

# INSPECTION REPORT

## **ST AGNES CHURCH OF ENGLAND PRIMARY SCHOOL**

Lees, Oldham

LEA area: Oldham

Unique reference number: 105700

Headteacher: Mrs J E Saggerson

Lead inspector: Mr P Edwards

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> March 2004

Inspection number: 257545

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	104
School address:	Knolls Lane Lees Oldham Lancashire
Postcode:	OL4 5RU
Telephone number:	0161 6248392
Fax number:	0161 6266129
Appropriate authority:	The governing body
Name of chair of governors:	Mr J E Stansfield (acting)
Date of previous inspection:	22 <sup>nd</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average school with 104 pupils, 52 boys and 52 girls. A significant minority travel to the school from beyond the local area and come from a broad range of social backgrounds. Almost all pupils are from white ethnic backgrounds. The proportion eligible for free school meals (8.5 per cent) is well below the national average. The proportion of pupils identified by the school as having special educational needs is average, and two children have a statement of special educational needs. Attainment on entry covers the full spectrum and varies from year-to-year. The school has been successfully reassessed for Investor in People status. The headteacher co-ordinates an information and communication technology project for local schools. Two new teachers joined the school in September.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Mr P Edwards	Lead inspector	English, art and design, music, physical education, citizenship
9981	Mr S Hussain	Lay inspector	
17543	Mr R Coupe	Team inspector	Foundation Stage, mathematics, history, special educational needs
22058	Mrs C Richardson	Team inspector	Science, information and communication technology, design and technology, geography

The inspection contractor was:

Altecq Education Limited

102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school. Leadership and management of the school are good and this, together with the good teaching, ensures that the pupils achieve well during their time at the school. The curriculum is good and is enriched by a very good range of activities. The school provides good value for money.

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

- The children are provided with a very good start to their education in the reception class.
- By the end of Key Stage 2, standards are above average overall and the pupils achieve well.
- Pupils' writing skills, their presentation and spelling skills are not as good as they should be.
- Relationships between pupils and between staff and pupils are excellent.
- The provision for special educational needs is good and the pupils are well supported by knowledgeable teaching assistants.
- Excellent procedures are in place for looking after the pupils and ensuring their health and welfare.
- The moral, social and cultural development of the pupils is very good.
- The headteacher provides good leadership and manages the school well.
- Curriculum time needs to be used more effectively.

The school has made good progress since the previous inspection. Standards in English, mathematics and science have been maintained, although standards in writing have not improved sufficiently. Schemes of work have been put in place and the provision for information and communication technology has improved significantly. Assessment procedures have improved, although procedures for assessing work in the foundation subjects are at an early stage of development.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 6.*

The 2003 National Curriculum test results show that by the end of Year 6, standards attained by the pupils were above average in English and well above average in mathematics and science. Inspection evidence shows that by the end of Year 2 and Year 6, standards are average in English and above average in mathematics and science. The pupils achieve **well** overall. Standards vary from year-to-year due to the small cohorts. Children in the Foundation Stage achieve very well and most are on course to achieve beyond the Early

Learning Goals by the time they enter Year 1 as a result of the very good teaching and effective support. About half of the children are likely to exceed the recommended goals.

In Years 1 and 2, all of the pupils, including those with special educational needs, achieve well in reading and mathematics and most make good progress in these aspects. In Years 3 to 6 the pupils continue to make good progress in reading and mathematics and they achieve well. Standards in writing are average by the end of Year 2 and Year 6 and the pupils achieve satisfactorily. They could do better, however, and they need more opportunities to practise writing skills, and teachers need to have higher expectations of what the pupils are capable of doing. Too many pupils present their work untidily with careless writing and spellings. Standards in science are above expectations at the end of both Year 2 and Year 6. Standards in information and communication technology are above average and the pupils achieve well.

The school's provision for the pupils' spiritual, moral, social and cultural development is **very good** overall. Spiritual development is good and social, moral and cultural development are very good. The pupils' attitudes towards learning are very good and they behave very well. Attendance is good.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching is **good** overall. As a result of the very good teaching in the Foundation Stage, the children make a very good start to learning. Throughout the school, teaching and learning are good in the key areas of reading and mathematics. The teachers do not demand high enough standards in the quality of the pupils' handwriting and spelling and in the presentation of the pupils' work, and there are too few opportunities for the pupils to develop writing skills in other subjects. The school provides the pupils with a satisfactory range of learning opportunities, which are enriched by a very good number of out-of-school activities. Provision for pupils with special educational needs is good, enabling these pupils to make the progress of which they are capable. The school has excellent arrangements for promoting the care and welfare of pupils and monitors their personal development well. Monitoring of academic development is satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall and this has resulted in continued improvements. The headteacher leads and manages the school well and she is well supported by her colleagues, and all share a commitment to provide the pupils with the best opportunities. The significant changes to the staff have resulted in many changes of responsibilities and almost all are at an early stage of leading their subjects. The governors know the school well and are very supportive and carry out their duties satisfactorily. However, they need to be more proactive in addressing any perceived weaknesses and to develop their role in strategic planning. All statutory requirements are met.

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

Most parents are very satisfied with the work of the school and feel that their children make good progress. They feel very confident in approaching the school with any concerns. Some parents feel that the reports on their children's progress lack clarity, but inspection evidence shows that they are of very good quality.

Most of the pupils express a liking for the school and enjoy their lessons. They appreciate the support they are given by staff and enjoy excellent relationships with other children.

## **IMPROVEMENTS NEEDED**

The most important things the school should do are:

- Improve standards in writing and presentation for all pupils.
- Make more effective use of time during the day.
- Develop assessment procedures in the foundation subjects.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is **very good** in the Foundation Stage. In Years 1 – 6 it is **good**. However, the pupils do not attain the standards of which they are capable in their writing. Standards are average in English and above average in mathematics and science by the end of Year 2 and Year 6.

