

# INSPECTION REPORT

**St. James' CE (Controlled) Primary School**

Glossop

LEA area: Derbyshire

Unique reference number: 112818

Headteacher: Mr C Jones

Lead inspector: Mr R McGovern

Dates of inspection: 28 June – 02 July, 2004

Inspection number: 257685

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 395

School address: Chadwick Street  
Glossop  
Derbyshire

Postcode: SK13 8EF

Telephone number: 01457 852427  
Fax number: 01457 852427

Appropriate authority: Governing body

Name of chair of Mr V Burston  
governors:

Date of previous 29/06/1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

St James' is a Church of England (Controlled) Primary School situated in the centre of Glossop. There are 395 pupils on roll, which is much bigger than other primary schools. Most of the pupils are drawn from the surrounding area. The pupils usually join the nursery in the term after their third birthday. The attainment of pupils on entry to the school covers a wide range and it is below average in their communication, language and literacy. Overall, attainment on entry is broadly average. Almost all of the pupils are of white ethnic background and no pupils are learning English as an additional language. Thirty-two pupils have been identified as having special educational needs, including eight pupils who have a Statement of Special Educational Needs. The percentage of pupils identified as having special educational needs, including Statements, is below the national average. The percentage of pupils known to be eligible for free school meals (7.0 per cent) is below the national average.

The pupils are taught in 15 single age classes, including the Nursery. There are 17 full-time equivalent teachers, including the headteacher, supported by 8 full-time equivalent teaching assistants, including 2 in the nursery. No teachers have left or joined the school during the last two years, but around half of the staff, including the headteacher and deputy headteacher, are new to the school since the last inspection.

The school is a member of the National Outstanding Schools Initial Teacher Training Programme. It has the Basic Skills Quality Mark and is involved in a range of local initiatives, including Healthy Eating; The ABC anti-bullying programme and links with the church.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10541	Robert McGovern	Lead inspector	English; English as an additional language; information and communication technology; religious education
14083	Andy Anderson	Lay inspector	
11831	John Brooke	Team inspector	Special educational needs; science; geography; history; physical education.
21190	Keith Edwards	Team inspector	Foundation Stage; mathematics; art and design; design and technology; music.

The inspection contractor was :

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a satisfactory standard of education and has good features.** The headteacher and senior staff provide satisfactory leadership and management. The teaching is very good in the Foundation Stage, good in Years 1 and 2 and satisfactory in Years 3 to 6. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The children make a very good start to their education in the Foundation Stage and achieve well in Years 1 and 2
- The provision for pupils with special educational needs is good and they make good progress
- Some important parts of the core subjects of English, mathematics and science are not taught well enough in Years 3 to 6 and standards in these areas could be higher
- The leadership, along with the committed staff team, has high aspirations for the school, but the systems for monitoring teaching and learning are not always sharp enough in identifying inconsistencies in the teaching and standards of work
- The pupils have good attitudes to school, they behave well and they are keen to learn
- Standards of care are high and there are very good links with parents and good links with the community
- Standards in information and communication technology (ICT) have improved significantly

Improvement since the last inspection in June 1998 has been satisfactory. The rate of improvement in the school's results in the Year 6 national tests is broadly in line with the national trend, but more remains to be done if the school is to achieve its high aspirations. The provision for ICT has improved significantly. There is now a room equipped with computers; all members of the teaching staff are confident in using them and standards are rising. The governing body is well organised and is better able to monitor the school's work.

### STANDARDS ACHIEVED

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

*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*

Overall, the pupils' **achievement is satisfactory**. Within this picture there is some variation. The children's attainment on entry covers a wide range and although it is about average overall, it is generally below average in their communication, language and literacy. The children make a very good start to their education in the Foundation Stage and most are likely to reach the goals expected of them by the end of Reception. In Year 1 and Year 2 the recent emphasis on improving the pupils' writing is leading to higher standards. The standards in the work seen in writing and reading were above average, and in mathematics they were average. Pupils achieve well. The standards in the work seen in Years 3 to 6 in English, mathematics

and science were broadly average, but they could be higher in some important elements. There is some underachievement in the pupils' spelling, handwriting and presentation; the work of the more able pupils in mathematics, and the pupils' development of scientific knowledge through investigations and experiments in Year 6. Amongst other subjects, standards are above those expected at the end of Year 2 and Year 6 in ICT. In religious education, art and design and geography standards are satisfactory.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have positive attitudes to school and their behaviour is good. The attendance rate is above the national average.

## **QUALITY OF EDUCATION**

The school provides a **satisfactory quality of education**. The **teaching is satisfactory** overall, but there is some variation across the school. The teaching in the Foundation Stage is very good and the children thrive in the nursery and reception classes. The teaching is often good and sometimes very good in Years 1 and 2 which accounts for the good levels of achievement in these classes. Across the school the teaching of pupils with special educational needs is good.

In Years 3 to 6, there are strengths in the teaching which include high expectations of behaviour, imaginative lessons that are enjoyed by the pupils, good relationships and the way some teachers explain new ideas in ways that make sense to the pupils. There are, however, some weaknesses in the teaching. Too often the teachers accept work that is presented in an untidy manner and resources to help the pupils with their spelling are not always available or used effectively. The work of the more able pupils in mathematics lacks challenge and productivity rates are low. In science there are good examples of setting up experiments and investigations in, for example Year 3, but in Year 6 there are too few opportunities for the pupils to engage in this type of work. The quality of marking is inconsistent and in some classes it gives little indication to the pupils about how they might improve.

