

# INSPECTION REPORT

**ST. ANDREW'S CHURCH OF ENGLAND  
(CONTROLLED) JUNIOR SCHOOL**

Hadfield, Glossop

LEA area: Derbyshire

Unique reference number: 112869

Headteacher: Mr. A. Cartledge

Lead inspector: C.D. Loizou

Dates of inspection: 29 September – 1 October 2003

Inspection number: 257567

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	257
School address:	Hadfield Road Hadfield Glossop Derbyshire
Postcode:	SK13 2DR
Telephone number:	01457 852328
Fax number:	N/A
Appropriate authority:	Governing body
Name of chair of governors:	Mr. J. Roberts
Date of previous inspection:	9 March, 1998

## CHARACTERISTICS OF THE SCHOOL

St. Andrew's Junior School is a Voluntary Controlled Church of England school. It is situated in the town of Hadfield, near Glossop in Derbyshire. The school is average in size compared with other junior schools and admits up to 82 pupils into Year 3 each year. Most of the pupils have attended the nearby infant school. There are 257 pupils on roll between the ages of seven and eleven and they are taught in eight single-age classes. Nearly all of the pupils are of white heritage and all speak English as their first language. Attainment on entry varies from year to year and is currently in line with the standards expected nationally for pupils starting Year 3. Fourteen per cent of the pupils are eligible for free school meals, which is average. Approximately four per cent of the pupils on roll join or leave the school each year at times other than the usual time of first admission or transfer to secondary education but this has been much higher in some years. Thirteen per cent of the pupils have special educational needs, which is below average and two per cent (average) have a Statement of Special Educational Need.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18645	Charalambos Loizou	Lead inspector	Science Information and communication technology Physical education
19335	Susan Dixon	Lay inspector	
11831	John Brooke	Team inspector	Special educational needs Mathematics Design and technology Music Religious education
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION</b>	<b>18</b>
<b>SUBJECTS IN KEY STAGE 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school provides a satisfactory education.** Pupils make satisfactory progress but more able pupils could achieve higher standards. Standards in English, mathematics and science are in line with those expected by the end of Year 6. Although the teaching is satisfactory, the work could be made more challenging and better suited to the needs of individual pupils. The school provides satisfactory value for money.

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

- The pupils with special educational needs make good progress and achieve well because they are well taught and supported. However, for other pupils, the teachers do not set precise learning targets and the pupils are not clear about the next steps in their learning.
- The teaching is not always challenging enough. It does not use assessments of the pupils' progress to provide work that is well matched to the abilities of the pupils.
- The pupils make good progress in their reading and speaking skills but do not achieve well enough in writing, especially independent and extended writing in subjects such as geography and history.
- Information and communication technology is well used to support learning in other subjects.
- Relationships are good and the pupils are well behaved with good attitudes to learning and to school because teachers and support staff set high expectations for behaviour and expect the pupils to conduct themselves well.
- Not enough is done to monitor the quality of teaching and pupils' work.

The school has made satisfactory improvement since its last inspection in 1998. Although assessment procedures have improved, this information is not being used systematically by teachers to set learning targets and, consequently, achievement is inconsistent. The governors are much more involved in monitoring the work of the school and, in the short time the current headteacher has been in post, they have ensured that the school development plan is a much better tool to help senior staff evaluate the effectiveness of the school. There has been good improvement in providing opportunities for the pupils to develop their social skills.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	C	C	C
mathematics	C	B	C	C
science	B	C	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentage of pupils eligible for free school meals.*

The pupils **achieve satisfactorily** in most subjects and standards are average. In writing, however, standards could be higher. The pupils make unsatisfactory progress in writing, especially in extended writing in other subjects such as geography and history. The 2002 national test results show average standards (see table above) and the 2003 results are very similar. The inspection findings indicate that the pupils make good progress in speaking and reading and in these aspects standards are above average, but in writing, standards are below average and could be higher. Science standards are usually higher than those found in English and mathematics. This trend is likely to be maintained. By the end of Year 6, the pupils are achieving satisfactorily in other subjects, including information and communication technology (ICT). The pupils make good progress applying

their basic ICT skills to other subjects. Although they reach the standards expected for their age, the pupils make unsatisfactory progress in geography and history because writing standards affect how well the pupils record their work. Music standards are below those expected by the end of Year 6 because the teaching is unsatisfactory.

The pupils have good attitudes to learning, co-operate well with others and behave well. They are attentive in lessons and listen carefully to teachers. Attendance levels are satisfactory but a significant number of parents choose to take holidays during term time. The pupils' personal development is satisfactory. **There are good opportunities for them to improve their social and moral development. Although satisfactory, teachers miss opportunities to develop the pupils' spiritual and cultural development.**

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** Teachers ensure that the pupils are all involved in their learning and are effective in providing appropriate tasks for the pupils with special educational needs. However, the teaching is not always challenging enough, especially for the more able pupils. Learning targets are not precise enough so that the pupils are not always clear about the stages of their learning or what they have to do to improve further. **The quality of teaching is satisfactory overall.**

The curriculum is satisfactory and there is good provision for pupils with special educational needs. Although there is breadth to the curriculum, tasks are not always well matched to the abilities of the pupils. The care, guidance and support of the pupils are satisfactory. There are good relationships and the teachers know the pupils well. The school needs to do more to train all staff in Child Protection procedures. The partnerships with parents and the community are good. There are good links with the local community but the parents would like to see more educational visits as these are very few in number.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** Governors are committed and provide good support. The headteacher provides satisfactory leadership. The headteacher and senior staff monitor teaching and learning but more needs to be done to ensure greater consistency in the quality of teaching across the school.

