

INSPECTION REPORT

ST ANN'S CATHOLIC PRIMARY SCHOOL

Stocksbridge

LEA area: Sheffield

Unique reference number: 107152

Headteacher: Ellen Baker

Lead inspector: John Foster

Dates of inspection: 29 September to 1 October 2003

Inspection number: 257579

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	124
School address:	McIntyre Road Stocksbridge SHEFFIELD
Postcode:	S36 1DG
Telephone number:	0114 2884281
Fax number:	0114 2888972
Appropriate authority:	The governing body
Name of chair of governors:	Peter Neal
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

The school is smaller than the average size for primary schools. At the time of inspection there were 124 pupils at the school. This is slightly less than the number on roll at the previous inspection when 143 pupils attended the school. The school is situated in one of the outer suburbs of the city of Sheffield. Though there is a wide range of ability, the general level of attainment of children when they start school is below that expected nationally. There are nine pupils from ethnic minority backgrounds, with two for whom English is not their first language. The percentage of pupils eligible for free school meals is 10 per cent and is about average. A little over 16 per cent of pupils have special educational needs. This is about the same as the national average, and of these pupils, four have formal statements of special educational need. The school was awarded the "School Achievement Award" in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21318	John Foster	Lead inspector	Mathematics Art and design Music Physical education Special educational needs English as an additional language
12674	Robert Collinson	Lay inspector	
32604	Susan Manning	Team inspector	English Information and communication technology Citizenship Geography
29188	Gianna Ulyatt	Team inspector	Foundation Stage Science Design and technology History

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PART A: SUMMARY OF THE REPORT

A small Catholic primary school on the outskirts of Sheffield, inspected between 29 September and 1 October 2003 by a team led by John Foster

OVERALL EVALUATION

This is an effective school providing good value for money. It is well led by the headteacher and the governing body is very good, providing a firm steer for developing the school. The quality of teaching is good overall, though satisfactory for pupils in the Year 1/2 class. Children enter the school with attainment levels below those expected for their age. They make good progress overall and leave with standards that are mainly average.

The school's main strengths and weaknesses are:

- The good leadership and management by the headteacher and governing body
- The very good ethos that exists within the school
- The very good provision for pupils' spiritual, moral and social development
- The good quality teaching
- The very good links with the community and other local schools
- Standards in music and geography are too low at both key stages and in design and technology at Key Stage 2
- Teachers' marking of pupils' work is inconsistent
- Pupils are well cared for
- Parents and pupils have positive views about their school

Since the previous inspection in 1999 the school has made good progress in addressing the key issues identified in that report. Standards in science have improved consistently, the children in the reception class enjoy a wider range of activities because teachers plan more effectively to the curriculum designed for this age of children and the data gained from assessments of pupils' work is used well to plan their future work.

STANDARDS ACHIEVED

The table below shows the standards achieved by pupils in the Year 6 national tests. The results are based on average points scores.

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

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

Pupils achieve well. They make good progress in their learning, particularly in the reception class and in Years 3 to 6. They achieve well in English, mathematics and science and attain average standards in these subjects. The above table indicates that in 2002 pupils' attainment was well below average. The main reason for this was that the group of pupils had been identified at reception age as low achieving. This was confirmed at the Year 2 national tests in 1998. Pupils achieve satisfactorily in other subjects except for music and geography in Years 1 and 2 and music, geography and design and technology in Years 3 to 6. Reception children achieve well. They are

expected to reach the Early Learning Goals (the goals children are expected to reach by the end of reception) in all area of learning except communication, language and literacy development and mathematical development where they are below average.

Pupils develop their personal qualities well. Their spiritual, moral, social and cultural development is good overall. Pupils have good attitudes to their work and behave well. Attendance is above average. The school provides very well for pupils' spiritual, moral and social development.

QUALITY OF EDUCATION

The quality of education provided is good. The quality of teaching is good overall. Pupils learn well because of the good teaching. They learn particularly well in the reception year and in Years 3 to 6, because they are taught well in these classes.

Pupils are cared for well. The school has well-established systems to ensure that pupils' health and welfare are paramount in its provision. Pupils are well supported by the caring teachers. There are good child protection procedures.

The school has very good links with the community and with other schools in the area.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher gives a good lead and is well supported by the deputy headteacher. They share a clear vision for the school and how it is to develop further. The governing body fulfils its duties very well. Governors take a positive lead in shaping the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the ways in which the school provides for their children. The parents' questionnaire and the meeting for parents gave overwhelming positive views about the school.

Pupils are proud and happy to be members of the school community.

IMPROVEMENTS NEEDED

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

- raise standards in geography and music at both key stages and design and technology at Key Stage 2
- make sure that teachers plan work more carefully in the core subjects to cater for individual pupils' needs
- improve the quality of marking so that pupils know when they have done well and how they can improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children start school with standards below those expected nationally. They achieve well in the reception year and most attain the Early Learning Goals in all areas of learning except for their communication, language and literacy development and mathematical development. In these areas they are below average. By the time they reach the end of Year 6, most pupils attain average standards in English, mathematics and science and most other subjects. Overall pupils achieve well though they make better progress in the reception and Years 3 to 6 than they do in Years 1 and 2.

Strengths and weaknesses

- Pupils make good progress from the time they start school
- Standards are mainly average showing good progress from a low starting point
- Standards in geography and music at Years 2 and 6, and design and technology at Year 6 are below nationally expected levels
- Pupils in the Year 1/2 class do not achieve as well as other pupils in the school

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	14.5 (12.1)	15.8 (15.7)
writing	13.6 (11.8)	14.4 (14.3)
mathematics	16.2 (14.1)	16.5 (16.2)

There were 20 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	24.5 (28.9)	27.0 (27.0)
mathematics	24.8 (26.7)	26.7 (26.6)
science	25.4 (29.2)	28.3 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. The national tests for pupils in Year 6 in 2002 showed pupils' attainment to be low in relation to national figures. When compared to all schools nationally they attained standards which were well below average in English, mathematics and science. When the results are compared to those of pupils in similar schools standards were well below average in mathematics and in the bottom five per cent of schools in English and science. The latest data available indicates that over the past three years the school was improving standards at a slower rate than schools nationally. However, this does not give an accurate reflection of the school's standards overall. The particular group of pupils who were in Year 6 in 2002 had been identified by the school as being a low attaining group from the time they started at the school, and their results in the Year 2 tests in 1998 substantiated this. In the intervening years there had been a substantial change in the composition of the year group, with several pupils with special educational needs having

joined it resulting in the low standards achieved in the tests. The true picture, based on current inspection evidence and historical data, indicates that pupils attain average standards overall and that they achieve satisfactorily. Indications are that the 2002 results skewed the data relating to improvement trends, and that over a longer period the improvement trend is in line with that found nationally.