The school provides a satisfactory curriculum, with a good emphasis on the pupils' personal development, and there is a good range of activities to enrich the curriculum. The provision for the pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance is satisfactory. The involvement of pupils in the work of the school is good. The school has developed a very good partnership with parents and community links are good.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management of the school are satisfactory**. The headteacher and key staff have created a positive ethos in which all pupils are valued and are able to play a full part. All of the teachers have some responsibility for leading and managing subjects and aspects of the school's work. They share high aspirations for the school and its future development but their action plans and monitoring do not have a sharp enough focus on raising standards and overcoming inconsistencies in the teaching, particularly in the Years 3 to 6. The governing body is able to help shape the vision and direction of the school and is developing its capacity to influence the work of the school through challenge and support. It fulfils all of its statutory duties.

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



Most of the parents have very positive views of the school. They are particularly pleased that their children like school, are expected to work hard, are treated fairly and are made welcome when they first join the school. A few parents are not happy with the arrangements for homework, although the inspection evidence indicates that the amount of homework is generally appropriate for pupils of this age.

### **IMPROVEMENTS NEEDED**

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

- Improve the pupils' spelling, handwriting and presentation of their work in years 3 to 6; provide more challenging work for the more able pupils in mathematics in Years 3 to 6; provide more opportunities for the development of the pupils' scientific knowledge through investigations and experiments in Year 6.
- Ensure that the school development plan, subject action plans and systems for monitoring have a sharp focus on raising standards

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory overall. The children in the Foundation Stage and Years 1 and 2 achieve well and in Years 3 to 6 achievement is satisfactory. Standards in Year 6 are keeping pace with the national rate of improvement.

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

- The children in the Foundation Stage make a very good start to their education
- The pupils with special educational needs make good progress because they receive good teaching and well targeted support
- There is room for improvement in the pupils' spelling, handwriting and presentation; the achievement of the more able pupils in mathematics, and the pupils' development of scientific knowledge through investigations and experiments
- By the end of Year 2 standards are above average in reading, writing and speaking and listening
- Standards in ICT have improved rapidly and are above average

#### **Commentary**

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

Standards in:	School results	National results
reading	16.4 (16.5)	15.7 (15.8)
writing	15.1 (15.2)	14.6 (14.4)
mathematics	16.7 (16.7)	16.3 (16.5)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

1. The school's results in the 2003 national tests at the end of Year 2 in writing and mathematics were broadly in line with the national average and below those in similar schools. In reading, the results were above the national average and below those found in similar schools. The trend in the school's average National Curriculum points for all core subjects was below the national trend. A higher proportion of pupils achieved the higher Level 3 in reading (36 per cent) than in mathematics (30 per cent), writing (11 per cent) or science (18 per cent).

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

Standards in:	School results	National results
English	27.7 (27.1)	26.8 (27.0)
mathematics	26.6 (26.6)	26.8 (26.7)
science	29.2 (29.4)	28.6 (28.3)

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*There were 61 pupils in the year group. Figures in brackets are for the previous year*

2. The school's results in the 2003 national tests at the end of Year 6 in mathematics and science were broadly in line with the national average and in line with those of similar schools. In English, the results were above the national average and above those found in similar schools. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend. A higher proportion of pupils reached the higher Level 5 in English (30 per cent) and science (39 per cent) than in mathematics (15 per cent). In mathematics the proportion of pupils achieving at Level 3 (21 per cent) was high when compared with the other two subjects.
3. The children's attainment when they first join the nursery covers a wide range and it is below average in communication, language and literacy. The very good provision, teaching and learning in the Foundation Stage enables the children to achieve well. Almost all of the children will reach or exceed the goals set for them by the end of Reception in their personal, social and emotional development, physical development and their creative development. In the other areas of learning, almost all of the children are likely to achieve the goals expected of them.
4. The work and rate of progress made by the pupils in Years 1 and 2 builds well on the high standards achieved in the Foundation Stage. Consequently, the pupils achieve well, largely because they benefit from teaching that is consistently good. This good teaching and the clear focus on improving the most important matters is responsible for the improvement in standards. The focus on raising standards in writing is proving to be particularly successful and it is accompanied by a consistent approach to the teaching of reading and writing within the literacy lesson. Most pupils have a good grasp of number facts and they are able to respond quickly to the rapid questioning of their teachers at the start of the lessons. The pupils' earlier work in mathematics indicates that they make good progress overall.
5. In Years 3 to 6, the pupils' achievement is satisfactory overall but there are some pockets of underachievement. In mathematics the classes are re-grouped so that the pupils are taught in two ability groups. The scrutiny of the pupils' past work in these subjects, however, indicates that the teaching takes too little account of the needs and capabilities of the pupils. Within the groups and classes the pupils are frequently required to carry out work at the same or a similar level and rates of productivity are low for some pupils. The work in science provides some good opportunities for investigation and experiments in the lower years but in Year 6 there are too few opportunities for the pupils to engage in practical work and this results in some underachievement. In English, there has been an appropriate focus on improving the range of writing but this has not yet resulted in improvements in spelling, punctuation, handwriting and presentation. Achievement in the core subjects is broadly satisfactory but in important elements of the three subjects it could be higher.
6. Beyond the core subjects, standards are above those expected at the end of Year 2 and Year 6 in information and communication technology. The well-equipped computer room and staff training have had a significant impact on the quality of the provision and pupils in all of the year groups are achieving well. In religious education, art and design and geography standards are satisfactory.