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

Parents are pleased with the school and think well of it. The pupils are happy in school and form good relationships with others. They feel valued and well supported.

## **IMPROVEMENTS NEEDED**

To build on the improvements made since the last inspection the school should:

- Improve the quality of teaching by providing tasks that are better matched to the abilities of the pupils.
- Ensure that teachers set accurate learning targets that are understood by the pupils and that the pupils' learning is regularly assessed.
- Improve writing standards and provide more opportunities for the pupils to write independently in other subjects.
- Ensure that standards in geography and history are raised.
- Providing a programme of professional development for all staff in order to raise the quality of teaching in music

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards are average by the end of Year 6 and the pupils achieve satisfactorily. However, writing standards are not high enough and the pupils make unsatisfactory progress in independent writing in English and in geography and history as a result. Standards in music are below average because the teaching of music is unsatisfactory.

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

- Reading and speaking standards are above average because these elements of the English curriculum are taught well. However, the pupils do not achieve well enough in writing. This also has a negative effect on achievement in subjects such as geography and history because the quality and range of writing in these subjects is unsatisfactory.
- The pupils with special educational needs achieve well because they are well taught and supported throughout the school.
- The pupils make good progress in learning the basic skills in information and communication technology.
- More able pupils could make better progress. The work they are given frequently lacks challenge.
- The pupils do not achieve well enough in music because the teaching is unsatisfactory.

#### **Commentary**

##### ***Standards in national tests at the end of Year 6 – average point scores in 2002***

Standards in:	School results	National results
English	26.8 (27.5)	27.0 (27.0)
mathematics	26.8 (27.8)	26.7 (26.6)
science	29.1 (28.3)	28.3 (28.3)

*There were 65 pupils in the year group. Figures in brackets are for the previous year*

1. Attainment on entry to Year 3 is average but varies considerably from year to year. Overall, the pupils make satisfactory progress but they could achieve more if the teaching made greater demands on them. The pupils achieve well in speaking and reading across the school and the pupils use ICT well to support their learning in other subjects. These positive features relate very much to teachers' confidence and competence in these areas of the curriculum. However, writing standards are too low and this is reflected in last year's national tests in English. Test results show that standards were average in English, mathematics and science but English standards could have been higher and were greatly affected by the below average writing standards.
2. The pupils identified with special educational needs are well supported throughout the school and achieve well in relation to their prior attainment. In most other subjects, (those other than English, mathematics and science), the pupils attain standards in line with those expected by the end of Year 6. However, music standards are below those expected because there is a lack of music expertise and the teaching is unsatisfactory. There has been particularly good improvement in standards in information and communication technology since the last inspection. The teachers have improved their skills and the use of computers to promote learning in other subjects.

## Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour and relationships are good. The pupils enjoy school and most arrive on time. Levels of attendance are satisfactory. The social and moral development of the pupils is good and their spiritual and cultural development is satisfactory.

### Main strengths and weaknesses

- The pupils' good attitudes have a positive effect on their learning.
- The pupils work hard and respond well to the school's high expectations.
- The pupils behave well creating an orderly environment where they are cared for and respected. However, some lessons do not provide enough challenge or interest and this leads to some low level disruptive behaviour.
- The pupils' social and moral development is good but opportunities for spiritual development are sometimes missed.
- Although attendance levels are satisfactory they could be higher.

### Commentary

3. The pupils are enthusiastic learners. They are happy at school and most of them arrive on time. A significant number of families take holidays in term time and this affects the school's attendance rates and the pupils' learning.

### Attendance

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

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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

4. The pupils make good use of the time in school and work hard. When teachers offer challenging and interesting lessons the pupils respond well. They work well independently or when in groups. A good example of this was seen in a Year 4 science lesson where the pupils worked together in groups to test the absorbency of different types of kitchen paper. The pupils feel that there are some lessons that are not so interesting and that they do not always know what to do to make their work better.
5. The school makes its expectations clear and has an effective and consistent system of rewards and sanctions to support this. As a result, the pupils' self-discipline is good and their moral judgements are sound. Some parents and pupils feel that the behaviour is not always as good as it might be and that sometimes there is some bullying. The behaviour in the school is good and instances of inappropriate behaviour are dealt with well. The staff work hard to raise pupil awareness of the real nature of bullying and its effect on others. There are good records and systems used to deal with any incidents.
6. The pupils are confident and polite. They are offered a range of opportunities to develop self-awareness and take responsibility, for example, through the School Council. However, the pupils' knowledge of their own learning is not consistently supported across the school.
7. Whilst the pupils' appreciation of their role in society is good and they feel valued as members of the school community, some opportunities to develop spirituality are missed both in assemblies and in the curriculum. At present, the school does not make sufficient

use of outside resources to support the pupils' cultural development. There are not, for example, enough educational visits planned, including residential visits that could be used to enhance and support the pupils' cultural development.

## Exclusions

8. There were nine fixed period exclusions involving a small number of pupils last year. Parents are pleased with the way the pupils behave, although some have expressed concern about bullying and harassment.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	246	9	0
White – any other White background	1	0	0
Mixed – any other mixed background	3	0	0
No ethnic group recorded	5	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The teaching is **satisfactory** and the pupils make **satisfactory** progress in their learning. The quality of the assessment of the pupils' work has some significant weaknesses.