2. The Year 2 national tests for 2002 indicate that pupils have made satisfactory progress since they started the school and were an improvement on the previous year's results. Pupils in these tests achieved standards that were well below average in reading and below average in writing and mathematics.
3. Starting in reception with attainment levels below that expected for their age, the children are taught well and make good progress throughout the reception year. By the end of the year most are in line to achieve the Early Learning Goals in their personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. Whilst they make good progress in their communication, language and literacy development and mathematical development, many do not achieve the Early Learning Goals in these areas of learning because of the low starting point they have.
4. Pupils in the Year 1/2 class make slower progress because the quality of teaching they receive is not as good as in the reception class. Current arrangements mean that the class is taught by two teachers and the pupils take time to adjust to their different requirements. As a result they are noisier and this sometimes goes unchecked. In Years 3 to 6 the pace of learning improves because of the higher quality teaching and pupils make good progress overall in these classes.
5. Pupils attain average standards in English, mathematics and science at the end of Year 2 and Year 6. In English they read well and with increasing levels of confidence. They write for a range of purposes such as when they re-write a scene from "Macbeth" in a modern style. In mathematics they calculate to six figures and have a good awareness of the properties of two-dimensional and three-dimensional shapes. In science pupils are beginning to plan their own experiments and to make initial judgements before trying to prove them. In information and communication technology there have been good developments since the previous inspection and standards are now in line with those found nationally. The subject is used well to support learning in other subjects.
6. In other subjects the pupils achieve satisfactorily, except for geography and music at Years 2 and 6 and design and technology by Year 6. The main reasons for the lower achievement in these subjects is the lack of effective management and full curriculum coverage in the past, though current developments indicate that recent improvements in the management of music, for example, are beginning to eliminate the problem.
7. The school sets appropriate and challenging targets for the pupils based on the effective assessments that are made about pupils' achievements. There are no major differences in the achievement of boys and girls and most pupils are in line to achieve their targets. The provision for pupils with special educational needs is good and they are well catered for. The headteacher is the co-ordinator for special educational needs and maintains high quality records of pupils' achievements, setting challenging targets through their Individual Education Plans. The few pupils of ethnic minority background are catered for well and make similar progress to other pupils.

Pupils' attitudes, values and other personal qualities

Overall evaluation

Pupils have positive attitudes to work and learning. Behaviour is good. Attendance is above the national average and the pupils are punctual. There is very good provision for pupils' moral, social and spiritual development.

Strengths and weaknesses

- Pupils have positive attitudes to work and learning.
- The behaviour of pupils is of a high standard because teachers have high expectations.
- Relationships throughout the school are very good.
- Attendance is above the national average.
- The school plans well for pupils' moral, social and spiritual development and as a result these are very good.
- There are no significant weaknesses in this aspect of the school's provision.

Commentary

8. The pupils are enthusiastic and hard working, well motivated and respond well to encouragement and praise. They co-operate successfully in pairs or groups, listening to each other thoughtfully and offering constructive criticism. Most pupils follow instructions diligently, settle to work quickly and meet set deadlines. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks, for example when playing games in physical education. Their commitment and enthusiasm for learning are apparent in their sustained application to their work. They clearly enjoy the opportunities presented to them in all subjects.
9. Behaviour is good overall, both inside the classroom and in all aspects of school life. Behaviour is very good in lessons in Years 3 to 6 and satisfactory in the Year 1/2 class because not all teachers have high enough expectations of how the pupils should behave. During assemblies and at lunch time pupils display a sensible approach and respond appropriately to the mood of the occasion. At break times they play happily together and older pupils show due regard for the needs of younger ones. Pupils are courteous at all times and extend a warm welcome to known visitors. The pupils are happy and proud to be part of the school.
10. The very good relationships in the school result from mutual respect and trust between pupils and staff. Pupils readily acknowledge one another's achievements and show respect for different points of view. They display a well-developed awareness and concern for the interests and feelings of others. In practical maths activities, for example, pupils show maturity and care in helping each other to solve problems.
11. The level of attendance in the school is good and is above average. Unauthorised absence is below average. Punctuality is good and the school has effective arrangements for recording late attendance. There have been no exclusions in recent years.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.3
National data	5.4	National data	0.5

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

12. Provision for pupils' moral and social development is very good and has a significant impact on their attitudes and behaviour. School rules are displayed in classrooms and are understood by pupils and applied consistently and fairly by staff. Teachers provide good role models in their kind and respectful treatment of pupils. Moral messages are clearly conveyed in assemblies

and by teachers in lessons. Much of the work in religious education stresses the need to care for one another. The School Council is very well organised and provides excellent opportunities for the moral and social development of older pupils.

13. Provision for pupils' spiritual development is very good. The school provides pupils with knowledge and insights into values and beliefs and provides very good opportunities both in lessons and assemblies for them to reflect upon their experiences in a way which develops their spiritual awareness and self-knowledge. Provision for pupils' cultural development is only satisfactory overall as insufficient consideration is given to cultures beyond the immediate area.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The pupils enjoy a good curriculum enriched by a good range of out-of-school activities. There are very good links with the community and with other schools in the area.

Teaching and learning

The quality of teaching and learning is good overall.

Main strengths and weaknesses

- Teaching and learning are good for children in the reception year and for pupils in Years 3 to 6. It is satisfactory for those pupils in Years 1 and 2
- Teachers generally have good knowledge about the subjects they teach
- Planning is variable, though usually it is good, with clearly identified learning objectives for each lesson
- Pupils are well supported in their learning because teachers make lessons interesting and challenging
- For the most part teachers use methods that help pupils to learn well
- The Year 1/2 class is at times too noisy in lessons, resulting in some time being wasted
- The quality of marking throughout the school is unsatisfactory in that it does not let pupils know how well they have done and how they can improve their work

Commentary

14. The previous inspection identified teaching and learning as good and this quality has been maintained. Entering the school with attainment that is below the levels expected nationally, pupils make good progress in the reception year and in Years 3 to 6 because of the consistently good and very good teaching they experience. In Years 1 and 2 the quality is more variable and overall it is satisfactory in these two years. By the time they leave the school, most pupils have achieved well and reach standards appropriate for their age.
15. In the reception class the teacher plans well, using the curriculum designed for children of this age to develop learning. They are encouraged to take an active part in their learning and because of this they develop a good degree of independence. The staff are knowledgeable about how children of this age learn and ensure a good range of activities is provided for them to learn inside and outside the classroom.
16. In Years 1 and 2 pupils experience a wide difference in the quality of teaching they receive. At its best it is very good, but the Year 1/2 class has different teachers at different times throughout the week. As a result the pupils are not always sure about what is required of them. The teachers have differing expectations of behaviour and where this is not positive, the pupils are allowed to make too much noise, resulting in some lesson time being wasted. The ways in which the curriculum for this group of pupils is arranged, however, with different teachers taking

them within individual year groups for English and mathematics means that overall they make satisfactory progress.