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

Pupils' attitudes to the school are good; they behave well in lessons. The provision for pupils' spiritual, moral, social and cultural development is good overall. The attendance rate at the school in the 2002/2003 academic year was above average and the rate of unauthorised absence was broadly average.

### Main strengths and weaknesses

- The pupils are very willing to be enterprising and take responsibility
- The pupils work and play in an environment free from bullying and harassment
- The pupils are very confident and have high self-esteem
- The school sets very high expectations for pupils' conduct and works to achieve them
- The pupils have a very good understanding of the difference between right and wrong

### Commentary

7. The table below shows the attendance figures for the school. The school's procedures for promoting and monitoring attendance are good.

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

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.2
National data:	5.4	National data:	0.4

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

8. Provision for pupils' spiritual development is good. The spiritual contribution to assemblies, and in lessons, for example, personal, social and health education, is very well planned and well taught. Collective worship meets statutory requirements and opportunities are planned for pupils to learn about the celebrations and beliefs of other faiths in religious education lessons. Teachers value pupils' ideas and contributions and encourage them to develop feelings of self worth. As a result, the pupils enjoy coming to school, are eager to learn, and have high levels of self-esteem.
9. The provision for pupils' moral development is very good. All of the pupils are taught the difference between right and wrong and they behave well in lessons, when moving around the school, and in the playground at breaks and lunchtimes. The children's behaviour in the nursery and reception classes is consistently very good and in other classes it is good. It was only in the small number of unsatisfactory lessons in a Year 6 class that the pupils' behaviour became restless. There are good relationships between children of all ages. There have been no exclusions from the school in recent years.
10. Pupils are aware of how their actions affect others and they show appropriate self-discipline and caring attitudes towards each other. The school raises considerable funds for local, national and international charities and consequently children are learning to be aware of others less fortunate than themselves. This has a positive impact on their personal development. When offered the opportunity to take on responsibilities around the school, for example, working in the school office at lunchtimes, older pupils carry out their duties in a very mature and responsible manner. The school is a leading participant in a local Anti-Bullying Commitment (ABC), which has led to the formation of peer mediators, the

playground “Buddies”. The majority of parents agree that the behaviour in the school is good and that their children are not bullied or harassed.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. The teaching and learning are satisfactory overall. There are very good links with parents and good links with the local community and with other schools.

### Teaching and learning

The quality of teaching and learning is satisfactory overall and there are satisfactory procedures for assessing the pupils’ progress.

### Main strengths and weaknesses

- The teaching and learning in the Foundation Stage is very good and in Years 1 and 2 it is good
- The focus on improving the pupils’ writing is having a positive impact on the pupils’ learning in Years 1 and 2
- The teaching for pupils with special educational needs is good
- In some lessons the same work is provided for all of the pupils
- The pupils in Years 4 to 6 are not sufficiently involved in assessing their work and they need more information about how well they are doing and how they can improve

### Commentary

#### *Summary of teaching observed during the inspection in 39 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0.0%)	7(17.9%)	20(51.3%)	10(25.6%)	2(5.1%)	0(0.0%)	0(0.0%)

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

11. Teaching was satisfactory overall, although there was much very good teaching in the Foundation Stage and good teaching in Years 1 and 2. The teaching observed in Years 3 to 6 was more variable and, combined with the scrutiny of the pupils’ past work, indicated that it was satisfactory overall.

12. The teachers in the Foundation Stage have a clear understanding of how young children learn. All of the staff use their skills well to help the children settle into school and to benefit from the broad range of activities presented to them. There is a good balance between those activities directed by the staff and those chosen by the children. A high priority is given to promoting the children’s personal and social skills and their language and literacy development. Lessons in both of these areas are very well planned and taught. Assessment is rigorous and is used carefully to build on the children’s previous learning and to provide well focused support. This ensures that the children learn successfully. Good relationships between parents, children and staff are established, so that the children

are confident and happy. There are high expectations of what can be achieved and these children make good progress.

13. The school has focused on raising standards in the pupils' writing and this is proving to be most successful in Years 1 and 2. The pupils achieve well and the standards in the work seen show an improvement over last year's teacher assessments. Reading and word-level work is taught systematically and the teachers' planning for literacy takes good account of the differing needs of the pupils. Those pupils capable of reaching the higher levels are challenged to do so and they achieve well. In Years 3 to 6 the recent emphasis on improving the pupils' writing has resulted in a greater range of work but the teachers do not always expect the pupils to be as productive as they could be and they frequently allow untidy presentation to mar the work. Spelling, including the ability to self-correct, and handwriting skills are not given sufficient emphasis.
14. Across the school, the pupils with special educational needs are taught well and achieve standards that reflect their individual targets. These pupils benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants play a significant part in ensuring their good progress. The school has made effective use of the National Literacy Strategy intervention programmes such as the Early and Further Literacy Support materials and methods. The individual assessments of pupils on these programmes show that they are making good progress.
15. In Years 4 to 6 the quality of teaching is more variable. In the less successful lessons the teacher's planning does not take sufficient account of the more able pupils, and they are frequently expected to cover similar work to other pupils. This lack of challenge means that these pupils sometimes underachieve. For example, in a mathematics lesson in Year 5, although the pupils were taught in different ability groups, the work was at too low a level to challenge the more able pupils in the group. In science in Year 6, much of the work over the last few months has amounted to little more than copying text. Some of the more able pupils complete these tasks and also find time to complete the associated diagrams. Other pupils are less inclined and there are examples of unfinished work and poor presentation.
16. The assessment arrangements for English, mathematics and science are comprehensive but teacher assessments in Years 3 to 6 do not always provide a good match with the pupils' results in the national tests. Marking is generally good in Years 1 and 2 and in some instances in Years 3 to 6. In the best examples it informs the pupils of how they can improve. However, this is not a consistent feature in all classes and, overall, the pupils receive too little information about how well they are doing and what they need to do to improve. In some of the Year 3 to 6 classes the targets for improvement are clearly set out in the pupils' creative writing books and the teacher's marking makes reference to them, but this is not always the case and many important features of the work, such as poor handwriting and presentation are accepted uncritically.