### Main strengths and weaknesses

- The teaching of speaking and reading is good but the teaching of writing is unsatisfactory.
- Teachers do not use assessment information to inform their planning, set learning targets for the pupils, or help the pupils to understand how they might improve their work.
- Teachers set high expectations for behaviour and expect the pupils to conduct themselves well. This is having a positive impact on learning how the pupils apply themselves in lessons.
- The teaching of pupils with special educational needs is good.
- The teaching of music is unsatisfactory because the staff lack musical expertise and there has been insufficient training to improve this.

### Commentary

#### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	2 (6%)	15 (42 %)	18 (50 %)	1 (3 %)		

*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. The teaching is satisfactory overall but could be more challenging. This is especially the case for pupils' writing, where there are the most inconsistencies. The teaching of speaking is good because there are well planned class discussions and opportunities for the pupils to ask and answer questions, explain ideas and share thoughts with others. This was evident in

a very good science lesson in Year 4 when the teacher asked the pupils to discuss how they were going to plan their investigation into the absorbency of different materials. Reading is well taught because teachers and teaching assistants ensure that the pupils read regularly and widely. However, the same high expectations not apply to the teaching of writing. Consequently, the quality of writing varies across the school. There is a direct link between the expectations set by the teacher and the quality of pupils' writing. Teachers' marking shows that work is sometimes left unfinished, even when there is a reminder to correct spellings or change words in sentences. More could be expected of more able pupils, especially in writing, where in some work seen, the work is mundane and does not stretch the pupils. In geography and history books for example, the pupils compare physical features of two different countries, or periods in history, but the writing merely reiterates what is written in the texts the pupils use to look up information. There is less evidence of pupils constructing their own reports or, as in one challenging lesson in Year 5, where the pupils write historical accounts that put them in the role of famous people from the past.

10. Since the last inspection the school has improved its assessment procedures so there is more information about the pupils' test scores and progress in the core subjects of English, mathematics and science. The information is passed on to teachers and senior staff analyse this to determine how well the pupils achieve across the school. However, this is not having an impact on teaching and learning because teachers are not always using this information to provide specific tasks that are matched to the abilities of the pupils. The pupils with special educational needs receive good support from teachers and teaching assistants. More able pupils are not making enough progress in some lessons because they cover much the same work as other pupils. Teachers' marking does not suggest to the pupils how they can improve their work and it does not inform teachers' planning.
11. Teachers and support staff are good role models and set high expectations for how the pupils will conduct themselves in and around school. This is having a positive effect on the pupils' behaviour and attitudes to learning. The pupils willingly answer questions; help and support others in lessons; are attentive and responsive; and try hard when tackling problems. In ICT for example, the pupils in Year 6 worked out how to self-correct when choosing icons from one document before pasting these into another in order to rearrange the way their work was presented. Music teaching by specialist teachers is effective in helping some pupils to learn to play a range of instruments. However, general music teaching is unsatisfactory so standards in music are below those expected for pupils by the end of Year 6.

## **The curriculum**

The school provides a satisfactory curriculum, which is broad and balanced. It meets the statutory requirements for the National Curriculum and religious education.

## **Main strengths and weaknesses**

- Good support is provided for pupils with special educational needs.
- The pupils are well prepared for transfer to secondary school.
- There is good provision for personal, social and health education.
- Support staff make a valuable contribution to the teaching.
- Cross-curricular links could be improved.
- The development of the pupils' literacy skills and, in particular writing, through the curriculum, is limited.
- There is unsatisfactory provision for music.

## **Commentary**

12. The curriculum is inclusive and it particularly meets the needs of the pupils identified with special educational needs. But for other pupils, the teaching could be more challenging and especially for more able pupils. Planning is satisfactory but assessment information is not

being used to set learning targets or provide a guide to the stages of the pupils' learning. More needs to be done to provide work that is better matched to the abilities of the pupils. The school development plan identifies subject priorities and teachers and governors are involved in monitoring and evaluation but this is not systematic or rigorous enough to have an impact on improving the way the curriculum is planned.

13. The Code of Practice for special educational needs has been implemented successfully and the provision for pupils with special educational needs is good. The pupils' needs are clearly identified, structured work programmes are set up for them and they are well integrated into the life of the classroom. They achieve well and attain standards that match their individual targets. The good progress that the pupils make is directly linked to the close collaboration between the teaching assistants and class teachers. Their work is effectively supported by the special educational needs co-ordinator and that of the Local Authority's support service visiting teacher. The teachers use the individual targets in their lesson planning so that they and the teaching assistants are clear about what should be taught. A strong partnership has been established between the staff and the parents which further enhances the school's provision and the pupils' progress.
14. The school prepares the pupils well for transfer to secondary school. The school recognises the need to prepare pupils to withstand peer pressure, for example, against smoking and these issues are considered in the term prior to transfer to secondary school. Safety considerations, too, are met with the school organising cycling provision courses to heighten awareness of dangerous traffic conditions for cyclists. Year 6 pupils from the school attend a three day induction period at the secondary school to ease them into different procedures with teachers new to them at a different location. The governors and staff provide an inclusive and purposeful curriculum to prepare pupils for secondary school and to develop life long learning interests.
15. There is good provision for pupils' personal, social and health education (PSHE). Currently, sex and drugs education are part of the science curriculum. The school has prepared new policies for these aspects that await approval by the governing body. One assembly every week has a community theme, for example, loneliness in the playground. Themes are developed further by teachers in PSHE time. Planning is flexible to enable staff to respond to situations and meet the immediate needs of pupils.
16. Teaching assistants work very effectively with teachers. They are fully informed and have very good relationships with individuals and groups of pupils.
17. There are few cross-curricular links, for example between art and poetry, and mathematics and geography, to enable the pupils to apply the skills and knowledge they have learned. Recent developments and staff training are supporting the extension of literacy, especially writing, to support teaching in other subjects but their impact is yet to have an effect on the teaching as this is inconsistent across the school.
18. Provision for music is inadequate. A lack of subject expertise underlines the need for additional staff training. Support for pupils learning to play instruments is satisfactory through the services provided by the local authority.