17. In Years 3 to 6 pupils are taught consistently well. Teachers have high expectations of behaviour and the pupils react accordingly. They are keen to learn and rise to the challenges set by the teachers. In their planning the teachers cater for all levels of ability and the result is that all pupils have appropriate work to enable them to make good progress. The very good relationships between the teachers and their pupils mean that pupils are not afraid to ask for help, knowing that it will be given readily.
18. Throughout the school English and mathematics are taught well. The school has adopted the National Strategies for Literacy and Numeracy and this has helped the teachers with more effective planning for developing pupils' skills in literacy and numeracy.
19. The quality of marking throughout the school is not good enough. Too frequently, for example, work is merely ticked with no specific comments given to pupils to help them to improve their work. However, within lessons teachers do try to talk to the pupils individually to show how they can improve.
20. The school has developed satisfactory systems for assessing pupils' work. The results of a large range of tests are analysed and the results are used effectively for planning pupils' future work. In addition to the statutory tests taken at the end of Year 2 and Year 6, the school uses the optional tests from the Qualifications and Curriculum Agency to maintain effective checks on pupils' progress. These arrangements are particularly good for English, mathematics and science, though less well established for the other subjects. The headteacher and co-ordinators for English and mathematics have undertaken regular observations of teaching throughout the school. This has been beneficial in improving the quality of teaching, particularly in these subjects. In other subjects, however, time constraints have meant that only limited observations have taken place.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	11	7	0	0	0

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

The curriculum

The overall quality of the curriculum provided is satisfactory. A wide range of extra-curricular activities and very good links with the community enrich the curriculum and learning opportunities for the pupils. The quality and range of resources are satisfactory. Accommodation for pupils in the Foundation Stage is good and is satisfactory for pupils in Years 1 to 6.

Main strengths and weaknesses

- Community links are very good
- Provision for personal, social and health education is good
- Support for pupils' learning beyond the school day is good
- Pupils are very well prepared throughout the school for the next stage of their education
- Extra-curricular provision is good, particularly for pupils in Years 3 to 6, and includes sports activities, music and drama

- Library provision is unsatisfactory
- Some teaching areas are through routes to other parts of the school
- Use of the school schemes of work for geography in Years 1 to 6 and design technology in Years 3 to 6 is unsatisfactory
- There are too few planned links made between subjects

Commentary

21. The curriculum meets statutory requirements. The quality and range of opportunities are satisfactory overall and good in English, mathematics and science. However, implementation of the school schemes of work in geography in Years 1 to 6 and design technology in Years 3 to 6 is unsatisfactory and pupils do not achieve as well as they should in these subjects. Provision for information and communication technology is good although wider opportunities for pupils to use their skills in other subjects are not always identified in curriculum planning. Currently there are too few planned links made between subjects in the curriculum, though plans are in place to remedy this. The school curriculum includes appropriate time set aside to teach sex education and to make the pupils aware of the dangers of drugs and alcohol abuse.
22. The school timetable allows for a sensible balance of subjects across the curriculum. However, there is no systematic monitoring of the curriculum to ensure that the time allocated for teaching and learning in subjects other than English, mathematics and science is used for this purpose. Consequently, there are gaps in pupils' knowledge and understanding in some subjects.
23. The school provides a good range of activities beyond the classroom and outside school hours, especially for pupils in Years 3 to 6. These include sports clubs, drama, and music. There are very strong links with the local community and a wide range of activities provided in the form of visits and visitors to the school. There is a residential visit for pupils in Year 6 which promotes team work and supports learning.
24. The curriculum is inclusive and pupils have equal opportunities to achieve regardless of gender or ethnic group. However, in some classes the teachers do not plan for different pupils' abilities, resulting in pupils not always being given work appropriate to their needs.
25. All pupils are highly valued by the adults in the school and there is good provision for pupils' personal, social and health education. This contributes to the very good behaviour, self esteem and relationships in the school. There are very good opportunities made for pupils to develop their understanding of citizenship through the strong links with the local community.
26. The school has very good links with its partner secondary schools and prepares pupils well for the next stage in their education. Pupils have opportunities to visit the secondary schools they will be attending and the staff from these schools visit St Ann's to talk to pupils and staff. Pupils in Years 3 to 6 have very good opportunities to develop their understanding of the world of work through participation in the "Young Enterprise" scheme.
27. Overall resources for the curriculum are satisfactory, with good resources available for English, mathematics, science and information and communication technology. There is an adequate number of staff to teach for the number of pupils and they are deployed appropriately. They are well qualified and suitably experienced to deliver the curriculum.
28. Accommodation is safe and generally adequate for the purpose. However, library provision is cramped and does not allow for quiet study or independent research by pupils. Some teaching areas are through routes to other parts of the school which is distracting to the pupils. The school makes the most of all available space for storage, but this is limited and does not allow for easy access to resources. Outdoor play space is well utilised, providing quiet areas as well as space for active play. Accommodation for pupils in reception is good and allows pupils to move freely and engage in practical activity.

29. The school provides well for its pupils who have special educational needs. The headteacher is the co-ordinator and she maintains meticulous records of how each pupil identified is progressing. The pupils' Individual Education Plans are clear and identify the targets specific for each pupil. This group of pupils make good progress because of the ways in which they are provided for. The school identifies pupils who have particular gifts and talents and provides well for these pupils. They are given specialist help to develop their skills further through extra support or by introducing them to clubs where they can gain greater experiences in, for example, drama.

Care, guidance and support

Overall evaluation

Provision for pupils' personal support, advice and guidance is good. Positive reinforcement and praise of pupils' academic and personal achievements are good features of the school. Pupils are involved in the work and development of the school and their views are valued. The school is successful in promoting the care, welfare, health and safety of pupils.

Strengths and weaknesses

- Teachers know pupils well and provide good levels of support and guidance
- Relationships amongst pupils and between pupils and adults are very good
- Child protection procedures and those for ensuring pupils' health and safety are good
- The School Council provides an effective mechanism for seeking and acting upon the views of older pupils
- There are no significant weaknesses in this aspect of the school's provision

Commentary

30. The school makes good provision for the personal support, welfare and guidance of pupils. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and provide a level of support and guidance that contributes effectively to pupils' well being. Positive reinforcement and praise of pupils' academic and personal achievements are features of the school. For example, weekly assemblies are held when pupils' achievements are celebrated and their parents are invited to join in the celebrations. Teachers show genuine kindness and concern for their pupils. Monitoring of pupils' personal development takes place both formally, through individual pupil records, and on an informal basis by class teachers and is satisfactory overall.
31. There is a School Council, with two representatives from each class in Years 3 to 6 who are elected by other pupils. Decisions made by the council have led to a number of developments, including the purchase of new outdoor games equipment. The School Council provides a very effective mechanism for seeking and acting upon the views of older pupils. As yet it has not been extended to the younger pupils, but this is currently under consideration.
32. Procedures for child protection and for ensuring pupils' welfare are good. There is a clearly written health and safety policy which is kept up to date. Fire drills are carried out termly. A member of the governing body who is also a non-teaching member of staff has had relevant training and carries out regular safety inspections. A formal health and safety inspection is carried out each year by the local authority. Several members of staff have received first aid training and well stocked first aid boxes are maintained effectively.
33. There is a clearly defined child protection policy and the headteacher effectively carries out the duties and responsibilities of child protection co-ordinator with assistance from another member

of staff. Both have received training in child protection and related issues and ensure that the relevant procedures are known to and understood by all teaching and non-teaching staff.

34. The school is successful in promoting the health, safety, care and protection of its pupils.

Partnership with parents, other schools and the community

Overall evaluation

The school has good partnerships with parents in developing children's learning at home and at school. There are very good links with the local community, where the school is thought of highly. There are well-developed links to other schools in the area, both Catholic and non-Catholic.