#### Main strengths and weaknesses

- Standards in reading, mathematics and science are above average.
- The pupils' writing skills are not as good as they should be.
- Pupils with special educational needs make good progress and achieve well in most subjects.
- The children make very good progress in the reception class and their attainment is above the expected level.

#### Commentary

1. Table 1 below shows that in the 2003 National Curriculum tests for Year 2 pupils, standards in reading were similar to the national average, in writing they were below average and in mathematics they were above average.

**Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	16.1 (16.1)	15.7 (15.8)
Writing	13.9 (14.9)	14.6 (14.4)
Mathematics	16.9 (17.3)	16.3 (16.5)

*There were 15 pupils in the year group. Figures in brackets are for the previous year.*

2. Table 2 below shows that in the 2003 National Curriculum tests standards in English, mathematics and science were well above the national average.

**Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	28.2 (28.1)	26.8 (27.0)
Mathematics	28.6 (26.5)	26.8 (26.7)
Science	30.6 (30.3)	28.6 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

3. Inspection evidence shows that by the end of Year 2 and Year 6, standards are broadly average in English and they are above average in mathematics and science. There has been a slight increase in the number of pupils with special educational needs and this has partially affected the overall standards. The standards have also been affected by the changes that have occurred in the school staff, with half being

new to the school. Overall, the pupils achieve well in most areas of the curriculum, apart from writing where the pupils do not achieve as well as they should. Pupils with special educational needs achieve well and make good progress, particularly in the key areas of English and mathematics, because of the good quality of support they receive.

4. Children in the reception class achieve very well. By the time they enter Year 1, most are likely to achieve beyond the goals expected for their age in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and in physical and creative development. The children achieve so well because of the consistently high quality of teaching, very good organisation and the well planned curriculum.
5. In English, speaking and listening skills are above average in all year groups in Key Stage 1 and Key Stage 2. Pupils of all ages discuss well in class. They ask and answer questions sensibly and listen well to other pupils and teachers. Standards in reading are above average. Pupils are confident and read competently when reading fiction using a variety of strategies to help them make sense of text. The library is too small for pupils to carry out independent reading activities and this inhibits the opportunities for research. Standards in writing are average but they should be better. In literacy lessons, the opportunity for the pupils to develop their writing skills are occasionally too short and the teachers do not expect sufficiently high standards from the pupils. There are too few opportunities for the pupils to practise and develop their writing skills in other subjects.
6. Achievement in mathematics is good overall. In Years 1 and 2, the pupils develop a good understanding of number and use a range of strategies to work out calculations in their heads. They measure accurately and compile charts and graphs satisfactorily using data they have collated. Most pupils in Years 3 to 6 develop their knowledge and understanding well and acquire a good range of strategies to carry out mental calculations. The pupils have a secure understanding of place value. Pupils with special educational needs achieve well and make good progress because of the good level and quality of support they receive. However, occasionally, the more able pupils are not doing as well as they should because the work is insufficiently challenging for them.
7. Standards in science and information and communication technology are above average by the end of Year 2 and Year 6 and the pupils achieve well. This is because of the good quality of resources and good leadership in the subject.
8. In physical education and history, standards are broadly in line with expectations and the achievement of most pupils is satisfactory.
9. Pupils with special educational needs make good progress. This is because of the good support they receive in the independent parts of lessons and through the provision of additional activities. These pupils make good progress in literacy and numeracy. Occasionally, the most able and talented pupils are not sufficiently challenged in lessons. The tasks that are set are insufficiently demanding and do not provide enough challenge to enable the pupils to achieve their potential.

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

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **very good** overall. Attendance is **good** and punctuality is **very good**.

## Main strengths and weaknesses

- Pupils' very good attitudes to learning and behaviour in lessons help them to achieve well.
- Very good behaviour results from the school's very high expectations regarding conduct.
- Pupils are very confident and are very keen to take responsibility.
- Relationships are excellent because of the school's outstanding work in this area, including the promotion of racial harmony.
- Personal development is very good overall because of the school's very good provision.

## Commentary

10. The high standards described in the previous report have been effectively maintained and strengthened. Pupils show very good attitudes to learning in lessons. They listen very attentively, concentrate and work very hard. This is the result of good teaching and very good personal and social education. Pupils' enthusiasm in after school activities is also easy to see, for instance, in the chess club.
11. Pupils of all ages are courteous, polite and well mannered. Behaviour is very good in the classroom, in assembly, in the dining area and the playground, where pupils play harmoniously together. All pupils discuss and agree class rules and are fully aware of the school's very high expectations regarding behaviour. No aggressive behaviour was seen and the great majority of parents confirm that occasional incidents of bad behaviour, including bullying, are dealt with very well.
12. On entry to the school, the children are encouraged to become independent and this enables them to achieve the expected goals by the time they enter Year 1. Children are given increasing responsibility as they progress through the school, and this contributes very well to their maturity and personal development. By the time they reach Year 6, the pupils' confidence has developed well. For example, assembly monitors need minimal supervision and use their initiative very well. Pupils take their responsibilities of living in a community very seriously and often raise money for charities and good causes.
13. All pupils work particularly well together. For example, in a Year 5/6 physical education lesson in the hall, pupils co-operated exceptionally well in small groups as they developed sequences of movements. They valued each other's efforts and work very highly. The school's race equality policy is especially effective and good race relations are promoted particularly well.
14. The school nurtures personal development very effectively. The provision for the pupils' spiritual development is good and provision for moral, social and cultural development is very good. The pupils achieve well in their spiritual development and very well in their moral, social and cultural development. Assembly themes, personal, social and health education lessons and religious education are all very effective. Assemblies provide good moments for reflection and allow pupils to develop their self-knowledge and spiritual awareness. For instance, candlelight and appropriate background music is used to establish a spiritual ethos. Pupils learn about their own feelings, the beauty of the natural world and human achievement. They have learnt principles that enable them to distinguish right from wrong very well. For example, they put forward very strong views about issues such as fox-hunting. Pupils enjoy contact with a wide cross section of society through many visits and visitors and this

contributes very well to their social development. They have many opportunities to appreciate different cultures around the world and their own cultural heritage. They are prepared very well for life in a multicultural society. For example, they have learnt very much about Jewish, Chinese and Hindu festivals.

