subjects. However, evidence from samples of pupils' work indicates that standards are above average. Within Year 6 pupils' work on "Rainforests", there is clear evidence that pupils have good knowledge and understanding of the different environments in various parts of the world. They use their literacy skills well to make good quality labelled diagrams and extract information from secondary sources to gain and make correct use of an appropriate range of geographical vocabulary. Their work reflects the pride taken in presentation.

### Religious Education

Provision in religious education is **very good**.

### Main strengths and weaknesses

- The standard of pupils' work is above average because of consistently very good and sometimes excellent teaching.
- Pupils have excellent attitudes to religious education.
- Leadership of the subject is excellent.
- Religious education and daily acts of worship make an outstanding contribution to pupils' personal development.

### Commentary

68. As a result of very good and excellent teaching, pupils in Year 6 reach standards that are above the expectations of the locally agreed syllabus, which represents good achievement during their time in school. Teaching is thoroughly planned and draws upon excellent resources that generate high interest from the pupils. This was seen at its best in Years 3 to 6; for example, in a very good lesson for pupils in Years 3 and 4, the teacher used music, authentic dress, photographs and a globe to introduce distinctive features of the Islamic faith. The lesson content stimulated much discussion that was skilfully and sensitively directed by the teacher.



### Example of outstanding practice

Excellent teaching in a Year 6 Religious Education lesson on rights and responsibilities promoted excellent learning and very high standards.

The mixture of first-rate planning, preparation and outstanding teaching skills combined to make this enthralling lesson one which pupils will remember for a long time. The lesson combined authentic costumes, which some pupils confidently modelled, and internet images of the Dead Sea. These were admirably presented, using an interactive whiteboard, along with details of the United Nation's Convention on Children's rights to stimulate a high level and very mature discussion between teacher and pupils. The lesson culminated in a focus on the teaching of Jesus and individuals' rights and responsibilities.

Expert and almost 'invisible' classroom management, together with the teacher's obvious enthusiasm and high level of subject expertise were the key components in this lesson. His profound respect for the pupils, an appropriately high level of challenge and excellent pace, were all very important factors in encouraging and motivating pupils. As a result, they responded very well, both in making well informed comments and by respecting and listening to the opinions of their peers. This lesson was of the highest standard throughout and promoted excellent quality of learning and enabled pupils to attain at a level much above expectation for their age.

69. Throughout the school, pupils enjoy religious education lessons because teachers use a variety of stimulating approaches, including the use of ICT, for example when pupils research selected websites. Other effective methodologies include role-play and discussion. Pupils' excellent attitudes are a major contributory factor to their learning, for example, individuals are confident to offer their thoughts and feelings without fear of ridicule, reflecting well the excellent example set by teachers.
70. Subject leadership is excellent. The subject leader's excellent subject knowledge means that he can give effective advice and support to his colleagues. His high quality teaching provides an inspirational role model for pupils and colleagues. This has resulted in improved teaching and learning since the previous inspection.
71. A very caring, Christian ethos pervades the whole life of the school. Pupils pray reverently and there are excellent relationships to be found throughout the school. The outstanding quality of daily acts of worship contributes greatly to pupils' religious knowledge, skills and understanding. For example, an excellent assembly related to the recent earthquake disaster in Iran provided the basis of a very good religious education lesson for pupils in Years 3 and 4. All assemblies and religious education lessons greatly support pupils' personal development, including their spiritual, moral, social and cultural awareness. Pupils' religious knowledge and understanding are enriched by attending places such as St Paul's Cathedral and by attending services and celebrations at St Peter's Church, Duddon.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were inspected in detail and are reported in detail below. No **music** or **design and technology** lessons were observed. Though it is therefore not possible to make judgements about overall provision in these subjects, it is clear that pupils have many rich opportunities for learning. For example, there is much evidence of the artefacts produced following the pupils' visit to a Viking museum.

Music is given a very high priority and forms a very significant part in pupils' school life. It is an essential part of assemblies with music being played at the beginning and end and with individuals and groups of pupils performing. Music is used extremely effectively in some lessons, for example in religious education, when, during a period of quiet consideration of the topic being studied, a relevant and carefully chosen piece was played in the background. Besides adding to the context of the lesson, this strategy made a considerable contribution to the awe and wonder felt by pupils.

Besides music lessons, pupils are provided with the opportunity to have additional instrumental tuition provided by a number of visiting teachers. The school has an orchestra which practices after

school and, every year, there is an impressive programme of visiting musicians who perform in the school. These range from members of the Manchester Camerata, a flute and harp duo to a jazz quartet and banjo player. Pupils' musical appreciation is also very well developed through the extensive number of visits they make and through the visits of theatre and dance and drama groups who visit the school to perform.

## Art and Design

Provision in art and design is **very good**.

### Main strengths and weaknesses

- Standards are high in Year 6 and Year 2.
- The very good quality of teaching and learning enable all pupils to achieve very well.
- Pupils' have very positive attitudes to learning.
- The quality of display throughout the school enhances the learning environment.
- Effective use is made of cross-curricular links.
- Subject leadership is very good.