Strengths and weaknesses

- Good quality information is provided for parents about their children and the work of the school
- Links with the local community, including the churches and local businesses, are very good
- There are very good links to local schools including the two high schools to which most pupils transfer
- Good links exist with local nursery
- There are no significant weaknesses in this aspect of the school's provision

Commentary

35. High quality information for parents is given through weekly newsletters, annual reports and parents' meetings twice a year. In addition parents are welcomed into school at any time to discuss their children's progress informally. Questionnaires are sent to parents each year to seek their views. These are acted upon through the school development plan.
36. Parental involvement with their children's work at home mainly takes the form of helping with reading and for older pupils, with mathematics and English. Parents are encouraged to share books with their children at home. A number of parents are involved in helping in the classroom in a variety of ways particularly with reading and craft work. This help provides an effective contribution to the work of the school. Parents also accompany classes on educational visits. Some parents help with activities beyond the school day through, for example, the organisation of sports training sessions and matches. Parents of pupils with special educational needs are fully involved in the planning for their children's work and in identifying the targets set on their Individual Education Plans.
37. The school has very well-developed links with the community, including the local library, the police, local businesses and the church. The pupils sing carols for the elderly at Christmas and they take out harvest gifts to them. The school regularly displays art work in the local library which is appreciated by the staff and users of the library. These links make a very valuable contribution to pupils' learning.
38. There are very good links with local schools, particularly the local nursery and the two high schools to which most pupils transfer. These include ongoing curricular links and the use of learning resources as well as close links specifically related to pupils moving from one school to the next.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Governance is very good. The leadership of staff with curriculum responsibilities is satisfactory overall.

Main strengths and weaknesses

- The headteacher and her deputy are an effective team. They have a clear vision for the school and motivate teachers well.
- The governors have a very clear understanding of the school and play an active role in supporting its work.
- The school uses resources well
- Performance Management is effective in bringing about whole school improvement
- Subject leadership is effective in English, mathematics and science. The management of geography and design and technology is unsatisfactory.

Commentary

39. The headteacher has a very positive effect on the way the school operates, seeking to ensure that all who work in it, be they adult or pupil, are able to give of their best. She is supported fully by a most able deputy. They work very well together in developing the school as a cohesive unit, where staff work well as a team in order to raise standards. The strategic planning they have established reflects the school's constant drive for improvement. Analysis of the school's work is realistic and rigorous. The vision and planning for the school are well communicated and all staff understand them, share them and work together implementing the strategies to achieve the vision. The school has a 'feeling of family'. In addition, the leadership provided by the majority of staff is good.
40. The governors play a very active part in the life of the school and are fully supportive of the headteacher and the staff. They have a great diversity of skills and challenge the school in what it plans to do to ensure that decisions benefit all users. They offer strong support to the headteacher and senior managers. Governors have a very clear understanding of all aspects of the school's work. School spending decisions relate to priorities for improvement and benefit all pupils. For example, they are equally rigorous in making decisions about building improvements to the reception classroom, as to ensuring that pupils who have special needs receive their full entitlement. They never lose sight of the children they are appointed to serve. They expect teachers to encourage pupils to reach the highest goal possible but realise that their expectations must be reasonable.
41. Working to a tight budget, the headteacher and governing body plan very well to gain the best use of resources available. The school administrator maintains good records and systems to monitor spending, allowing the headteacher to concentrate on the essentials of teaching and learning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	370659
Total expenditure	372246
Expenditure per pupil	3001

Balances (£)	
Balance from previous year	22412
Balance carried forward to the next	20825

42. Performance Management is having a positive impact on standards and whole school improvement. The headteacher and key staff monitor and evaluate staff performance in a rigorous way. The information gained is used to help teachers identify targets for improvement for themselves and for the whole school. In addition the school is working towards the prestigious "*Investors in People*" award and all staff are included in appraisal systems. Each staff member has a professional portfolio which includes current targets; these involve personal, professional and whole school targets. This means that staff work together on whole school issues attending relevant professional courses which are linked to whole school development. For example, the school identified the need to improve speaking and listening opportunities across the curriculum and most staff attended courses to support planning and teaching.
43. The management of core subjects is generally good. Subject leaders are good role models and have opportunities to deliver demonstration lessons, observe lessons, examine pupils' work and analyse test results. Each leader devises an action plan based on findings. The plans are realistic in terms of timing and monitoring systems are well in place. The systems used are helping to improve teaching and learning. For example, in science teachers are now developing ways to show pupils how to record and evaluate investigations and experiments. In most other subjects leadership and management are satisfactory. In geography and design and technology, where management is unsatisfactory, the curriculum has insufficient coverage and in some instances teachers lack confidence. Subject leaders are aware of weaknesses in provision, but have not yet developed an action plan to improve teaching and learning in these subjects.

COMMUNITY PROVISION

Provision in Years 3 to 6 is **very good** and is enriched through a wide range of extra-curricular activities. Provision in Years 1 and 2 is **good**.

Main strengths and weaknesses

- Partnership with industry through links with the "Young Enterprise" scheme in Years 3 to 6 is very good
- Good links exist between the school and local businesses
- There are very good links, not only with the Catholic Church, but other churches in the area
- There are very good relationships within the school
- Pupils develop a sense of family and belonging to a community
- There are fewer opportunities in Years 1 and 2 to develop a sense of the wider community

Commentary

44. Positive relationships exist within the school. Pupils are taught to respect one another and are held in high regard by the adults who work with them. Consequently they develop a sense of family and belonging within the school community.
45. The school is very highly regarded in the local community. Pupils participate in activities such as distributing harvest gifts to the elderly and their work is regularly displayed at the local library.
46. Very good links exist between the school and local business through the relationship with the local steel works and participation of pupils in Years 3 to 6 in "The Young Enterprise" Scheme. These links effectively contribute to pupils' understanding of citizenship.
47. The school has good relationships with other schools, particularly the two secondary schools which receive the children when they leave at the end of Year 6. These good relationships help the pupils to transfer confidently to secondary education.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is predominantly good in all six areas of learning.