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

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
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.*

15. Good attendance and very good punctuality make a strong contribution to pupils' learning and achievements. The school's good promotion of attendance and strong support from parents to ensure their children's attendance are important features.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall, the school provides a **good** quality of education for its pupils. Teaching and learning are **good** and the curriculum is **satisfactory**. There are **good** links with parents and there are **excellent** procedures in place for ensuring the health, safety and welfare of pupils.

**Teaching and learning**

Teaching and learning are **good** overall. Teaching is very good in the reception class. Assessment is **satisfactory** overall.

**Main strengths and weaknesses**

- Teaching in the reception class is very good and, as a result, the children achieve very well.
- There are very good assessment procedures in the Foundation Stage.
- The pupils' speaking and listening skills are developed well.
- Teaching and learning are good overall.
- Assessment procedures in English, mathematics and science are good, although the assessment information has not been used effectively to raise standards of writing.
- Assessment is not well developed in other subjects of the curriculum.
- The pupils' writing skills are not developed effectively in Key Stages 1 and 2.

**Commentary**

**Summary of teaching observed during the inspection in 22 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	10	6	0	0	0

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

16. The children are provided with a secure start to their education as a result of the very good teaching and support they are given in the reception class. The teacher and

support staff work very well together and have a very good understanding of the needs of young children. There is a good balance between teacher-directed and child-chosen activities, which helps to develop the children's personal and social skills. There is a good emphasis on developing the children's language and mathematical skills. The staff provide a very caring environment and this helps the children to feel happy and secure. Throughout the reception class, children make very good progress.

17. The teaching of literacy and numeracy is generally good throughout the school. Lessons are well planned and the teachers make very effective use of the teaching assistants. Occasionally, some more able pupils are not challenged sufficiently in mathematics and they could make better progress.
18. There is a good emphasis on developing the pupils' speaking and listening skills, and this ensures most pupils respond confidently to questioning. The teachers' questioning is a strength of their teaching, and pupils are encouraged effectively to provide extended responses to the teachers' searching questions. The teachers also provide the pupils with good opportunities to develop their reading skills, ensuring the pupils participate in group reading activities and enabling them to carry out research activities. However, the small size of the library restricts the opportunities for the pupils to carry out research activities. Whilst there has been a good emphasis on developing the pupils' reading and speaking and listening skills, there has been too little emphasis on developing their writing and recording skills. This is very evident in subjects such as history and geography, where discussions with pupils show that they make good progress in their understanding of the subject, but progress in the recording of ideas is not as good as it should be. In the best lessons, teachers plan lessons very well, are enthusiastic, and lessons are brisk and enjoyable for the pupils, who respond well and make good gains in their learning.
19. Evidence from the pupils' work shows that the quality of teaching in most subjects is good overall and similar to that seen at the time of the last inspection. However, half of the staff are new to the school and they are just beginning to adapt to the needs of mixed-age classes.
20. There is a good programme of staff training in place and this is improving the quality of teaching and learning. For example, the quality of teaching in information and communication technology has improved significantly in Years 1 to 6, ensuring that the majority of pupils make good progress and achieve standards that are above national expectations. The quality of teaching in science is consistently good, with a good emphasis on carrying out investigative activities. However, in some classes there is too little emphasis on developing the pupils' recording skills and there is an overuse of mundane worksheets that inhibit the opportunities for the pupils to write at length.
21. Pupils with special educational needs are provided with good quality support. Most of these pupils learn well and attain their potential as they move through the school. The needs of these pupils are identified early and this enables support programmes to be implemented early.
22. There are very good procedures for assessment in the Foundation Stage. Assessment is ongoing and is very effectively used by teachers to plan for the next stage of development of individual children. In Key Stage 1 and 2 there are good assessment procedures in English, mathematics and science. However, there has not been sufficient development of assessment in other areas of the curriculum. The information gathered from annual testing in English and mathematics is very useful in helping the school to identify strengths and weaknesses in the curriculum. On the whole, these are addressed well. Information is also well used to monitor the progress the pupils make

and to identify their next stage of development. However, the school is aware that it has not yet managed to use this information well enough to raise standards in writing to the desired level. For those pupils who are identified as underachieving, extra initiatives are provided to support them. On the whole, marking is satisfactory, although a more stringent application of the school's policy is needed to help improve the pupils' handwriting and presentation.

## **The curriculum**

The curriculum is satisfactory and the opportunities for enrichment are **very good**. Staffing, accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- A wide range of extra-curricular activities enriches the curriculum.
- Provision for pupils with special educational needs is good.
- The provision for pupils' personal, social and health development is very good.
- There are insufficient opportunities for pupils to record their work in some subjects.