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

The school offers satisfactory care in a supportive environment where all are valued and respected.

### **Main strengths and weaknesses**

- The school has good systems to seek the views of parents and pupils.
- The arrangements made for pupils joining the school are good.

- The pupils build confident and trusting relationships with adults.
- Not all adults employed by the school are sufficiently aware of Child Protection procedures.
- Work is not always matched to the abilities of the pupils and learning targets are not always clear enough for the pupils to improve their work or performance.

### Commentary

19. The school is a well ordered and caring place. The health and safety arrangements are satisfactory, as are Child Protection procedures. However, some adults employed by the school need training in these procedures in order to make them fully aware of their responsibilities.
20. The good relationships that exist in the school and the good provision for the pupils' social and moral development enables the pupils to develop into confident learners. The pupils feel confident that adults will listen to them and treat them fairly and someone is always on hand to support them.
21. Whilst the personal support and guidance offered to the pupils is good, the academic support offered needs further development. The pupils are well motivated and success is recognised and rewarded. However, the pupils do not know enough about their learning and the steps they need to help them improve. The guidance that pupils receive through the marking of their work is inconsistent. Some marking is helpful and informative but, on the whole, teachers' marking does not relate to specific learning targets so it is not clear what the pupils have to do towards achieving their targets.
22. The school does well to seek and act on pupils' views. There is an active School Council. The pupils are involved in making decisions about their school although their involvement in bringing about improvement is at an early stage. The results of the pupils' pre-inspection questionnaire show that the pupils are happy at school and feel that they are expected to work hard. They enjoy their lessons but a significant number think that lessons are not always interesting enough. The pupils feel trusted and fairly treated.

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

The partnership with parents and the community is **good**. The school is well thought of and the support for the school by parents and the local community has a positive effect on pupils' learning.

### Main strengths and weaknesses

- The school deals with parents well and parents say that they find the staff approachable and helpful.
- The quality of information for parents is good.
- The school involves parents well in the life of the school and the school has identified the need to develop this further by enabling the parents to help with their children's learning at home and in school.
- The parents would like the school to provide more educational visits and make more use of the community to add extra interest to the curriculum.

### Commentary

23. The school has effective links with parents. They are kept well informed about the work of the school and they support the school well. A small number of parents offer help in school and with special events. There is a supportive Parents Association that raises funds and provides additional learning resources. Parents feel that the school is approachable and deals effectively with any concerns they may have. The school is well informed about the individual views of parents and responds well to these.

24. Although the provision of homework is inconsistent, it is generally well supported and parents want their children to do well. The school is keen to involve parents more in their children's learning by improving parents' knowledge and understanding about the National Curriculum. The quality of information parents receive is good but information about the pupils' learning targets are not always clear enough.
25. Links with the local community are good. Members of the community, for example, have improved the school environment with flower tubs and internal decoration. Local crafts people work with the pupils in school and in turn the pupils are involved in community events. At present the resources to be found in the wider community are underused. There are few educational visits to support and enhance the pupils' learning and there are no residential visits. The headteacher has begun to address this with a visit planned for older pupils in the summer term.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. **Governance is good.** The leadership of the new headteacher is satisfactory. Good systems have been introduced but are not yet fully implemented.

### Main strengths and weaknesses

- Governors have a clear understanding of the school's strengths and weaknesses.
- Strategic planning is good with procedures to enable the school to achieve its goals.
- The leadership of special educational needs is good and the commitment to inclusion is good.
- Members of the senior management team provide good role models but need time and training to monitor teaching and learning more rigorously.
- Co-ordinators of the foundation subjects (those other than English, mathematics and science) do not monitor and evaluate teaching and learning rigorously enough.

### Commentary

26. The governors and new headteacher have a good overview of the school's provision and over the last year good progress has been made to introduce a new vision and systems to improve the effectiveness of day-to-day management and policies. Governors fulfil their statutory duties well and offer good support to the headteacher and staff. The school development plan provides a good framework for staff and governors to structure the pace of improvement. Everyone has the opportunity to contribute to the school development plan. Governors visit the school regularly to monitor the curriculum, they are well informed and hold discussions with co-ordinators regularly. The strong commitment to inclusion and developing community links to raise aspirations are a significant strength.
27. The headteacher is new to the school. Over the last year several staffing changes have led to some discontinuity. These issues have been resolved and staffing is more stable. New co-ordinators are leading their subjects well but need training and time to monitor standards and teaching in their respective subjects. Policies and procedures have been reviewed and national initiatives such as the literacy and numeracy strategies have been evaluated and are now being adapted to meet the pupils' specific needs. The drive to raise standards is the main priority. The analysis of test results and new assessment and tracking procedures are not used sufficiently to ensure that the pupils make enough progress. The headteacher has made a good start in helping senior staff to monitor and evaluate lessons, pupils' work and teachers' planning and this has identified areas for improvement and future training needs.
28. Subject co-ordinators' roles are not fully developed in subjects other than literacy, numeracy, science and information and communication technology (ICT). These subjects (foundation

subjects) have not been a priority so there is room for improvement. There are not enough links between literacy and numeracy across subjects and they do not have a good enough overview of the contributions these subjects can make to learning. The pupils' work is sampled in the core subjects but not sufficiently well to secure consistency across all classes, for example, in the expectations of presentation. Consequently, this has led to inconsistencies in the quality and range of extended writing across the school. Co-ordinators of foundation subjects do not know when they will have the opportunity to lead staff training and development.