48. The new co-ordinator has improved the provision for reception children. Teaching is good overall. Staff interact sensitively with children and work very well as a team to ensure that they settle well to their learning and have equal access to a rich range of experiences. Though children enter the school with an extensive range of pre-school experiences, their attainment is lower than that expected for their age. By the end of the reception class, however, the majority of children are likely to reach the Early Learning Goals in all area of learning, except in mathematics and communication, language and literacy where they are below average. The quality of planning is good with very good emphasis given to developing children's speaking and listening skills. The curriculum is managed and led with great enthusiasm and the action plan shows very appropriate developmental points in response to a detailed audit. The curriculum and assessment procedures have been greatly improved in response to national initiatives. Staff know children well and address their individual needs. Staff have worked very hard to develop the outdoor curriculum and this is having a good impact on the children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children become independent learners because staff provide a good range of indoor and outdoor activities
- Children learn how to play together because adults are good, caring role models
- The re-organisation of some aspects of indoor accommodation is needed to develop further the children's independence in learning

Commentary

49. Staff are very caring and most children show good levels of concentration in all they do. For example, a small group spent a long time discussing a story with the teacher. They showed great interest and excitement in their learning during practical activities, such as role-play in the house outside. Areas and resources are not always sufficiently demarcated and this causes some children to be unclear about what to do when they have finished an activity. Many children have established friendships, sharing equipment and taking turns well; they play very well together in small groups when matching alphabet letters. Behaviour is very good because adults have high expectations. Children are very sure about boundaries set by the staff; they follow rules and routines very well, lining up sensibly when moving around the building. Staff praise children, listen carefully to what they have to say and talk about any problems they may have. This helps children develop self-esteem. Most children are confident and many happily talk with adults.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The provision for speaking and listening skills is very good
- Staff teach letter sounds and words in a systematic way
- Staff assess children as they work with them and know each child's attainment

Commentary

50. Children enjoy learning letter sounds and new words and they make steady progress. Well-planned teaching gives children many worthwhile experiences to develop speaking and listening skills and improve their vocabulary. For example role-play scenarios are diverse and include a castle and a home area. Children are encouraged to work and play in small groups and talk freely with each other. Children show interest in books and use the pictures to tell the story. Some identify differences in facial expressions and guess what is written. Children are beginning to express their ideas in paintings and drawings. Staff use very good methods to teach early writing skills. They plan games outside using chalk of different colours and they encourage children to trace over the shape of letters with their fingers. The work of the current Year 1 pupils shows the good progress children make by the end of reception; some write letters and simple words accurately.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because staff plan interesting activities to make mathematics come alive for children
- Staff do not give enough attention to number symbols

Commentary

51. Teachers place good emphasis on number skills and make learning fun. They encourage counting in fun ways. For example, children throw beanbags into containers and count how many there are. They encourage children to place a flag in each corner tower of the castle and count how many there are. Numbers are well displayed, but staff do not refer to them enough as children play. Staff use the language associated with addition and subtraction with children so they learn to understand. Children make patterns with paint and pegs. They find out the names of two-dimensional shapes through practical sorting activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff provide a very good range of activities
- The outdoor environment is used to full advantage

Commentary

52. Teaching is good and children achieve well. Staff plan a good range of opportunities for children to explore and investigate. They examine bulbs, identifying similarities and differences before planting them outside. Children examine fruit and express their own preferences. They make sandwiches and learn to use knives safely for cutting. Children have daily access to a good range of tools and construction equipment so they learn to make models. They use scissors

and glue spreaders to make various items. One child successfully made a model of her sister, using card. Children have regular access to the computer and show confidence and good control when using the mouse. Staff work and play alongside children helping them to wash clothes using the old-fashioned "poss-tub". Through these activities children learn how clothes dry and how people used to wash long ago. Children attend whole school assemblies, learn about their faith and are involved in Christmas productions in the school.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children achieve well because they have regular access to challenging equipment outdoors.

Commentary

53. Teaching is good. Children master the art of throwing and catching and learn to balance and climb as they play on the fixed apparatus outdoors. They become aware of healthy living when they drink milk each day and have healthy snacks. They develop their fine finger skills by playing with dough, pegging clothes out to dry and using paint brushes, chalk, felt pens and glue spreaders. Teachers support children well and encourage them to be adventurous. They help them to construct a large castle outdoors using large wooden and plastic blocks.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of activities leads to good achievement.

Commentary

54. Teaching is good and children achieve well. There is a good range of accessible creative materials and adults encourage children to experiment for themselves. Children paint spontaneously, using large brushes outdoors and mixing colours indoors, they use collage materials in their work. Staff plan lessons to teach children to sing and use instruments to beat rhythms. Role-play opportunities are particularly good in inspiring children's imagination. Children happily dress up and pretend to be the king, queen and maid in the rhyme "Sing-a-song of Sixpence". Very good use is made of the outdoor area to promote children's creativity in this area of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE, (FRENCH)

Provision in English is **good**

Main strengths and weaknesses

- The subject is well led and managed by the subject co-ordinators who have a clear understanding of how the subject can be further improved
- In lessons observed the quality of teaching ranged from satisfactory to very good
- There is a systematic and consistent approach across the school for evaluating and monitoring pupils' performance

- Marking does not always indicate to pupils what they need to do to improve
- Work is not always matched to individual pupils' needs
- There are too few opportunities made for pupils to experience drama within the curriculum
- Standards in handwriting and presentation are inconsistent across the school

Commentary

55. Pupils' attainment on entry to Year 1 is below average. In the 2002 national tests pupils in Year 6 attained standards well below average and were in the bottom 5% of schools when compared to similar schools. However, inspection evidence, drawn from lesson observations, discussion with pupils and teachers and scrutiny of pupils' work, indicates that pupils make good progress overall and pupils who left the school last term (July 2003) and the current Year 6 attain average standards. This is confirmed by improved performance in the national tests in 2003. The school is developing an effective system for matching pupils' performance against their prior attainment. Pupils' work is regularly assessed and they have individual targets for improvement. This is an improvement on the previous inspection and is helping to raise standards. In the similar national tests for pupils in Year 2, the pupils' attainment was well below average in reading and below average in writing.
56. Throughout the school pupils have good opportunities to develop their speaking and listening skills. Teachers use good levels of subject related and general vocabulary in lessons and expect pupils to respond appropriately. They are encouraged to discuss their own and each other's work. They are encouraged to use dictionaries and a thesaurus to broaden their understanding of words and to ask if they do not understand. Discussion in lessons is often lively and pupils articulate answers well. For example, in a Year 1 class, pupils were engaged in a lively discussion describing the main characters in a story they were reading. The teacher encouraged pupils to think of new and interesting words, using correct grammatical terms. Opportunities to explore language through drama are limited within lessons, although there is provision through out of school clubs and activities for pupils in Years 3 to 6 who wish to participate. The recent Modern Foreign Language (French) initiative in Years 3 to 6 is providing further opportunities to develop pupils' listening skills and is effectively raising pupils' confidence in speaking aloud.
57. Pupils make satisfactory progress in reading as they move through the school and most attain standards close to those expected. They read aloud with confidence and are developing a range of strategies to help read unfamiliar words. Higher ability pupils read with good expression and recognise that punctuation marks add tone to the text. Pupils have the opportunity to read from a wide range of fiction and non-fiction books and are developing their independent research skills through visits to the local library and use of the Internet. By Year 6 pupils have a satisfactory understanding of how a library is organised and the higher ability pupils can talk about the Dewey system for classifying books.
58. Attainment in writing is average across the school, although too few pupils attain the higher levels in national tests. The school is aware of the need to improve in this aspect of English. Pupils are taught to write for different purposes and in a range of styles. In a Year 6 class, pupils studying "Macbeth" worked with a "writing partner" to produce their own scene for the play, writing in the style of a modern author. They were encouraged to use stage directions and instructions in order to assist the reader and to think of "powerful" words to add interest to their writing. However, not enough use is made of other subjects such as geography or history to enable pupils to practise and develop their writing skills.
59. Standards of handwriting and presentation are inconsistent across the school. The school follows a published handwriting scheme, but expectations vary between classes. Where teachers' expectations are high, pupils write in a neat, cursive style. Standards in spelling are satisfactory overall. Pupils systematically learn basic and complex spelling patterns as they

progress through the school and have regular opportunities to practise what they have learned. Pupils' work is regularly marked but teachers' comments do not always indicate to pupils what they need to do to improve their work.