## **Commentary**

23. The curriculum has developed satisfactorily since the last inspection. All schemes of work are now in place and the provision for information and communication technology has improved significantly. Children in the reception class are now provided with a wider range of activities more suited to their age and ability.
24. The quality of the curriculum in the Foundation Stage is very good. The teachers' planning is extremely thorough and there is a very strong focus on helping children to acquire early literacy and numeracy skills and, as a consequence, overall achievement is very good.
25. The school provides good opportunities for the pupils to use their information and communication technology skills across the curriculum and this has resulted in above average skills in information and communication technology. There are good opportunities to develop numeracy skills through other subjects. Too little time is devoted to the pupils' recording skills, particularly in subjects such as science, history and geography and, although they develop appropriate knowledge in these subjects, writing skills do not develop as well as they should. In Years 5 and 6, tuition in French is provided by staff from the secondary school and this gives the pupils a good introduction to the subject.
26. Many opportunities are taken to enrich the curriculum. There is a wide range of extra-curricular activities that supports the pupils' learning such as hand bells, guitar, football and netball amongst others. The school has a very successful chess group, winning through to national championships and with one child gaining national honours. In the humanities and the arts, the school provides a very good range of visits to support the curriculum, such as visits to museums, theatres and field centres. A well planned visit to the local hospital provided pupils in Years 1 to 6 with an excellent insight into the workings of a large hospital. Visitors to the school have enhanced the pupils' awareness of African and Indian culture through dance and story-telling.
27. The pupils' personal, social and health education is very well developed. The school is involved in a 'Healthy Eating' initiative and emphasises the importance of a healthy life-style. Pupils know the importance of eating fresh fruit and exercising regularly.

Drugs education and the dangers of smoking and substance misuse are taught very effectively.

28. The provision for pupils with special educational needs is good. It is well planned, effective and fully meets the requirements of the Code of Practice. Individual education plans are detailed and thorough. They contain appropriate targets, which are communicated well to all relevant staff. There is an effective team of skilled and caring support staff, who provide good support to pupils who have particular difficulties with their work.
29. The accommodation is satisfactory overall. Most of the pupils are accommodated in temporary classrooms and there is sufficient space for all aspects of the curriculum to be covered. Resources are satisfactory overall, although there are a good number of interactive whiteboards, which are used well by the staff.

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

The provision for the pupils' care, welfare, health and safety is **excellent**. It provides pupils with good support, advice and guidance and involves them very well in aspects of the school's work and development.

### **Main strengths and weaknesses**

- Very good induction arrangements ensure that new children to the school settle in very quickly.
- Pupils feel secure because there are excellent arrangements to ensure health and safety, and they have outstanding, trusting relationships with adults in school.
- Pupils achieve well in reading, mathematics and science because their progress is monitored well.
- Pupils have very good opportunities to be involved in the school's development through the school council.

### **Commentary**

30. The school has made very good improvement overall in this area of its work since the previous inspection. New children to the school are gradually and sensitively inducted. Peer mentors are allocated at induction days to act as friends and companions at lunch. New children have the chance to take part in several sessions with their prospective class before they start school.
31. The school is totally committed to the welfare, health and safety of pupils. This comes through strongly because of the excellent care shown by staff and how they treat all children as individuals. Also, it is reflected in excellent, trusting relationships between staff and pupils. Every initiative is taken so that pupils can develop a good sense of safety and adopt a healthy lifestyle. These factors result in pupils' learning lifelong lessons about personal health, safety, sex and drugs education. The school's designated officer for child protection is very well trained and there are very good arrangements to inform staff about the school's policy and procedures. Accident and emergency procedures, including first aid, are excellent. Year 6 pupils are encouraged to become young lifesavers and undertake basic first aid training that is available at school. Risk assessment is undertaken as required for general health and safety matters and governors are very well involved in this aspect. The school is widely recognised for its expertise in promoting healthy lifestyles, for instance, it has won awards and the headteacher is very active on a National Healthy Schools development

board. The school makes best use of external agencies to contribute to raising awareness about health and safety.

32. There is an excellent ethos at this school, underpinned by excellent relationships at all levels. The great majority of pupils feel that they can turn to an adult if they have any worries and that teachers are fair. Staff work well together to give advice and support to pupils in their academic and personal development. The school works very effectively with specialist support agencies. For example, the educational psychologist, educational welfare officer and various therapists are engaged to meet particular needs.
33. There are many opportunities for pupils to make their views known to staff, and become involved in the school. Many of their suggestions are taken on board. For example, pupils' ideas about having buddies to reduce bullying, tuck shop monitors and road safety officers have all been accepted. The personal development opportunities for Year 5/6 pupils through the school council are very good. In particular, democratic election following submission of a manifesto of what a candidate will bring to the council, promotes citizenship very well.

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

The school has very good links with parents and the community, including other schools and colleges.

### **Main strengths and weaknesses**

- The school involves parents in the school very well by seeking, valuing and acting on their views.
- Parents are very well informed about the school and their children's standards and progress.
- The very good contribution parents make to their children's learning at school and at home makes a significant contribution to their achievement.
- Very good links with the community enrich the curriculum and contribute to pupils' learning and achievements well.
- Very strong links with other schools ensure that pupils transfer easily to the next stage of their education and also help to enhance the curriculum.

### **Commentary**

34. The school has an open door policy and welcomes parents as partners in the education of their children. The headteacher and staff are always happy to meet with parents to discuss any suggestions, concerns or complaints. Parents are formally consulted each year through a broad-ranging questionnaire. This has enabled them, for example, to influence and help to develop the school's provisions, including extra-curricular activities.
35. Parents are very well informed about the school through the prospectus, 'Getting Ready for School', 'Dinner time at St Agnes' and the Friday Note. Very good information is given about forthcoming work in the curriculum and how they can help with learning at home. Parents are also very well informed about their children's progress through consultation opportunities, an interim progress report and very good quality annual reports for their children.
36. The school makes very good provision to enhance parental involvement in their children's learning in partnership with a local college. For example, courses held in



school from time to time include literacy, numeracy, 'Keeping up with the Kids' and behaviour management.