29. Performance management is effective. It is linked well to the school development plan and individual training needs. Teaching assistants are included and regularly attend training. This enables them to make good contributions to pupils' learning. The school development plan has priorities identified and these are matched to the budget. The larger than normal carry forward figure in the table below is accounted for and allocated to spending priorities this year that include educational resources and staff training.

### ***Financial information***

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

Income and expenditure (£)	
Total income	462,379
Total expenditure	456,219
Expenditure per pupil	1,745

Balances (£)	
Balance from previous year	26,575
Balance carried forward to the next	32,735

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

### **SUBJECTS IN KEY STAGE 2**

#### **English**

Provision in English is **satisfactory**.

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

- Standards in English are average by the end of Year 6 but achievement in writing is not high enough, particularly for more able pupils.
- The subject co-ordinator provides good leadership and is systematically addressing weaknesses to raise standards.
- The pupils achieve above average standards in speaking, listening and reading but writing standards are below average. There is inconsistency in pupils' handwriting and presentation of work.
- The pupils with special educational needs achieve well.
- There are not enough opportunities to extend writing by linking English to other subjects.

#### **Commentary**

30. There have been significant changes in staff over the past year and the coordinator is new to the school. She has quickly evaluated the strengths and weaknesses in writing and is taking the appropriate action to improve provision to raise standards. Older pupils have been taught by several temporary teachers and this had led to some discontinuity and disruption to their progress. Despite these circumstances, standards in English, overall, have been maintained since the previous inspection and remain average. However, the achievements of some more able pupils could be higher, particularly in writing and too few pupils achieved the higher levels in English by the end of Year 6 in the 2003 national tests. The subject leader has identified a number of strategies to reverse the trend. For example, monitoring individual pupils' progress and the need to set more precise targets to ensure the pace of progress is accelerated. Assessment systems are now effective. New resources to broaden the range of pupils' writing have been introduced as well as a review of the provision of books to maintain above average reading standards. Opportunities for the pupils to widen their writing experiences, for example through writing extended stories, play-scripts, descriptive and persuasive writing are being planned across subjects. These initiatives are in the early stages of implementation and have not had time to impact fully on standards. Early indications show improved interest and quality in writing, particularly among boys where the school has identified some concerns about the relative attainment of boys and girls in English tests.
31. The pupils' speaking and listening skills are above those expected of pupils by the end of Year 6. They listen to their teachers and to each other very well. While they show courtesy they are prepared to challenge statements that they disagree with or would like to develop further. They think carefully before offering their opinions and have a high regard for the feelings of their teachers and friends. Most pupils speak very well and have wide vocabularies that they use to express their opinions. They speak in sentences, with older pupils showing good skills in maintaining an argument in a measured and thoughtful manner.
32. The pupils enjoy reading and standards are above average. The incentive for reading has been supported by a new range of interesting and challenging books. The pupils express preferences of authors and give good reasons for their choices. Older pupils discuss stories and describe the qualities of their favourite characters. Many refer to the text to suggest alternative ways in which stories could have been developed. By the end of Year 6, the pupils

are beginning to develop advanced reading skills. They value information books in their research and demonstrate good reference skills. Many pupils prefer to use Internet facilities to follow up topics taught by their teachers. This was evident in history in Year 5 when a significant proportion of the class produced an impressive range of information about Henry VIII wives. The pupils are pleased to take on additional responsibilities as library monitors.

33. The pupils with special educational needs achieve well. They are very well supported by staff and have targets that precisely match their needs. Their work is monitored carefully and this promotes good progression in learning. Teaching assistants work in close partnership with teachers.
34. Standards in handwriting and presentation of work are variable. Where pupils use pens, handwriting is often very good and pupils take care to form their letters accurately and write in a joined hand. In some classes pupils continue to use pencil and this detracts from high quality work.

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

35. There are too few opportunities to develop the pupils' literacy skills in other subjects. This weakness has been identified and is being addressed. At present there remains room for improvement. The pupils do not have enough opportunities to apply their reading and writing skills, or to independently choose writing styles to record their work, for example, in descriptive and empathetic writing, to describe an event in history or accurate, instructional writing in design technology.

### **MATHEMATICS**

The provision for mathematics is **satisfactory**. The curriculum provides the pupils with a good range of activities for number work, but pupils are given too few opportunities to use these skills or to solve problems. Teaching is satisfactory, with some good features, although there are some inconsistencies in the way that assessment information is used to determine the level of work expected from the pupils.

### **Main strengths and weaknesses**

- The pupils have a good understanding of number bonds and employ a range of strategies when calculating both orally and on paper.
- Although the teachers assess the pupils' work on a regular basis, the information is not used sufficiently to target individual needs.
- Some of the work set for the more able pupils, especially those in the mixed ability groups, lacks challenge.
- More time needs to be allocated to problem solving to enable the pupils to use their number skills in a more practical way.