## **The curriculum**

The overall breadth and balance of the curriculum is **satisfactory**. The curriculum is enriched through the school's good provision for extra-curricular activities. Overall, the accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The provision in the Foundation Stage is very good

- The work in Years 3 to 6 does not take sufficient account of the pupils' prior learning
- The pupils' learning is enriched by a good range of extra-curricular clubs, visits and visitors to school
- The provision for ICT has improved markedly since the last inspection
- The use of the hall for storage and as a thoroughfare hampers teaching and learning, particularly in physical education and music lessons

## Commentary

17. The curricular provision for children in the Foundation Stage is very well planned to provide a wide range of experiences covering all the recommended areas of learning. In the nursery and reception classes there is a good balance between activities directed by teachers, those that are taught to groups and the whole class and those chosen by children themselves. Planning is very good. All the required areas of learning are linked together very well. Teachers and support assistants understand how young children learn and work together as a team to make the best use of time. The development of language, literacy, communication and personal and social skills rightly permeates all activities.
18. The curriculum meets statutory requirements for all National Curriculum subjects and religious education. Since the last inspection the subject co-ordinators have worked hard to reorganise and improve what is taught. The school has developed policies and schemes of work to enable appropriate curricular coverage and the progressive development of pupils' knowledge, skills and understanding in all subjects. It has tailored the recommendations in the national literacy and numeracy strategies to the needs of the school, although the morning lessons tend to be rather long, particularly for the younger pupils. A lot of work has been done to improve the pupils' writing in subjects across the curriculum, but opportunities to build on the work in mathematics in subjects such as science and geography are not as well developed. In mathematics, the pupils are grouped according to ability in Years 3 to 6. However, because the work set is not always matched to the range of abilities in each group, the setting arrangements have not led to a marked improvement in standards.
19. The curriculum is well planned to ensure that all pupils receive similar experiences and opportunities. However, in practice teachers do not always provide work that is well matched to the needs of all abilities, particularly in the Year 3 to 6 classes. The curriculum is adapted to meet the needs of pupils with special educational needs. Teaching assistants are closely involved in planning the work to ensure that there is consistency and continuity in provision. The pupils have good additional support within lessons and in small groups following carefully planned programmes of work. The pupils' needs are identified at an early stage and regular checks on their progress carried out. They achieve well.
20. The school provides a good number of activities outside the school day. These include a range of after school clubs including football, netball, French, an orchestra and the school choir. Pupils benefit from a wide range of visits to places of interest and visitors such as authors and puppet theatres. Residential visits, such as the Year 6 visit to France and the visit by Year 3 children to North Wales are arranged for pupils to enable them to broaden their range of experience. The school organises special events such as the "Egypt Day" that occurred during the inspection, to make the learning more enjoyable.
21. The school has very good arrangements for pupils before they start in the nursery and for the transfer to the next stage of their education. They have established satisfactory links with the local comprehensive school to which most of the pupils transfer. There are visits by teachers to the secondary school, whose staff also make visits to the primary school. They share planning

and records so that the teachers of the secondary school are made aware of any specific needs of individuals, particularly those with special educational needs. The introduction of a 'Bridging Unit' – a piece of work that is started this term in the primary school and will be completed next term in the secondary school, has sparked the interest and determination of the Year 6 pupils to show themselves working at their best.

22. Staff levels are good; there is a good number of qualified and experienced teachers who, with the classroom assistants, make a positive impact on pupils' achievement, particularly for the younger children. The school has satisfactory resources overall. Resources for supporting teaching and learning in information and communication technology have improved significantly since the last inspection. The new computer suite provides a very good resource for all of the pupils and is having a marked impact on achievement. The accommodation has its limitations. The building is maintained to a high standard by the conscientious caretaker and his team. It is further enhanced by attractive displays of pupils' work. However, storage space is at a premium and this is particularly evident in the hall where dining room equipment and PE apparatus reduce the amount of space available for lessons. There is no single, outdoor area that all of the children in the Foundation Stage can use. The staff make effective use of the limited space that is available.

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

Pupils' care, welfare, health and safety are very good. The provision of support, advice and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- The procedures to ensure pupils work in a healthy and safe environment are very good
- Every pupil has a very good and trusting relationship with one or more adults in the school
- The induction arrangements for children entering the nursery are very good

### **Commentary**

23. The headteacher and the governing body take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. There is consistent safe practice in lessons. However, the limitations posed by the school site and the need to park staff and visitors' cars on the space between the two playgrounds, could potentially interfere with emergency evacuation procedures and access by the emergency services. The school is aware of this and has brought it to the attention of the appropriate authorities.

24. Child protection arrangements are well known and fully understood by all members of staff. All teachers and non-teaching staff know the children very well. All members of staff have a very good understanding of the school's pastoral arrangements and are committed to the welfare of the children in their charge. The standard of care afforded by teachers, teaching assistants and midday supervisors at breaks and lunchtimes is very high. Arrangements for dealing with first aid and minor injuries are very good.