60. Pupils with special educational needs are well supported in English lessons. The tasks offered to them are appropriate and support staff and teachers are effective in providing the support they need in order to learn. These pupils make good progress.
61. The quality of teaching is good overall. This is reflected in the progress being made by the pupils. In very good lessons teachers challenge their pupils and provide interesting and exciting activities which engage the pupils in lively discussion. Where lessons are satisfactory this is largely due to a slower pace and too much time spent sitting listening to explanations. In some classes activities are not planned for individual pupils' needs, meaning that some pupils are not challenged enough.
62. The management of English is good. The co-ordinators are knowledgeable and enthusiastic about the subject. They have a clear idea of the subject's strengths and areas for development. They monitor teachers' planning and regularly look at pupils' written work to ensure that they are developing their English skills. Teaching in Years 3 to 6 is observed each term and teachers receive feedback and have targets for improvement. Consequently teaching in these year groups is often good or very good. However, there is no systematic practice of lesson observation in Years 1 and 2. Both co-ordinators lead well when they regularly demonstrate teaching to their colleagues in order to share good practice. There is a good range of resources available to support the teaching of English.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning are good, particularly in Years 3 to 6
- Pupils make good progress throughout the school. They leave with standards that are about average, having entered school with below average standards
- The curriculum is good as it is based on the National Numeracy Strategy
- The quality of marking is not good enough because it does not inform pupils about how they can improve their work
- Teachers assess pupils' work well and good systems are in place for them to know how well pupils are achieving
- Pupils have good attitudes and they work hard
- Co-ordination of the subject is satisfactory overall

Commentary

63. The results of the 2002 national tests indicated that pupils in Year 6 attained standards that were well below average when compared to all schools and to those of a similar nature. Current evidence and the indications from the 2003 tests suggest standards that are average and that the 2002 results were not a true reflection of standards within the school. The major reason for the low results in the 2002 tests was the high number of pupils with special educational needs in the year group. From the time they entered school they had been identified as a low attaining group and this was confirmed at the time of the Year 2 tests in 1998. During the period between the Year 2 and the Year 6 tests there had been a number of children who joined the group who were on the school's special educational needs register. There is clear evidence in the school's records that the pupils who had been at school throughout the four years between the tests made at least satisfactory, and often better, progress. Current standards are similar to those found at the previous inspection.

64. The results for the 2002 national tests for pupils in Year 2 indicate that they achieved standards below average. Pupils enter the school with below average standards and this particular year group has had a succession of teachers. The current Year 2 group attain standards which are broadly in line with those expected nationally.
65. The quality of teaching and learning are good overall, and particularly so for pupils between Years 3 and 6. The teachers plan their lessons well, basing the planning on the National Numeracy Strategy. They enjoy good relationships with their pupils and as a result the pupils feel secure and are keen to learn. They respond by working hard and concentrating well. Teachers generally are secure in what they teach and their confidence is passed onto the pupils. This supports the good progress they make. Teachers use a wide range of strategies to help pupils to learn. They challenge them well and in the lessons observed ensured that the work set for pupils was at an appropriate level for the individual. Analysis of past work, however, indicates that this is not always the case. Too frequently the work completed has been set for a whole class, irrespective of the individual's ability. Whilst teachers assess pupils' work well over the longer term, the quality of marking on a day-to-day basis is generally unsatisfactory. All too often the pupils' work is merely ticked or crossed with no indications to the pupils about how they can improve. As a result, the quality of presentation is often not as high as it could be.
66. The school has good procedures for assessing pupils' work and uses the data well to plan future work. The results of the assessments are used well to forecast what individual pupils are likely to achieve throughout their time in school and to ensure that they are on line to achieve the targets set for them. Detailed analysis is undertaken of all tests taken by the pupils to give a substantial bank of data on which to base the targets. Pupils with special educational needs are well catered for and make similar levels of progress to other pupils.
67. The management of the subject is satisfactory overall. Whilst there are normally two co-ordinators for the subject - one for Years 1 and 2 and the other for Years 3 to 6 - currently one part-time teacher is co-ordinating the subject throughout the school. This has placed a considerable workload on the co-ordinator. However, she is coping well and is having substantial influence on the subject. In the past, for example, there has been considerable usage of commercially produced workbooks for pupils in Years 1 and 2. The co-ordinator recognises that this is not the most effective use of resources to improve standards, and a decision has been made not to order further supplies. Whilst there is some monitoring of teaching and learning in the subject, this has largely been done by the headteacher.

Mathematics across the curriculum

68. Mathematics is used satisfactorily in other subjects. In science it is used to measure and record results of experiments and in information and communication technology it is used for creating graphs in data handling programs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are below the national average, but are improving
- Teaching is good overall and pupils develop understanding through a range of practical experiences
- Pupils have good attitudes and enthusiasm for the subject and demonstrate good thinking skills
- Teachers' marking does not always show pupils what they have done well and how they can improve
- The leadership of the co-ordinators is good and their support to teachers is beginning to have an impact on standards

Commentary

69. In the 2002 national tests for Year 6 pupils the proportion achieving both Level 4 and Level 5 was well below average. Their attainment was well below average when compared to schools nationally and in the bottom five per cent of schools when compared with schools of a similar nature. This was due to the cohort of pupils and the school was aware of the low attainment because pupils' problems had been followed from Year 2 when they also attained low scores. Although the results for 2003 have not yet been validated, test scores and inspection evidence suggest that standards have improved for pupils at the end of Year 6. A greater percentage of pupils now reach higher levels than expected nationally. Provision overall has improved since the last inspection because of good leadership and example set by the subject co-ordinator, and the good quality teaching.
70. Teachers plan lessons thoroughly and explain carefully to pupils what they will be learning. Pupils find the investigations they carry out stimulating. The tasks capture their interest and make them enthusiastic about what they are doing so that they learn very well. For example, in the Years 4/5 class, pupils acted out the circulatory system, each one becoming a body part. They concentrated very well and demonstrated a very good understanding of a difficult concept. One pupil shared an analogy with the class by stating that, "...the blood is like a bus and the oxygen like passengers getting dropped off. The lungs are like the bus station where the bus is filled up with petrol." Pupils achieve well in all lessons seen. Younger pupils in the Year 3/4 class learn to plan investigations by finding out whether girls have bigger feet than boys. Good teaching takes them gradually through the process of generating an investigation, predicting results, recording information and finally coming to a scientific conclusion. Because the lessons are well organised and offer good chances for discussion through practical activities, pupils are secure in their learning and understanding. They are well motivated and find scientific recording a natural process. Pupils' work overall is well presented and there is a range of diagrams to support their understanding.
71. Teachers generally mark pupils' work on a regular basis. However in some books teachers merely place a tick at the end of the page. This is not helpful to pupils and does not show them how well they have done or what they need to do to improve further.
72. Subject leadership is good. Assessment systems are well embedded. Pupils are tested each year and their attainment is confirmed against national standards. The co-ordinator for Years 3 to 6 uses the information from test results to follow pupils' progress throughout the school. She analyses each aspect of the subject and reports on strengths and weaknesses in each year group. This detailed information is used to help teachers identify strengths and weaknesses in pupils' knowledge and understanding. Teachers are then able to modify planning to address gaps in learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in Information Communication and Technology is **good**.