### **Commentary**

36. Standards are in line with national expectations by the end of Year 6. The teaching is satisfactory and the pupils make satisfactory progress as they move through the school. However, there is a marked contrast in the progress of those pupils with special educational needs, which is good, and the more able pupils who could achieve more.
37. The school has gone some way to addressing the issues raised at the last inspection in relation to meeting the learning needs of the pupils, especially the more able, by setting in Years 5 and 6. There is, however, still a need for greater challenge in some of the lessons in all the year groups. In the best lessons, teachers introduce a variety of clues to aid the pupils' understanding of number and shape with comments such as "a rhombus is a squashed square", and plan for the different ability groups and set clear targets. This was

particularly noticeable in a Year 4 lesson where a range of extension activities was provided linking money to number work, and in a Year 6 lesson when pupils were challenged with a range of questions related to mixed numbers and improper fractions. In other lessons, particularly when the opening session is too long, the pupils begin to lose interest. They are then given insufficient time to complete the tasks set or to attempt the more challenging extension work.

38. The pupils' achievement is satisfactory overall, although when the teaching is good the pupils achieve well. They have a good recall of number facts and are able to calculate using a variety of approaches. They use mathematical language to good effect in lessons related to 2D and 3D shapes and to fractions. They appreciate that there is a repeating pattern to number that aids their calculations and that this can "go on and on for ever" even for the next ten years! The pupils themselves are not very clear, though, about how well they are achieving as the stages of learning are not made apparent to them. The school has begun to address this issue along with an analysis of the pupils' test results for areas of weakness. The pupils with special educational needs achieve well and receive good support from the teaching assistants.
39. The task for the school is to develop a more rigorous system of target setting for all the pupils but especially those in the higher ability range. Lessons need to have clear and sharp expectations with differentiated tasks and linked extension work matched to the needs of each group of pupils. More opportunities need to be created within the curriculum for the pupils to engage in problem solving activities and to use their skills in a variety of ways.

### **Mathematics across the curriculum**

40. The pupils are given satisfactory opportunities to use a range of mathematical skills in other areas of the curriculum such as geography, science, design technology and information and communication technology. The pupils in a Year 6 geography lesson were observed using graphs to compare climate and rainfall between a region in France and Hadfield. The presentation of data in a variety of ways is also noticeable in science when pupils record results related to friction and materials. When collecting information in relation to choices, the pupils use their understanding of the need to tally to make their final calculations easier. In design and technology in Year 4, the pupils use their measuring skills to draw and plan designs for a purse and when designing bridges.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are average by the end of Year 6 but the teaching could stretch more able pupils more.
- Teachers use good questioning skills to involve the pupils when planning their own investigations.
- Although the school has identified and improved practical and investigative science, there are inconsistencies in the expectations set by teachers and the marking of pupils' work does not help them to understand the steps to be taken to improve their work.
- Information and communication technology is used well to support learning in science.

### **Commentary**

41. The science co-ordinator and staff have identified practical and investigative science as areas for improvement. This has had a positive impact on science lessons and teaching. More now needs to be done to target more able pupils earlier in order to provide work that extends and challenges them. Most lessons start with good explanations of tasks and teachers share the learning objectives with the pupils. However, the tasks set tend to be the

same for all the pupils so that more able pupils are not always being stretched. This was evident in most science lessons seen, as for example, when Year 5 pupils investigated friction by measuring how many Newtons were required to move objects across a surface. Information about the pupils' performance in tests is collated and checked by the assessment co-ordinator but this is not being used to group pupils by ability or to set tasks that are specifically matched to the abilities of the pupils in science lessons.

42. The scrutiny of pupils' work in science shows some inconsistencies in the expectations set by teachers. Lessons are usually well organised and well resourced with good questioning skills used by teachers to make the pupils think about their tasks. Consequently, most lessons are satisfactory and well organised, for example when Year 6 pupils investigated their lung capacity using a calibrated air tube. However, the scrutiny of recorded work shows inconsistencies in expectations. Teachers mark work conscientiously and some offer good advice to the pupils that point out areas for improvement. However, some of the recommended areas for improvement are not always followed up and it is not made clear to the pupils how they can improve their work. More able pupils, for example, although reaching the standards expected for their age sooner than other pupils, are not always provided with extended tasks. Lessons tend to provide additional tasks for the pupils rather than challenging their thinking further with more difficult tasks.
43. In all the lessons seen, teachers question the pupils well and are sensitive in their approach to pupils with special educational needs. Teachers are good at adapting the way they question the pupils and in some lessons the pupils are grouped so that more able pupils can help and support those who have learning difficulties. Teaching assistants are well deployed and they help to involve all the pupils in class discussions by encouraging even the most reticent to participate and answer questions. This was evident in a very good Year 4 science lesson where all the pupils enjoyed planning an investigation to determine which kitchen towel absorbed the most water.
44. Information and communication technology is used well to support science lessons. In Year 6, the pupils used a spreadsheet to record their findings in order to present information as a graph. In other science lessons, good use is made of word processing skills to record how investigations are carried out. The pupils enjoy using computers to investigate and research, for example, by searching the Internet for information or looking up definitions using CD-ROMs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good** and this enhances the work that the pupils do in other subjects.

### **Main strengths and weaknesses**

- The school has improved its resources well and this has helped to raise standards, especially in basic skills.
- The subject is well managed with a good understanding of how ICT can be used in other subjects.
- Every class has good access to computers both in classrooms and the ICT room. However, the ICT room is too small to cater for a whole class and this can have a negative effect on teaching and learning.