25. The teaching assistants provide very good support to teachers and pupils and play an active role in the pupils' care and guidance. Although all of the teachers know their pupils well and respond well to their needs, weaknesses in marking and assessment, particularly in the Year 3 to 6 classes, limits the effectiveness of this support. The support for children



with special educational needs is very good and has a positive impact on the standards these children achieve.

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

The partnership with parents is very good. Links with the community are good. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- The vast majority of parents hold the school in very high regard
- The information provided to parents is very good
- Parents support their children's education well

### **Commentary**

26. Parents indicate that they are very pleased with what the school provides and have every confidence in the ability of the school to meet the needs of their children. The pupils' homework diaries indicate strong support for homework and home reading. During the inspection a large number of parents attended a Reception class family assembly. Some parents help in running after school activities or by accompanying children on out of school trips.

27. Some parents expressed the view that they were not kept well informed about how well their children performed. The inspection evidence does not support these parents' views. Parents receive a comprehensive, informative annual progress report. These reports clearly indicate progress made and offer helpful advice on how parents can help their children improve. There are appropriate termly consultation evenings and approachable staff are available at the start and end of each school day for informal discussions with parents. The school publishes an attractive, informative prospectus and keeps parents informed through regular newsletters.

28. The school makes good use of the local and wider community to support the curriculum and children's personal development. Children are taken on a good range of trips, including a visit to France for the older pupils, and they are exposed to a good range of visitors. The school has good links with the church. The school is involved in various initiatives with local primary schools and has good links with the main receiving secondary school. This ensures smooth transition through the various stages of the children's education.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are satisfactory.

### **Main strengths and weaknesses**

- The headteacher, staff and governors share an ambitious vision for the school's future development
- The school development plan and the individual subject development plans set out the priorities for the year ahead but they are not based on a sufficiently rigorous analysis of the pupils' performance

- The headteacher is committed to running an inclusive school and the leadership team actively promotes an ethos to support this

## Commentary

29. The school aims to provide a curriculum that promotes active learning and the pupils' *'involvement, enjoyment and achievement'* in the work they do. These aims are faithfully reflected in the work in the Foundation Stage and Years 1 and 2 and, although there are some good examples in Years 3 to 6, they are not yet fully realised in all of the work. The headteacher's and governors' vision to improve the quality of education has led them to pursue improvements to the internal accommodation and to suggest ways of developing the school site. The internal improvements are having a significant impact on raising standards in, for example, information and communication technology, and the school's involvement in a local initiative to provide interactive whiteboards in Year 1 and Year 5 classrooms will further enhance this work. Other aspects of the site and buildings present the school with ongoing problems that it works hard to overcome. Notably, the small size of the hall for physical education; the age and general disrepair of some parts of the school and the limited number of toilets for children and staff. The school has been closely and successfully involved in a range of local initiatives to promote good behaviour, anti-bullying and healthy eating. This aspect of leadership is a strength. A key aspect of the school's improvement agenda is to promote a more flexible approach to the curriculum in Years 3 to 6 and to improve the pupils' learning. In spite of some good examples of active learning in, for example the *Egyptian day* in Year 5 and the wide range of educational visits and visitors to the school, opportunities to promote investigational work in science and mathematics and greater independence in aspects of the pupils' writing are too often overlooked.
30. The school's development plan is a comprehensive document that helps to convert the school's strategic decisions into action. It is constructed in consultation with staff, governors and parents. Each section of the plan has an evaluation of the previous year's work, but the extent to which this targets the actions on raising standards varies from subject to subject. The results of the monitoring of teaching and learning and of the data analysis have not been used sufficiently to sharpen the focus of the priorities or to target the areas of weakness and to allocate the necessary resources to overcome them. The headteacher promotes teamwork and the teachers responsible for leading subjects work hard to support their colleagues and to bring consistency to the work across the school. There are useful programmes of monitoring teaching and learning but these are not always sharp enough in identifying inconsistencies in the teaching and standards of work.
31. The headteacher, staff and governors have created a positive ethos and the potential for further improvement is good. The school has a clear commitment to valuing all of the pupils and good progress has been made in developing a curriculum and ethos that values cultural diversity and race equality. In return, the pupils have positive attitudes to their work and relationships with each other, and with the adults in school, are good. There is a strong emphasis on providing the pupils with the support they need to make full use of their opportunities. For example, the provision for pupils with special educational needs is managed effectively and is also well supported by the governor who oversees the provision, who meets regularly with the SENCO. As a result, those pupils with special educational needs make good progress and achieve well. The weaknesses identified in the last inspection have been redressed and the headteacher and governors are keen to ensure that the school benefits from local and national initiatives.