37. The Building Fund Group works very hard in organising many social and fundraising events. Money raised is put aside to develop the accommodation. Many parent helpers give their time generously to the school. For instance, they help in lessons, with after-school football, netball and chess and the photocopying of the Friday Note. Virtually all parents support their children with their homework.
38. The school has established many links in the wider community. The vicar from the adjacent church regularly leads assemblies and services. This contributes well to personal development and religious education. Members of the two other church schools in the parish support drama, art and music. Oldham Music Centre provides guitar tuition and chances for the pupils to experience music recitals. Several sports clubs enhance physical education by providing coaching in sports such as football and cricket.
39. Very good educational links exist with secondary schools. A teacher from a local school regularly leads French lessons. Another school provides a 'summer school' to support transition and there is a bridging project for literacy. There are very good mechanisms in place for the transfer of pupils to secondary schools.

## **LEADERSHIP AND MANAGEMENT**

The overall leadership and management of the school are **good**. The headteacher provides good leadership and management and the co-ordinators' and governors' leadership and management are satisfactory.

### **Strengths and weaknesses**

- The headteacher provides good leadership and management.
- The governors have a good understanding of the strengths and weaknesses of the school.
- Some aspects of governors' strategic planning are weak.
- The school is effective in managing its budget and obtaining additional funds.

### **Commentary**

40. Since the last inspection, the school has maintained the good leadership and management qualities then identified. This is despite the many changes that have been made to the composition of the governing body and to the teaching staff. Although they lack a permanent chairperson, the governors have taken great strides in developing their commitment, understanding and roles in accepting their responsibilities. Useful training has been sought and completed. This has helped the current blend of experienced and new governors to provide a useful source of support to the headteacher and staff. The school successfully provides an inclusive education to satisfy the needs of its pupils and parents. The governors have established clearly defined terms of reference for their effective committees.
41. The governors have a good overview of the strengths and weaknesses of the school. They appropriately monitor the School Improvement Plan to assess the success of their decisions. However, they are not sufficiently pro-active in ensuring appropriate action is taken to address and correct perceived weaknesses. There is also a need to implement appropriate strategic, financial, contingency planning, particularly in the

area of staffing. The governors are successful in ensuring that all statutory requirements are carried out.

42. The headteacher is a good leader and manages her duties effectively. She has a clear vision for the school and is a tireless worker in achieving her goals. She shares her awareness of how the school can be improved and works hard to address deficiencies. All staff members respect her and appreciate the professional development opportunities and support she provides. The small size of the school means that the two recently appointed teachers account for a fifty percent turnover. As a result there have been enormous changes to subject leadership. Overall, the teachers provide satisfactory leadership and management in the subjects for which they are responsible. The current deputy is filling a temporary appointment and it is too early to assess the impact of her leadership and management qualities. All staff members work hard and they are willing and able to further raise standards across the school. There is, however, a current need for the governors, the headteacher and staff to improve standards in writing and generally increase writing opportunities across the school.
43. The school's finances are efficiently managed through appropriately computerised systems and recent audits identify safe and secure practices. The headteacher is particularly effective in raising additional funds through grants and initiatives. These have enabled teaching resources, such as whiteboards and Foundation Stage equipment to be greatly increased. Taking into account the quality of education provided, the standards achieved by the pupils, and all other aspects of the school's effectiveness, the school offers good value for money.

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

Income and expenditure (£)	
Total income	368 001
Total expenditure	372,299
Expenditure per pupil	3,580

Balances (£)	
Balance from previous year	42,462
Balance carried forward to the next	38,164

44. The school has accrued a significant underspend of nearly ten per cent, which is earmarked to maintain the current level of staffing, particularly that of the teaching assistants.

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes **very good** provision for children in the Foundation Stage.

### Main strengths and weaknesses

- The quality of teaching and learning is very good.
  - All children achieve very well.
  - Children enjoy an exciting, very good curriculum.
  - Support staff make a valuable contribution to learning.
  - The very good systems for assessing children's attainment are well used.
  - The leadership and management are very good.
  - The planning and organisation of the classroom are very good.
45. Very good relationships are established in the reception class and ensure that the children are happy and secure at school. The quality of education provided is very good. It is guided and underpinned through the school's values, its mission statement and its Christian ethos. Very good and sometimes excellent teaching helps children achieve very well through an inclusive education, which is both stimulating and exciting. Well-informed, hard-working class assistants provide invaluable support to the class teacher that leads to very effective learning. Very good assessment arrangements exist. Recorded information is well used when planning for either individuals or curriculum development. The classroom is very well organised into discrete learning areas, providing many very good activities for children to learn effectively.
46. Children's achievements are celebrated through very good displays that help make the classroom bright and cheerful. Very good leadership and management by the co-ordinator ensure that the education offered is progressive and effectively organised. There is a good range of resources to support learning, although some minor aspects of pupils' physical development are constrained by limited outdoor play areas. There has been good improvement to the quality of educational provision since the last inspection. Children are now taught independently of Key Stage 1 pupils and the curriculum for the Foundation Stage is firmly embedded. Although attainment on entry to the school is average, a significant minority have below average skills. However, all achieve very well throughout the reception year. By the time they enter Year 1, the vast majority of children will have attained the Early Learning Goals in all areas of learning.
47. The children achieve very well in **personal, social and emotional development** and attain the Early Learning Goals by the end of the reception year. Teachers provide very good role models for the children and very good relationships are quickly established within the classroom. Children soon learn to respect teachers and each other, as they learn and play together. They concentrate well, carry out tasks as required and look after the equipment provided. The pupils quickly grow in confidence and independence, developing a growing awareness of the need to be responsible for their actions. This is reflected in collaborative activities, in sharing and using equipment and when tidying up. Behaviour is very good because whilst teachers are friendly but firm, they understand and are sensitive to children's individual needs. The children are eager to demonstrate their maturity as they take responsibility for dressing themselves at playtime and after dance. Good opportunities to develop social skills are

regularly encouraged at snack-time and dinnertime. Social and cultural awareness is also extended through very well-planned activities that include visiting speakers, educational trips to the theatre and to the local hospital. Good provision through assemblies, displays, stories, religious education and circle time enables children to become aware of the practices, traditions and beliefs of others.