## Commentary

45. Standards in ICT are in line with those expected by the end of Year 6 because teachers are improving their subject knowledge. Consequently, there are good opportunities for the pupils to use computers in other subjects and the pupils have good access to resources. The teaching is satisfactory with some good features. The subject co-ordinator, together with the governors, have improved resources and provided an effective ICT curriculum. By Year 6, the pupils can use sophisticated authoring programs to combine text and graphic. For example, Year 6 pupils were observed editing a graphic program to produce a 'Sound Page' for younger pupils. The pupils chose icons and combined these with different sounds. By combining simple text instructions to the illustrations (graphics) and sounds, the pupils were able to produce an instructional sound card that could be used by younger pupils.
46. The subject co-ordinator provides good support for teachers and this has helped to improve ICT skills amongst teachers. This in turn has improved the way teachers use computers to support learning in other subjects. In mathematics the pupils use spreadsheets and represent information on graphs. In English lessons, the pupils, including those with special educational needs, use word processors to write poetry, notes and stories. Very good use is made of a self-assessment program in both English and mathematics. Every class has access to this with every pupils having their own file which they log into on the school's network files. The pupils enjoy testing themselves in basic numeracy and literacy skills, and then trying to improve on their previous best scores.
47. The governors have ensured that ICT resources have improved markedly since the last inspection. Consequently, there are computers in every classroom and a well equipped ICT room. The ICT room is well used to improve basic skills and classroom computers are used regularly to provide support in other subjects. However, the ICT room is too small for a whole class. This affects how well the pupils are supported and restricted space also inhibits how well teachers can demonstrate teaching points. Good use is made of the facilities but the cramped conditions make it uncomfortable for the class and the teacher.

## Information and communication technology across the curriculum

48. The school makes good use of information and communication technology to support learning in other subjects. For example, Year 3 pupils use a program called the 'Literacy Bank' which sets increasingly challenging tasks related to spelling, punctuation and sentence construction. The program is very motivational as it is self-assessed and provides scores and targets for the pupils to reach. In Year 4, the pupils access a similar program in mathematics lessons called 'Snapshot'. This allows pupils to assess their level of numeracy. In Year 5, the pupils utilised their group reading time very well to research Tudors as part of their history topic. Year 6 pupils used a word processor to construct connectives in their sentence work during a literacy lesson.
49. The subject co-ordinator has done well to ensure that ICT is used to support learning in other subjects as well as improving resources to ensure that the pupils develop basic ICT skills. The governors and senior staff now need to consider the use of the ICT room as a priority for development. It is currently too small for whole class use and this can effect the quality of teaching and learning.

## HUMANITIES

### Geography and history

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

## Main strengths and weaknesses

- Standards are average but the pupils could achieve more.
- The co-ordinators have good levels of subject expertise
- There are insufficient opportunities for pupils to apply their literacy and numeracy skills to geography and history.
- There is insufficient monitoring and evaluation of standards.

## Commentary

50. The standards achieved in geography and history, although average, are not high enough because more able pupils have the potential to achieve more. The pupils with special educational needs achieve well because they receive good support and expectations are carefully matched to individual needs. Examples of good teaching were seen in Years 3, 5 and 6. The remainder were satisfactory. In good lessons, teachers encouraged debate and made good use of resources to bring the subject alive. This generates enthusiasm and the pupils make good progress in developing their understanding of people in the past and of places. The weakness is in monitoring and evaluating standards and teaching. Co-ordinators have not had the opportunities to lead training or to observe their colleagues. This results in the overall quality being satisfactory but there is much potential for it to be better. The staff are not sure how to improve their delivery of the curriculum to ensure it is consistently good. There is little recorded evidence of work although in discussion with the pupils they recall their studies enthusiastically. However, their depth of understanding is not fully developed. There are not enough links with language, literacy or mathematics to support learning further. The school has already prioritised developing these links.
51. The curriculum for both geography and history is based on the national schemes of work and in geography it has been amended to meet the pupils' needs and is of good quality. The pupils compare their immediate environment with life in Victorian times and make comparisons to the modern day. In geography, the pupils learn about settlements and their local environment. They use the Internet at home and in school to research projects and make good use of the school library.
52. Assessment is carried out annually but subject leaders do not yet have an awareness of standards of teaching across the school. They know some resources need replacing and funding is available to renew artefacts and support new projects. Provision is similar to that described in the last report.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **satisfactory**.

### Main strengths and weaknesses

- The teaching is good in Year 3 and teaching assistants give good support to teachers and pupils.
- The pupils have positive attitudes to art and design.
- There are good links with other subjects and art and design makes a good contribution to the pupils' cultural development.

### Commentary

53. The work seen in a good art and design lesson in Year 3 enabled the pupils to mix colours and create wheels of colour shades effectively. This reflected the expertise of the teacher

and the pupils' past experiences and confidence to use a range of brushes skilfully. The teaching assistant gave very good support and had a good understanding of the learning objectives and the degree of involvement expected. The pupils are able to describe a range of experiences in art and design, for example, painting in the style of Turner and Kokoschka linked to the mood and feel of poetry, working with clay to create divas and autumn leaf dishes. They explain how to print using a range of techniques and understand the importance of style, for example, through the study of William Morris. There are good links with other subjects such as religious education, literature and geography and history which support the pupils' cultural development well.

54. The pupils have sketchbooks but these are not used well enough across classes to improve the quality of drawing and shading techniques. There is some evidence of still life drawing but it lacks progression in observation techniques from stage to stage. No evidence of fabric work was seen during the inspection. The pupils are able to explain how to plan a project and are confident to select resources independently. They know that evaluation is important to refine their ideas and improve them. There are good links with ICT to support work in art and design, for example, using William Morris images to create wallpaper designs on the computer. Provision is similar to that described in the last report.