## ***Financial information***

### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	1000511
Total expenditure	960272
Expenditure per pupil	2178

Balances (£)	
Balance from previous year	45683
Balance carried forward to the next	40215

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

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

32. The children are admitted to the nursery on a part-time basis at the beginning of the term after their third birthday. They transfer to the reception class for their full-time schooling at the beginning of the autumn or the spring term immediately before their fifth birthday.
33. The role of Foundation Stage manager is shared between the two reception class teachers. The quality of leadership and management is very good. In spite of the nursery accommodation being quite separate from the reception classes, a strong partnership has been formed between the nursery and reception staff and they function very well as a team. Lesson planning is very skilfully linked to all areas of the curriculum in an exciting and coherent way ensuring that there is well-defined continuity and that pupils' learning is progressive. All members of staff are clear about their roles and responsibilities. The staff have developed clear assessment procedures and have high expectations of what children might achieve. The staff are very alert to the children's needs and intervene effectively to help the children to learn. Few opportunities are missed. There is a very good balance of activities between those directed by the adults, those explored by the children and those that the children instigate themselves. The learning environments are both secure and stimulating with a range of exciting activities provided for the children.
34. The children make very good progress in the Foundation Stage because the quality of teaching, based on very thorough planning, is very good. Regular assessments are carried out by the whole team and learning activities adapted as a result. Very good achievement is a result of the detailed knowledge of the learning needs of children, including those with special educational needs.

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

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

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

- The children make very good progress because the teachers have high expectations and are skilled in establishing classroom routines
- The teaching and support staff promote the learning of social skills in a stimulating and secure environment

#### **Commentary**

35. The teaching is very effective and the children achieve very well in all aspects of this area. Most of the children are likely to attain the early learning goals by the time they enter Year 1 and a significant minority will exceed them. The school has developed a very good induction programme which promotes a partnership with the parents and enables the children to feel secure and to settle quickly. Well-established routines and activities, carefully matched to the range of ages, build the children's confidence and stimulates their desire to learn. They show a growing sense of awareness of the needs of other children and relate to adults confidently. Their independence is well provided for through activities such as making choices when changing for physical education or working on the computer.

They learn to work together and consider each other's needs. For example, in a mathematics lesson, two children joined their number fans together to make the figure 11 when they realised that they only had one of each number. In the reception classes, the children mix with those of similar attainment from the corresponding class when working in the information and communication technology suite. This strongly supports the children's social development and they respond well to working in a different environment with a different group of children. The children take great pride in the role of "VIP" when it is their turn to become the teacher's personal assistant. Relationships and standards of behaviour are very good.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Opportunities are maximised to develop language in play activities
- There is a very good emphasis on basic writing reading and speaking skills
- Language skills are built into all areas of learning

### **Commentary**

36. Standards are below average when the children enter the nursery. Because the quality of teaching is very good, most children are likely to reach the early learning goals in this aspect of their learning by the time they start in Year 1. Lessons have clearly specified language objectives. Staff are well briefed and they promote good listening, speaking and writing skills in adult directed activities. They intervene effectively and appropriately where pupils are engaged in independent activities. Through skilful questioning and encouragement, the children develop the confidence to express themselves and expand their range of vocabulary. For example, in their role play on the theme of "Under the Sea", the children dress as mermaids and mermen and use words such as "swish" and "sway" as they "swim" to their underwater cavern. Staff provide very good role models, articulating their words very clearly. Children make rapid progress in their knowledge of initial letter sounds. Older children draw discernible shapes of the letters and many, by the time they leave the nursery, are beginning to write their names. The more able children in the reception classes are beginning to write sentences independently, often with correct capital letters and full stops. They can retell stories with prompts and can read simple sentences from familiar text. Through the phonic sessions in the nursery and reception classes, the children learn the letters of the alphabet and the sounds they make. Home/school reading arrangements are used well to promote an interest in books and to strengthen the partnership with parents. These children are in an environment where the written word is integrated into their everyday lives. As a result they make very good progress.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The quality of teaching is very good and this supports the children's progress
- There is a good emphasis on basic skills

### **Commentary**

37. The teachers are skilled in challenging and encouraging children to explore independently because they know each child's learning needs. When planning the work for the children the staff consider the mathematical learning objectives very carefully. Daily routines involving counting, discussing shape and comparing sizes and quantity are establishing a secure understanding of many mathematical concepts. Daily routines involving counting, discussing shape and comparing sizes and quantity are establishing a secure understanding of many mathematical concepts. As a result the children achieve well and most of the children in the reception classes are likely to achieve the early learning goals. The children learn a range of songs and rhymes that support their knowledge of basic numbers well. Older nursery age pupils recognise numbers up to 12 and match numbers to sets of objects. The children learn about shape and use terms such as "triangle", "circle" and "zigzag" confidently. Higher attaining reception children are making good progress in using ordinal numbers and use terms such as "wider", "longer" and "shorter" when comparing shapes. They use the language of position and quantity with growing confidence. They recognise numbers beyond 20. Some can add one more to numbers within ten and subtract one or more with accuracy. The average ability group can write numbers up to ten, forming numbers clearly and legibly. The children cut, trace and draw shapes. The children name basic two- and three-dimensional shapes and explain the differences between square and rectangular wooden blocks. They use simple measuring tools with increasing confidence.

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

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

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

- The children achieve highly because teaching and planning are very good
- A wide range of resources is used well to develop understanding

### **Commentary**

38. The range of activities for the children is very well organised and resourced. The staff have developed a very carefully constructed programme that provides a broad range of experiences for the children. This includes a programme of visits and visitors to make the work more interesting. As a result, the children make very good progress in the nursery and the reception classes. By the time they transfer to Year 1 most of the children are likely to reach the early learning goals.