48. The children attain very well in achieving the Early Learning Goals in **communication, language and literacy**. Stimulating teaching of literacy is sometimes excellent, ensuring that all children reach high levels of achievement. Children love stories. They recall characters' names and show how well they remember stories by recalling the next rhyming word in books such as 'Susan Laughs.' Often, they independently choose to listen to taped stories on the recorder or when using the computer. All write their name. Several write much more than this, as demonstrated on their annotated displayed 'Spring' pictures. Examples of well-constructed sentences are evident when they produce a class book. More able children clearly distinguish between higher- and lower-case letters and know how to use a full stop correctly. In the writing corner, a good range of paper and writing tools, such as crayons, pencils and felts is provided, and encourages independent writing in play activities. Children have successfully learned to listen carefully when others are speaking. Every opportunity throughout the day is taken to encourage speaking skills through well-crafted questions and well-planned and interesting play-activities.
49. Attainment in **mathematical development** is above average, and the children achieve very well. Children's counting skills are developed throughout all activities. For example, at story time they may be asked, "How many are people in the picture?" In lessons they learn to count to ten by rote and to match numbers to objects, often through songs and jingles. Games such as dominoes and computer programs are very effective and are an enjoyable means of familiarisation and consolidation of mathematical understanding. Children's knowledge of squares, circles and triangles is good and is extended when they describe their shape after identifying them in a feely bag. As children learn long, longer, longest and similar comparative adjectives, teachers insist on the correct use of mathematical language. Photographic evidence shows that the children sort and match objects and handle coins. Displayed work in the mathematics corner provides for children to learn about time. They make clocks from paper plates, learn the names of days and months, familiarise themselves with symbols and signs and use their knowledge in games they choose to play with one another. It is because of the high quality teaching in these well-planned lessons and activities that children enjoy learning, and achievement is subsequently very good.
50. Children's very good achievement in **knowledge and understanding of the world** is closely matched to the very good teaching they receive. By the time they enter Year 1, standards exceed those expected for children of this age. There is a broad field of study that often crosses into and supports other areas of learning. This aspect of the curriculum is particularly enhanced through the range of visits and class visitors that provide children with stimulating first hand experiences. Teachers arrange trips to the countryside centre, museums and the operating theatre at the local hospital. In class, children enjoy meeting the policeman, nurse and fireman, and the subsequent associated learning is very good. Their own infancy photographs are compared to the present so that they can recognise personal changes and growth. Children find and examine mini beasts and identify differences between them and other creatures. They understand the benefits of their senses and love to discover the tactile differences of rough and smooth materials and fabrics. A very good range of construction toys enables children to build towers and make toys. Through this they gain a growing understanding of forces such as pull, push and the effect of wheels. The children are

very comfortable with technology, and independently use the tape recorder, manipulate the mouse on the computer and follow the program's instructions.

51. The children achieve very well and all attain the Early Learning Goals in their **physical development**. They acquire good body movements when dancing in the hall, demonstrating both imagination and control. Similarly, ball control is also explored as they manipulate speed, distance and direction. However, the lack of large outdoor climbing apparatus, due to restricted space, constrains the further development of confidence, strength and mobility. However, best use is made of the hard play area and the very good assortment of two- and three-wheeled toys, along with imaginatively planned activities, encourage good development of balance, strength and control. Pupils are proud to wear helmets and take care to use the space well and to avoid accidents. Fine control skills are also effectively developed. Children are secure when manipulating tools such as spreaders, brushes, scissors and other such implements.
52. Children's attainment at the end of reception is good in terms of their **creative development**. Activities are very good, varied and stimulating. There is a very good range of materials from which children may select and then use to create collages, pictures and designs. They mix paint with liquid soap, glue and other materials, such as sand, to explore textures and finishes. Some good models of cars, trucks and rockets are made and painted. They enjoy making puppets, which they use in play activities. Great pleasure is derived from singing, which is appropriately tuneful, and children respond well to the instructions provided by the taped programme of study. They are confident when using percussion instruments and recognise repeated beats, high 'tinkly' sounds and low 'rumbly' sounds.
53. Teaching is very good, because of very good planning. The children achieve very well. Standards are at the expected level, leading to very good achievement. Standards are in line with the Early Learning Goals. Children paint self-portraits that are well-proportioned, showing features that are clear and realistic. Children mix primary colours together well to make a third colour and add white and black to make shades. Children enjoy singing. They ask for favourite songs and ditties. They enjoy making music and are not only skilful when handling a range of percussion instruments, but they collaborate well when playing the beat of favourite nursery rhymes, both loudly and softly.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

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

- By the end of Year 6, standards in reading and speaking and listening are above average as a result of the good teaching.
- Although satisfactory, pupils' writing has weaknesses.
- Pupils with special educational needs are very well supported and they make good progress.
- Literacy skills are not used sufficiently to develop learning in other subjects.