Main strengths and weaknesses

- Pupils make good progress in all aspects of the subject apart from control
- Pupils have very positive attitudes towards the subject
- The co-ordinators lead and manage the subject well

Commentary

73. Standards are in line with national expectations at the end of Years 2 and 6 in all aspects except control. This is an improvement on the last inspection when the development of a balance of information and communication technology skills was a key issue. Pupils make good progress because of their own enthusiasm for the subject and good quality teaching they receive. There

has been a large investment in staff training and high quality information and communication technology resources in recent years, including interactive whiteboards in two classrooms. These improvements are helping to raise standards.

74. By the end of Year 2 pupils have acquired simple word processing skills. They can use the keyboard to input text when using a word processing program and can insert pictures into their work from an art program. They have programmed a floor robot using single commands. They have used simple data bases to collect information and represent the data as a pictogram. Most pupils are developing good mouse control skills and understand how to use “windows” to gain access to information and programs. By Year 6 most pupils confidently log-on and close down the computer, manipulate screen icons using the mouse, select items from an on-screen menu, use the “drag” and “drop” features of a program and print their work. They regularly access the Internet to obtain information and Year 6 pupils are confident when using search engines and hyperlinks. They create simple multi-media presentations using a presentation program, generating spreadsheets and simple data bases. However, opportunities to develop skills in control are limited through lack of resources for this aspect. Across the school pupils are given opportunities to practise their information and communication technology skills in other subjects. A good example of this was seen in a Year 6 history lesson when pupils were using the Internet to research information about life in Ancient Greece in order to prepare a presentation for other pupils.
75. Teaching is good overall. Teachers have good subject knowledge, and manage pupils effectively, with the result that pupils behave well in lessons. Teachers engage the pupils in their work and they listen with interest and are confident in answering questions. Pupils have a good attitude towards the subject. They are keen to develop new skills and happy to experiment and learn from their mistakes. When working in pairs they help one another, take turns to use the mouse and keyboard and discuss their ideas sensibly.
76. Management of the subject is good. The subject co-ordinators have worked hard to ensure that policies and schemes of work are now in place. Assessment in the subject is developing well and is used effectively in planning new work. Teachers record what pupils have covered in their work in order to monitor their progress. The school has a good capacity to improve further.

HUMANITIES

GEOGRAPHY

Provision in Geography is **unsatisfactory**.

Main strengths and weaknesses

- There is no formal assessment in geography in the school
- The school scheme of work is not followed consistently and there are gaps in pupils’ knowledge and understanding

Commentary

77. It was only possible to observe one lesson of geography during the inspection. Comments are based on the lesson observed, on examination of pupils’ work and discussions with pupils and the subject co-ordinator. Standards are below those expected nationally. Discussion with pupils in Year 6 indicates gaps in their understanding of places, patterns and processes in geography. However, they have satisfactory understanding of how to read a map and interpret signs, symbols and physical features. They show satisfactory knowledge of rivers and river systems and can use appropriate geographical vocabulary, for example “source”, “tributary” and “mouth”. They can accurately explain the water cycle. Insufficient opportunities are made for pupils to develop their geographical enquiry skills through fieldwork and visits.

78. It was only possible to observe one lesson in geography so no reliable judgement can be made on the quality of teaching across the school.
79. Very little work was available for analysis. In the year groups where work was available, the quantity and range of work were inconsistent with the school scheme of work. There is no clear match of work to pupils' ability. Consequently, all pupils in a class are set the same tasks. As a result work lacks challenge for the more able and does not sufficiently support the less able pupils in their learning. In Years 4 and 5 good links with pupils' understanding of citizenship and their place in the world were seen in their "Global Discovery" topic as part of the school's involvement in "The Young Enterprise" project.
80. There is no formal system of recording or monitoring pupils' progress. Consequently, gaps in pupils' knowledge and understanding are not identified and targeted for improvement. Marking is up to date but does not comment enough on what pupils can do to improve their work.
81. Management of the subject is unsatisfactory. The co-ordinator does not monitor pupils' work or scrutinise teachers' planning. Consequently she is unclear whether or not teachers cover the school scheme of work. Overall the subject is given low priority within the school.

HISTORY

Provision for history is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with those expected nationally and the curriculum is covered sufficiently
- There is work to be done on the quality of marking
- Assessment procedures are not sufficiently developed

Commentary

82. Since the previous inspection the standards in history have been maintained at a satisfactory level. There have been some improvements in developing pupils' skills of enquiry. Pupils have good subject knowledge about aspects taught and draw on this knowledge when answering questions. Based on the work pupils produced it is clear that the curriculum follows a two-year plan in Years 1 and 2 and a four-year plan in Years 3 to 6. This strategy ensures that pupils in mixed-age classes are all given equal opportunities. Pupils produce neat and careful work. It is well illustrated with diagrams and drawings, which help further understanding. Pupils build well on their previous knowledge and learn to investigate the reasons for change. For example, in Years 3 to 6 pupils find out about the legacy of the Victorian era in Penistone and compare this with their life today. Some pupils in Year 1 handle artefacts as they play "in role" with items such as a "*poss-tub*" and "*posser*". This makes history come alive for them.
83. Teaching is satisfactory overall. In a very good lesson in Year 6, the teacher planned a good range of interesting activities based on the Ancient Greeks. The very good teaching motivates pupils into challenging discussions and to research information for themselves about Greek religion. Most teachers encourage pupils to present their work to a satisfactory standard. However teachers do not mark work in a way that helps pupils understand what they have done well or how they might improve.
84. Subject management is satisfactory. The co-ordinator gives staff clear guidance on the curriculum and checks planning for coverage. Strategies for monitoring teaching and learning have not been implemented. Teachers do not assess pupils' work at the end of topics to check how well they have achieved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **satisfactory**

Main strengths and weaknesses

- The school regularly sends displays of art work to the local library
- The school maintains records of art work through a portfolio of work
- There was limited work on display throughout the school to show the effectiveness of the subject
- The co-ordinator is a part-time teacher who is in school for two days each week and has limited time for monitoring and evaluating the subject

Commentary

85. It was only possible to observe one art and design lesson during inspection. This was for a class of Year 4/5 pupils where the standards were above those expected nationally because the quality of teaching was good in the lesson. There was limited evidence available during inspection in order to make firm judgements, but from that available standards appear to be broadly in line with those expected nationally. In the single lesson observed the pupils displayed very good attitudes to their work and the very good relationships that exist in the school were shown in the ways in which they worked well together. The lesson was based on observational drawing and painting, including at least three objects within the composition. Most achieved well and used sketches and colours effectively to complete their work.