### **Design and technology**

Standards in design technology are in line with those expected and the teaching is **satisfactory**.

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

- The best methods to use when working with tools and materials are explained to the pupils.
- The pupils work enthusiastically and carefully.
- Some of the tasks set are over prescriptive and do not provide enough opportunities for the pupils to use their initiative or to set out their own design ideas.

### **Commentary**

55. The pupils make satisfactory progress as they move through the school and display a good knowledge of the best materials to use for a particular piece of work. They analyse their work in a thoughtful manner and enjoy sharing ideas. The pupils in Year 6 have tested their own girders and evaluated different bridge designs including clapper, suspension, and cantilever. They know the importance of a key-stone in a stone arch bridge and the cables and towers in a suspension bridge.
56. The teaching is satisfactory with some good features. The teachers give the pupils a clear understanding of what is expected and provide them with a good range of materials. This was noticeable in Year 4 where the pupils produce accurate and detailed designs for a purse and are aware of the need for a range of features such as gusset, fastener and press-stud. They are encouraged to think about their work with questions such as "What could you do to make it a better purse?" In an introductory food technology lesson in Year 5, the pupils enjoy analysing a variety of biscuits and are able to comment on the texture, shape and taste of each product. Although the pupils throughout the school display a positive attitude to the subject some of the tasks set are over prescriptive and lack sufficient challenge for many of them.

### **Music**

Standards are below those expected nationally and the teaching is unsatisfactory. This represents a decline in standards since the last inspection.

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

- The teachers have insufficient subject knowledge.
- The curriculum is supported by a good range of visiting instrumental teachers.
- The singing observed in assembly lacks enthusiasm and melody.

### Commentary

57. Only one music lesson was observed during the inspection but following this, and discussions with pupils and staff, it is clear that standards in music are below those expected nationally. This is directly linked to the lack of expertise amongst the staff. The exception to this is provided by visiting local authority music staff who teach woodwind, brass and strings. The pupils attending these lessons achieve well. The enthusiastic co-ordinator, who is not a musician, is aware of many of the subject's shortcomings. During her year in post she has boosted the tuned and untuned percussion resources, purchased books and attended courses related to the teaching of music. The school now needs to link the investment in resources to an effective programme of staff development.

### Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- The pupils are provided with a good range of activities that include all elements of the physical education curriculum. However, the school provides no residential or adventurous outdoor activities and this is something that parents would like to see improved.
- The teaching is satisfactory but more challenging activities could be provided in gymnastics and dance lessons.

### Commentary

58. During the inspection three lessons were observed. Two lessons involved dance in Year 4 and one outdoor games lesson was observed in Year 3. The teaching is well organised and resources are well used. In a Year 4 dance lesson, the teacher used a recorded programme and the tape was stopped to enable the teacher to make specific learning points. In Year 3, the pupils enjoyed practising their ball skills by aiming, throwing and catching a ball to a partner. Well organised drills and resources helped to improve the pupils' performance. These became increasingly complex and demanding so that the pupils were being challenged. In the dance lessons observed, more could have been done to exemplify good quality movements and sequences. When asking the pupils to demonstrate their performance in front of the class, the best examples were not always being demonstrated.

59. The school does not organise enough residential or day visits to enhance and support physical education. This is a concern raised by parents at the pre-inspection meeting. The headteacher and subject co-ordinator have started to consider improving this and an activity based visit is being planned for Year 6 pupils this school year.

### Religious education

Standards in religious education are in line with those expected in the Locally Agreed Syllabus. The teaching and pupils' achievement is **satisfactory**.

### Main strengths and weaknesses

- The pupils are given the opportunity to reflect on the moral issues raised.

- The pupils are able to appreciate the role that religion plays in the lives of Christians and other world faiths.
- Some of the written tasks that the pupils are set are over prescriptive and the teaching is not demanding enough.

### **Commentary**

60. Only one religious education lesson was seen during the inspection but it is clear from this, and from the other evidence collected, that the school has addressed an issue raised in the previous inspection by giving the pupils more opportunity to reflect on what is being taught by discussing questions. In Year 6, the pupils consider whether “material possessions bring fulfilment” and “who is my neighbour?” and in Year 4 they reflect on the story of a Welsh girl’s journey to buy a Bible by recording that “the story makes me feel guilty”.
61. In the lesson seen, in Year 5, the teacher encouraged the pupils to appreciate the value of their own, mainly Christian, community and were able to compare it with that of a Muslim community. The lesson was enhanced by contributions from the pupils that included news of a Muslim friend and the pupil’s mother whose work colleague respects the festival of Ramadan.
62. Whilst much of the written work is of a thoughtful and original nature such as, for example, the pupils’ prayers in Year 5 and the question raised in Year 6 in relation to “what makes a place special?” there is evidence that some of the tasks set demand little more from the pupils other than copying from the board or filling in missing words.

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

63. No specific personal, social and health education or citizenship lessons were seen during the inspection. However, teachers set high expectations for behaviour and attitudes in lessons and this helps the pupils to conduct themselves well in and around the school. Religious education lessons and class discussions are carried out in other subjects which enable the pupils to develop a respect for other people’s views. Health education is taught well in science and physical education lessons as well topics about healthy living, the body and exercise. For example, Year 6 pupils learn about the importance of oxygen in the air and how breathing is affected by polluted air in topics in science and when studying the environment in geography.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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