## Commentary

54. There has been satisfactory improvement since the last inspection in both standards and teaching. The 2003 National Curriculum test results show that by the end of Year 6 the pupils' attainment is above average in English. By the end of Year 2, the pupils' attainment is average in reading and below average in writing. Inspection evidence shows that by the end of Year 2 and Year 6, standards are above average in reading, as are their speaking and listening skills. However, the pupils' writing skills, which are average, are not as good as they should be. Across the school, pupils make good progress in their reading and speaking and listening, but their progress in writing, which is satisfactory, is not as good as it should be.
55. Good recent management, including the careful analysis of what is needed to raise standards and subsequent action to do this, has resulted in standards being improved upon for a number of years. However, the school has identified the need to re-emphasise its approach to improving the pupils' writing skills as a result of the changes in staff.
56. Overall teaching is good. The basic skills in reading and speaking and listening are taught thoroughly so that pupils of all abilities develop confidence in facing challenging work. However, the teachers do not provide the pupils with sufficient opportunities to develop their writing skills in other areas of the curriculum and this results in the pupils not making the progress of which they are capable in this aspect of the English curriculum. The pupils are keen to write because there has been good discussion of their ideas and the teaching generally takes account of the way they learn and they are provided with suitable resources to support their writing. However, occasionally there is an overuse of mundane worksheets that do little to help improve the pupils' handwriting and spelling, and which inhibits the opportunities for them to write at length. This weakness in teaching is compounded by the inconsistency in teacher expectations of what the pupils are capable of achieving in writing.
57. The group reading sessions are effective in ensuring that the pupils read at a suitably challenging level and are motivated and interested in their reading. The provision of a good range of reading books ensures that there is a wide range of books for pupils of all abilities to read. Many pupils regularly read these books at home and receive support and encouragement from their parents, and there is good, regular support from the teaching assistants. The pupils pay good attention to punctuation when they read and show a good understanding of what happens in stories. The school lacks a library where the pupils can go and undertake individual research. The teachers compensate to some extent by arranging for collections of books to be in classrooms. However, this does limit the pupils' choice and the school is exploring options to determine if this situation can be improved.
58. Speaking develops well through teachers' good encouragement and prompts that enable pupils to extend their replies. Most teachers are good at insisting that pupils give answers in sentences and pupils' language reflects the good vocabulary used by teachers. The value placed on the pupils' contributions to discussions means that they are eager to speak. Most pupils also develop good listening skills and pay attention to the staff and when other pupils are giving responses.
59. Caring, sensitive and skilled teaching assistants are very good at supporting pupils who have difficulty in learning. This ensures that these pupils are fully included in classes and make good progress in their learning or in improving their behaviour. In a Year 5/6 lesson, for example, the good quality support provided for individual pupils and a small group of pupils meant that they were able to enter fully into the class

activity of developing their skills in letter writing and in putting forward arguments for and against fox-hunting.

60. The leadership and management of the subject are satisfactory. The co-ordinator has a clear understanding of what needs to be undertaken to improve standards. However, new members of staff need to be made fully conversant of what is expected of the pupils, particularly in writing activities.

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

61. There are good opportunities for pupils to use and extend their skills in speaking and reading across the curriculum. Discussion is used very effectively in most lessons and pupils are given confidence to express their views. Too little time is provided in literacy lessons for the pupils to record their work and their writing skills do not develop as well as they should. Similarly, there are missed opportunities in subjects such as history and geography to promote and develop the pupils' writing.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of both key stages.
- The pupils achieve well because of the good teaching.
- The school has good arrangements for recording pupils' progress.
- More able pupils who could do better are not provided with sufficiently challenging work.
- The use of information and communication technology has been a useful tool in developing teaching and learning.

### **Commentary**

62. On the basis of the 2003 end of Key Stage 1 and Key Stage 2 national test results, pupils' attainment is above the national average. Over time, the school has been successful in attaining standards that have been above the national trend. Since the last inspection, the school has made good overall improvement to the curriculum and standards. Generally, teaching is good. Lessons are well planned and good use is made of resources. The use of information and communication technology is effective. There is a good provision of interactive whiteboards. They are effectively used to give pupils a visual image of concepts. They also enable teachers and pupils to demonstrate methods, procedures and achievements. Useful supplementary computer programs support pupils' learning when practising skills independently in class. However, some lessons are too long. When this occurs, the pace slows, pupils' concentration wanes and achievement is not as high as it would otherwise be.
63. Teachers and assistants work well together, providing additional good support for pupils. In particular, pupils with special educational needs are well supported and this helps them to achieve as well as other pupils. Pupils enjoy lessons, and accept the challenges provided by their teachers. They work hard to achieve success both individually and collaboratively. Response to completion of homework is good. There are good arrangements in place for assessing and recording the progress pupils make. Information is used effectively to analyse pupils' improvement from year to year, and also to set targets for pupils' annual achievement. However, in some cases, they are a

little unrealistic and unlikely to be achieved. Whilst assessment information is well used to identify and improve less able pupils, there remains the need to identify and further assist a greater number of more able pupils to enhanced performance.

64. The leadership and management of the subject are satisfactory. The new subject leader is appropriately assimilating and developing his new role. There are some useful practices in place to oversee the effectiveness of the curriculum and pupils' work. Further development is now required to extend his role into a better understanding of the quality of teaching throughout the school.

### **Mathematics across the curriculum**

65. Numeracy is effectively promoted across the curriculum. Pupils use information and communication technology (ICT) to produce graphs not only in mathematics, but also in science. Different measures are also used in science, for example, in the calculation of temperature. History timelines visually demonstrate lengths of eras and important events and sometimes, in geography, pupils identify locations through the use of co-ordinates.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve well because the quality of teaching is good.
- Pupils have many opportunities to investigate for themselves and this contributes to the high standards.
- Purposeful visits and interesting visitors enrich the curriculum very effectively.
- Pupils' achievement is very good in terms of scientific knowledge, but there are insufficient opportunities for them to record their investigations.
- Information and communication technology is used effectively to enrich the curriculum.

### **Commentary**

66. Standards have improved in science because of the good teaching in both key stages. The school has also made effective use of its assessment information to identify which pupils need additional support. The emphasis the school places on practical and investigative activities is a key factor leading to the high standards, and enables pupils of all abilities to achieve well. This has made a significant impact on enabling the less able pupils to achieve well and to make the good progress seen by their peers. Challenging work for the older, more able pupils has resulted in over half of the pupils attaining above average standards. There has been good improvement since the previous inspection.
67. The school enables the pupils to undertake a wide range of interesting visits to support the curriculum and these make science lessons more interesting for the pupils. For example, as a result of visits to the local hospital by all classes, the pupils' knowledge and understanding of the functions of the body have been enhanced significantly. Visits and visitors have also enhanced the pupils' understanding of the food chain and of their awareness of healthy eating.