86. Although there was limited evidence of art work on the classroom walls, the portfolio of work indicates that pupils undertake regular work in art and they produce standards in line with those expected nationally. They are given opportunities to work on different aspects of art and design, including, for example, drawing, painting and collage. The school is invited regularly to display elements of its work in the local library. These displays are much appreciated by the library staff and the community. The school has identified a group of pupils who are particularly gifted or talented in art and design, and arrangements have been made for this group of pupils to attend specialist classes in order to develop their talents further.

DESIGN AND TECHNOLOGY

Provision for design and technology is **satisfactory** in Years 1 and 2 **and unsatisfactory** in Years 3 to 6

Main strengths and weaknesses

- Standards at Year 6 are below expected levels
- Teachers' knowledge and skills are variable and this influences the quantity and quality of pupils' work.
- Subject management is unsatisfactory and the curriculum is insufficiently developed

Commentary

87. Standards have declined since the last inspection. This is because the subject has not been taught to sufficient depth in Years 3 to 6. In Years 1 and 2 standards are at the expected levels. Pupils develop appropriate skills when they think about and discuss what they want to make with each other. They try out different processes and use a variety of tools and methods to join components. In Years 3 to 6, there was no direct teaching seen, but scrutiny of work; shows that pupils in Years 3 and 4 are just beginning to learn how to design and make items such as pizza and puppets. Pupils in Years 5 and 6 follow instruction to make a Greek temple. While

this activity is worthwhile in terms of historical knowledge, it lacks challenge in terms of design and technology.

88. In Years 1 and 2 the quality of teaching is satisfactory. Teachers encourage pupils to talk about their ideas, but do not encourage them to design them first. This means that pupils are not able to evaluate their work in sufficient depth by looking back at their original idea. Teachers are enthusiastic in their approach and encourage pupils to share resources. Pupils work diligently and co-operate well in lessons. The majority achieve satisfactorily because teachers ensure the models pupils make have a purpose. For example, the teacher in Years 1 and 2 encouraged pupils to make a model of a house because she was tired of her old one. In Years 3 to 6 pupils follow instructions, discuss ideas, use tools and decorate their work, however, there are missed opportunities to challenge them and encourage them to produce work with designs that are self-generated. Discussions with management staff indicate that teachers generally lack confidence in teaching the subject at the higher levels.
89. The subject leader is aware that design and technology does not have a high enough profile in the school. The resources are limited and their storage is not organised well enough. While the curriculum follows national guidelines, it lacks detail to ensure pupils' skills and understanding are built on in a consistent and steady way. The subject has not been monitored closely enough and opportunities for training and development have been limited. The gaps need to be addressed if standards are to improve.

MUSIC

Provision in music is **satisfactory**

Main strengths and weaknesses

- Standards are currently below those expected nationally
- Children sing enthusiastically and tunefully
- There have been few opportunities in the past for pupils to make compositions for themselves
- The subject is now well led and there have been good developments recently

Commentary

90. At the time of the previous inspection standards were identified as being satisfactory overall but the report highlighted deficiencies in the subject's provision. These were mainly concerned with the elements of performing and composition. In the intervening time little has been done, until recently, to rectify the omissions in provision relating to composition. This aspect of the school's provision is unsatisfactory. However, the newly appointed co-ordinator has established a new policy and scheme of work for the subject and this is just beginning to be fully implemented. She has purchased a good range of resources in order to help the teachers to teach this element effectively. The pupils have, however, improved in the performing aspect of the subject. They frequently perform to groups of people beyond the school when, for example, they visit the elderly to sing carols at Christmas. They participate in the local schools' choir festival.
91. It was not possible to observe any lessons being taught other than a short session of singing for the pupils in reception and Years 1 and 2. This was led by a visiting pianist and musician who was well supported by the school's staff. The pupils sang tunefully, though some diction was not as clear as it could have been.
92. The subject is now well led and managed. The co-ordinator is very keen and has undertaken an audit of the subject in order to identify where developments need to take place. She has attended appropriate professional development courses and has led sessions to help the school staff to improve their teaching in the subject. Though she recognises that the new scheme of work is at an early stage of implementation, she has produced a good action plan for development and has involved the local education authority support staff in the development.

Pupils are encouraged to learn to play musical instruments, with the local education authority staff visiting the school to teach woodwind, keyboards and violin.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- Standards are in line with those expected nationally
- The school ensures that all aspects of the physical education curriculum are taught
- There is currently no co-ordinator for the subject
- In the few lessons observed, teaching was satisfactory overall

Commentary

93. At the previous inspection standards were broadly in line with those expected nationally, though the judgements were largely based on gymnastics lessons and a single dance lesson. The school has made satisfactory progress in the intervening time and standards are still at nationally expected levels. As at the previous inspection, it was only possible to see a few lessons in the subject based on gymnastics and dance. The evidence from talking to staff and pupils, however, supports the judgement.
94. Between Years 1 and 2 pupils are given regular opportunities to extend their learning. In the gymnastics lesson for pupils in the Years 1/2 class the pupils were very capable of getting apparatus ready for their own use. They carried each piece carefully and ensured that mats were placed at strategic points to protect them should they fall. After a good warm-up session, in which they followed the teacher's lead well, they moved to groups sensibly for their work on apparatus. They were confident in their approach and climbed, jumped and twisted on and around the apparatus. Though rather noisy, they worked hard throughout the lesson. The short dance session seen was good. The teacher led well by example, expecting high quality work from the pupils. They reacted well and the lesson was a good example of continuous activity. The pupils dance well, using the space available in a sensible way. The school provides swimming lessons for pupils in Years 3 to 6 and by the time they leave the school, most pupils can swim the expected 25 metres.
95. There is currently no identified co-ordinator for the subject, though the headteacher has taken overall responsibility. There is little monitoring or evaluation of the subject. Pupils are encouraged to take an active part in developing their sporting skills through activities that take place after the normal school day. There are clubs for a range of activities, including football and netball. Some of these are led by parents who support the school well. The school teams are involved in tournaments organised by the local group of schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

CITIZENSHIP

Provision in Citizenship is **very good**.

Strengths and weaknesses

- Positive relationships are a real strength of the school
- Pupils are encouraged to take an active part in the life of the school
- Pupil views are taken into account, particularly in Years 3 to 6 where the School Council plays an active role in the life of the school
- Very good links exist between the school and the wider community

Commentary

96. Pupils in all year groups are taught to respect one another. They are held in high regard by the adults who work with them. The school ethos promotes positive relationships and there is a strong sense of belonging to a family within the school.
97. Pupils are encouraged to take responsibility for their own actions. They respond well to the school's very positive and welcoming ethos. They have a good understanding of right and wrong and how their actions impact on others. They learn social skills such as taking turns, sharing and helping one another.
98. The School Council in Years 3 to 6 discusses issues which are significant to the pupils. School Councillors are "elected" using a ballot system and represent the views of their classmates.
99. The strong community links enable pupils in Years 3 to 6 to learn about the wider world and the interdependence of communities within it. Project work undertaken as part of the "Young Enterprise Scheme" helps pupils to understand that their own choices and behaviour can affect local, national and global issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