39. In the nursery class, the children have an awareness of their own locality and make simple comparisons with Italy. For example, when thinking about Venice, they acknowledge that the transport systems are very different. They appreciate the steps that need to be taken to make a tasty pizza. Older children confidently log onto the computer in the information and communication technology suite and select a program. The current theme, based on "Under the Sea" is helping the children to find out about the sea and its creatures.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The quality of teaching is very good and children achieve well
- Imaginatively planned activities offer many opportunities for development

### Commentary

40. By the end of the Foundation Stage most of the children are likely to achieve the early learning goals and a significant minority will exceed them in this area of learning. Children use computers daily and they control the mouse very well. They 'drag' and 'drop' objects. The children help to put things away sensibly. Their social skills are constantly reinforced. The activities are carefully planned and the children are challenged appropriately and make very good progress. The nursery and reception children have access to their own play areas, but in neither case is access direct. The school has long term plans to provide a more suitable external learning environment.

41. They use tools carefully when cutting and gluing. Their hand eye co-ordination is good, particularly when using computers. They have good physical skills and control the mouse with ease and confidence. Nearly all of the reception age children can successfully undress and dress themselves for physical education lessons. In a dance lesson, the nursery children's control of their body and sense of rhythm enabled them to follow the time to hop, skip, run and stop. They changed directions swiftly, accurately and with awareness of others. The teacher made very effective use of music, time and space to engage the children. She promoted enjoyment and learning very well.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- The quality of teaching is very good
- Areas of learning are very well linked
- Imaginative tasks offer opportunities for the development of curiosity, imagination and sensory perception

### Commentary

42. The children make very good progress by expressing their feelings in activities such as music making, role-play, drawing, painting and singing. By the time they transfer to Year 1, most are likely to achieve the early learning goals and a significant minority will exceed them. The children use a range of materials and are very sensible about the safety rules for using tools and glue. There are many opportunities to explore colour, for example sorting beads, shape and texture. Imaginative "beneath the sea" paintings are displayed using all of the paper and showing good control of brush and observational skills. Children's musical skills are well developed. The teachers have high expectations. Activities are changed regularly and sensitively to engage the different talents of individuals.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- The focus on improving the pupils' writing is having some success
- There is room for improvement in the pupils' spelling, handwriting and the presentation of their work, particularly in Years 4 to 6
- The pupils are becoming more involved in assessing their own progress, but the teachers' marking could be more evaluative, particularly in Years 4 to 6

#### Commentary

43. By the end of Year 2, standards in the work seen are above average. The pupils make good progress in reading, writing and in speaking and listening. The pupils' rate of progress is maintained in Year 3 but it slows in Years 4 to 6 in the development of their writing, spelling and handwriting. By the end of Year 6, standards in the work seen are broadly average, but could be higher and there is some underachievement. Across the school, the pupils with special educational needs are well supported and they achieve well. Standards were judged to be above average in Year 6 at the last inspection.

44. The school has rightly identified the improvement of writing as a priority and, under the good leadership of the co-ordinator, has set in place a range of strategies over the past year. There are more opportunities to write for a range of purposes and audiences, both within English lessons and across the curriculum, and the pupils have had much more direct teaching about the process and organisation of writing. This increased emphasis on writing has given rise to work that is more demanding. In the lessons observed it was clear that pupils from across the school are more able to, for example, choose a particular tone or write in a particular style to suit the audience. As a result of this work, standards are rising, particularly in Years 1 and 2. However, the scrutiny of the pupils' work identified common weaknesses in the pupils' work in Years 4 to 6. A good deal of time is spent on the planning process but less attention is given to revising and proofreading the final copy. Consequently, much of the work contains spelling errors of common words and few resources are readily available to help develop the skill of self-checking. The pupils are beginning to experiment with use of punctuation marks but even the more able pupils struggle to write and punctuate complex sentences. A consequence of this is that while the pupils have a better grasp of the forms of writing, their achievement is limited because a number of the building blocks are still not secure.

45. The quality of teaching and learning is good in Years 1 and 2 and it is satisfactory overall in Years 3 to 6. In Years 1 and 2 the teachers have very high expectations of the pupils and ensure that there is a high level of involvement in lessons. The pupils respond well to the many opportunities for them to ask and answer questions, offer opinions and listen to others in the discussions in literacy sessions and lessons in other subjects. The teachers have a good knowledge of how pupils develop their literacy skills and implement the National Literacy Strategy well, modifying the format to take account of the work being covered and the pupils' capabilities. The marking and assessment of the pupils' work are



rigorous and of high quality. The teachers know their pupils well and are able to match the work to the pupils' abilities. A number of these good and very good features are present in some of the lessons observed in Years 3 to 6, but the scrutiny of the pupils' work indicates that they are not consistent. The key weaknesses in the teaching in Years 3 to 6 relate to the patchy provision of support to encourage independent writing, particularly as the pupils get older and the range of attainment in each class widens; the systematic teaching of handwriting and raising expectations of the how pupils' work should be presented. All of the teachers are making high demands of the pupils in terms of producing thoughtful and analytical writing, but this is not always matched by classroom organisation and resources to achieve it. Those who need more support with their work get it and the pupils with special educational needs are well supported across the school, which contributes to their good progress and achievement.

46. The teaching of reading builds upon the good start made by the children in the Foundation Stage. The reading programme is well organised across the school and the teachers keep a close eye on how well the pupils are doing. Reading journals provide a useful link between home and school and the support provided by parents at home plays a major part in the good progress made by the pupils. Consequently, the pupils read accurately and confidently and have positive attitudes to reading. Older pupils, in particular, enjoy talking about their wide ranging tastes.
47. The subject is managed well and the co-ordinator checks the quality of teaching and learning by observing lessons, looking at the teachers' plans and the pupils' books and analysing the results of the internal and national tests. The quality of the feedback given to teachers on lesson observations varies and there are few examples of suggestions for improvement that are related to, for example, standards of work or how well the pupils are learning. The analysis gives a good understanding of current strengths but is less capable of addressing weaknesses.
48. All of the teachers mark the pupils' work regularly and most offer praise but the quality of the marking is variable. There are examples of good marking where the teachers give the pupils advice about how their work can be improved and this is linked directly to the pupil's individual targets. This good practice is not consistent in Years 3 to 6. Some of the marking in these classes is cursory: it overlooks common errors, does not always refer to the pupil's targets and provides little in the way of helpful comments to the pupil.