68. Information and communication technology is used effectively in science. For example, all classes use computers to produce graphs and to record their results. Pupils' writing about their experiments is, however, variable. Some pupils present their findings well but in many cases pupils' work is often untidy and keywords for the lesson are spelt incorrectly. There is an over-emphasis on completing worksheets quickly and pupils do not develop appropriate recording skills. Although pupils in Years 5 and 6 discuss their work enthusiastically and with good use of scientific language, they do not record their work regularly enough to demonstrate their understanding of the main points of the experiments.
69. Leadership and management of the subject are good. Good assessment procedures are in place and, as a result, tasks are matched well to pupils' needs. Pupils with special educational needs are supported well by learning support assistants and there are challenging tasks for the more able pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve well because of the good teaching.
- There are good quality resources, including interactive whiteboards and laptop computers linked to the Internet.
- The subject is led well and benefits from involvement in a local information and communication technology project.
- The subject is used effectively to promote learning in other subjects.

### **Commentary**

70. An effective programme of staff training, the good use made of support staff and the use of laptop computers and three interactive whiteboards make a major contribution to the good achievement of pupils of all ages and abilities. Provision and standards have improved significantly since the previous inspection. Teachers are confident and plan work effectively to build on skills that have been attained in earlier years.
71. The wide variety of work on display and seen in photographs shows that pupils are offered good levels of challenge to develop their skills. They concentrate very well on their work and on the whiteboards when these are used to introduce their tasks. Learning support assistants and other pupils support pupils with special educational needs very well. The headteacher and the subject co-ordinator lead and manage the subject well. The school has made rapid progress because of its involvement in the Small Schools' Project. The additional support given by the technician and the support teacher are extremely helpful in maintaining high standards.

### **Information and communication technology across the curriculum**

72. Skills in information and communication technology are taught effectively and used well to promote learning in other subjects. For example, all classes use data-handling skills to record mathematical information and the results of scientific experiments. In English, pupils write invitations and insert punctuation in texts. Word-processing skills are used well to write stories, poems and caption headings for project work. Teachers

make very good use of appropriate programs to support literacy and numeracy through the interactive whiteboard.

## HUMANITIES

**Religious education** was to be inspected separately. Insufficient evidence was gathered in **geography** to make a judgement about the pupils' progress, standards, achievement, teaching and learning and the leadership and management of the subjects.

### History

Overall provision for history is **satisfactory**.

### Strengths and weaknesses

- Curriculum enrichment is very good.
  - There is good use of information and communication technology to support teaching and learning.
  - There are too few opportunities for the pupils to record their work in writing.
73. Attainment at the end of both key stages is in line with national expectations and the pupils achieve satisfactorily throughout the school. Progress since the previous inspection has been satisfactory. The curriculum is appropriately taught through topics over a two-year cycle. Overall, the quality of teaching is satisfactory. However, good teaching was observed during the inspection in some classes. The children's learning is enhanced through some well-planned educational visits and through practical learning experiences in the classroom.
74. Teachers use the interactive whiteboards effectively in lessons for displaying facts and sharing information. In Key Stage 2, pupils also use computers to search the Internet for individual research. However, teachers do not always allow enough time for the subject. Consequently, in lessons not enough work is recorded in workbooks and this restricts the opportunity for pupils to review and revise their previous learning. Subject leadership is satisfactory. Nevertheless, there is now the need to develop the co-ordinator's role in order to further raise standards and to more rigorously manage and oversee the quality of teaching and its effect upon learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Too few lessons were observed in **design and technology**, **art and design** in order to make a judgement about standards and the pupils' progress and achievement. However, the evidence did show that the subjects were covered in appropriate depth. Only one lesson was observed in **music**. However, information gained from hearing the pupils sing in assemblies show that the pupils' singing skills are in line with national expectations. The pupils' musical skills are further enhanced through their participation in the hand bells and guitar tuition. The significant number of pupils who participate in this provision demonstrate good musical knowledge.

## **Physical education**

Provision for physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers plan interesting lessons and pupils enjoy taking part in them.
- In lessons, the teachers evaluate good examples of movement and skills with the pupils.
- There is no recorded assessment in the subject to help teachers plan work that challenges all pupils.

### **Commentary**

75. Two lessons were observed, both in gymnastics. The pupils achieve satisfactorily and attain standards that are broadly average by the end of Year 2 and Year 6. Records show that standards are satisfactory in swimming, and most pupils swim the distance expected by the end of Key Stage 2. Improvement since the previous inspection is satisfactory.
76. There is a satisfactory curriculum, which provides for the progressive development of a wide range of skills in all areas of the subject. Teaching is good overall. The teachers have secure subject knowledge and use it well to provide interesting and enjoyable lessons. As a result, most pupils behave well, concentrate hard and produce good quality agile movements. Teachers have high expectations and set appropriate challenges for the pupils, and in the lessons they evaluate good examples of movement frequently in order to help pupils to improve their standards still further.
77. The leadership and management of the subject are satisfactory. The school provides a good curriculum and good resources, but there is no whole-school system of assessing and recording pupils' progress. Extra-curricular activities enrich learning well. The pupils play competitive games including football and netball, and coaches from local clubs support the school well.

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

78. During the inspection, evidence was collected from a scrutiny of teachers' planning and talking to staff and pupils. There are very good arrangements for the teaching of sex education and raising pupils' awareness of the dangers of drugs misuse. The school has a set of topic areas, based on national guidance, planned and co-ordinated with the topics and themes studied in religious education. Discussions with older pupils show that they have a good understanding of the part they play in the community of the school. Many displays and posters around the school celebrate their achievements and raise their self-esteem. Class assemblies are used effectively to encourage the pupils to think about their actions and how they might and should react in certain situations. The school council provides a very good opportunity for the pupils to offer their views.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</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	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