### Commentary

72. Standards are high in art and design across the school, which reflects the good improvement made since the last inspection. All pupils, including those with special educational needs, and those who are highly able, achieve very well because the learning opportunities are challenging and interesting.
73. The quality of teaching is very good and this has a significant impact on the standards the pupils achieve. The teaching assistant working with the older pupils makes an invaluable contribution to the teaching team. In their planning, teachers make sure they cover a rich programme of activities. They plan work that calls on the pupils to reflect on their own responses to what they see, and this gives them opportunities to express themselves in many different ways using a wide range of media. The teachers constantly seek to encourage the pupils to explore new techniques and refine their skills in drawing, painting and making. Skills are systematically taught to enable all pupils to achieve very well and the learning activities are varied and challenging. For example, Year 2 pupils are taught how to use sketching pencils effectively. As a result, the pupils learn quickly and soon develop a very good level of independence in expressing themselves. A regular programme of visiting artists helps the pupils achieve a very good understanding of how art and life are inter-related. For example, a visiting artist led a "Willow Workshop" for pupils in Years 3 and 4, when they created large, willow structures of dragonflies and butterflies.
74. Pupils respond very positively to the subject and this makes a significant impact on the standards they achieve. They behave very well during lessons and use their time effectively and take a great deal of pride in their work. They develop excellent personal and social skills, explaining their work, assisting one another and making constructive criticism when evaluating their own work and that of others.
75. The outstanding quality of the display of pupils' artwork greatly enhances the schools' learning environment and adds to the cultural dimension of the school. Pupils gain recognition through sympathetic and imaginative displays of their work, whether individual or collaborative. For example, the high quality water colour paintings produced by the pupils in Year 5 and Year 6, exploring the ideas of the Victorian artist, William Morris, make a stunning hall display.
76. Cross-curricular links are frequently exploited, for example, the pupils in Year 3 and Year 4 use literacy as a stimulus for their work. Using "Coming of the Night" by James Riordan one pupil, for example, showed a very skilful and subtle use of pastels to produce an impressive image of

a polar bear. Pupils in Year 5 and Year 6 observe the features of different animals and prepare sketches as a starting point for creating a “dragon”, to celebrate the Chinese New Year. Through such opportunities, pupils’ extend their multicultural knowledge and understanding of the world they live in. Very good links are made to ICT through the use of digital cameras and art software packages to produce computer-aided patterns and shapes.

77. Subject leadership is very good. The subject co-ordinator knows her subject well and has a very a clear view of the subject across the school and her enthusiasm provides a very good example for her colleagues.

## Physical education

Provision in physical education is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good.
- Pupils have very positive attitudes.
- Pupils are given a wide variety of experiences which make a good contribution to their social, moral and personal development.
- Subject leadership is very good.

### Commentary

78. Standards are above average in Year 6 and average in Year 2. All pupils, including those with special educational needs and those who are particularly able, achieve well. All the pupils in Year 6 meet the minimum requirements for swimming, with two thirds of them exceeding the expected 25 metres by a significant margin.
79. The quality of teaching is very good and this enables pupils to make good gains in physical education skills. This shows an improvement since the last inspection when teaching was judged to be satisfactory. Teaching is effective because lessons are carefully planned and linked to the school’s programme of work. This ensures that lessons build on previously practised skills. For example, in a Year 6 games lesson, the pupils have noticeably improved and refined their movement and ball skills, when compared to those seen in a Year 4 football lesson, showing good accuracy and adaptability as they pass footballs to each other. Teachers have high expectations of pupils’ ability to behave sensibly and they plan interesting tasks that challenge them physically and intellectually. For example, in a Year 5 dance lesson, the pupils were encouraged to respond dramatically to the stimulus of Scott Joplin’s “Piano Rags.” Teachers give clear instructions and intervene at opportune movements to demonstrate skills, resulting in all pupils fulfilling the demands made on them. For example, in Year 2 dance lesson and similarly in a Year 4 dance lesson, the pupils noticeably improved their movements as a result of teachers’ coaching points.
80. Pupils have very positive attitudes to physical education. They co-operate fully with their teachers and behave in a sensible and mature way, for example, when taking responsibility for carrying and setting out games equipment. They are keen to develop new skills and are willing to practise and refine them in order to improve.
81. The school provides a variety of opportunities in physical education for pupils’ social and moral development. For example, as culmination to the Year 5 dance lesson mentioned above, the pupils presented a whole class dance routine to a group of Year 6 pupils. The school is justly proud of the wide variety of after-school clubs it offers to pupils. From Year 2 upward, the pupils are able to take part in: hockey, football, rugby, netball, tennis, cricket, basketball, athletics and dance, along with residential visits. Such provision greatly enhances the pupils’ personal and physical development.

82. Subject leadership is very good. The co-ordinator an enthusiastic role model for others, knows his subject, and is clear about its direction. For example, he has successfully introduced specialist teaching for the pupils in Years 3 to 6 and improved provision by introducing a wider range of disciplines than seen at the last inspection.

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

No specific lessons were observed for the above area. However, it is clear that pupils' learning is promoted through work in curriculum subjects, such as science, history and geography and especially within school assemblies. For example, pupils are reminded of the need to re-cycle materials such as card; thus encouraging environmental aspects of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>1</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
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	1
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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