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

49. The teachers' awareness of language and literacy across the curriculum is developing well. This is evident in the targeted opportunities for reading and writing in subjects such as history. There are good examples of the pupils being encouraged to write empathetically and to write factual accounts. In some classes, however, there is an over-reliance on using work sheets or copying work that limits the progress of the pupils' independent writing, particularly in science and geography. The pupils' speaking and listening are promoted well through the many discussions at the beginning and end of lessons and the very good work in drama lessons, assemblies and dramatic productions. There are opportunities for the pupils to read a variety of texts, non-fiction books and to search for information on the internet.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- The pupils achieve well in Years 1 and 2 and standards are in line with national averages
- There are pockets of underachievement in Years 3 to 6
- Assessment targets are not always shared with pupils so that they are aware of what they need to do next in their learning

### **Commentary**

50. Evidence from the inspection indicates that standards in Years 2 and 6 meet national expectations. This reflects the indicative results in the most recent national tests at the end of each key stage. However, although the majority of pupils in the present Year 6 are in line to achieve at the expected level, there are fewer pupils who are likely to achieve at the higher levels. Standards at the time of the last inspection were reported to be above those expected.
51. There are several factors that contribute to the pockets of underachievement, largely in Years 3 to 6. The more able pupils do not achieve as well as they should because the work that they do does not provide sufficient challenge. This is in spite of the setting arrangements in Years 3 to 6. There is too little consideration given to the ability range within each set, particularly in the higher group, and therefore much of the work set fails to extend the more able pupils. This is particularly evident in Year 6. Furthermore, the marking in most classes is not evaluative and provides too little feedback to the pupils.
52. By the end of Year 2, most pupils have an appropriate grasp of number facts. They respond quickly to the rapid questioning of their teachers at the start of the lessons. Earlier work indicates that in Years 1 and 2, pupils make good progress overall. The more able pupils can offer very plausible explanations for their calculations with a good use of mathematical vocabulary. In Years 3 to 6, the pupils make satisfactory gains in their learning. However, many pupils have difficulty when applying the knowledge they have learned earlier. The scrutiny of the pupils' past work indicates that the higher-attaining pupils have a good understanding of place value and use their knowledge of multiplication and division facts well, for example when using different methods to multiply and divide three digits by two. Pupils in the average-attaining and lower-attaining groups have followed a similar programme of work, although the lower-attaining pupils work using simpler examples.
53. The quality of teaching in Years 1 and 2 is good and it is satisfactory overall in Years 3 to 6. The good lessons, particularly in Years 1 and 2 are characterised by clear lesson objectives that are shared with the pupils, good pace and high expectations for each of the ability groups. The weaknesses are more evident in lessons in Years 3 to 6. In these lessons, much of the work set is the same regardless of the range of ability and too often the pupils are required to complete worksheets that neither stretch the pupils' thinking nor encourage carefully organised work. The presentation of pupils' work is unsatisfactory. The use of homework provides satisfactory opportunities for pupils to consolidate their learning.
54. The school has developed procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information is used well to plot the achievements of pupils and to set class and school targets. However, it is not used specifically enough to set targets with individual pupils and to give them a clear picture of how they are progressing and what they need to do next in their learning.

55. The management of the subject by the co-ordinator is satisfactory. There are procedures to monitor the performance of the pupils and the school has collected much data on the pupils' progress. However, the analysis of work lacks rigour and sufficient emphasis on what needs to be done to raise achievement. For example, current target setting shows a significant difference between what the pupils are expected to achieve and what they actually achieve.

### **Mathematics across the curriculum**

56. Although the pupils are provided with opportunities to use their mathematical knowledge in their work in other subjects, they are not consistent. For example, more could be done to broaden the pupils' experience of applying their mathematical skills in science and geography. However, there are good examples of the pupils using their knowledge in art and design, when they tessellate shapes and investigate symmetrical patterns. Pupils show a reasonable degree of accuracy when measuring for their model making in design and technology projects. There is evidence of some use of data handling, for example in a traffic survey conducted by the younger pupils but very few examples of graphs and charts to illustrate variations in results in science experiments, particularly in Year 6.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are average by the end of Year 6 and in most year groups there is a satisfactory balance between learning about science and practical and investigative science in most classes
- The curriculum in Year 6 has too few opportunities for the pupils to engage in practical work and this results in some underachievement
- There are some inconsistencies in the expectations set by teachers, and the marking of pupils' work does not always help them to understand the steps to be taken to improve their work

### **Commentary**

57. Throughout the school the pupils, including those with special educational needs, make satisfactory progress. The majority of the pupils are keen to learn and are attentive in lessons. The pupils' achievement is satisfactory overall but there are pockets of underachievement, largely in Year 6. Standards were judged to be above average in Year 6 at the last inspection.

58. The pupils develop the ability to make sensible predictions as they move through school and are encouraged to draw their own conclusions on the results of their experiments. When monitoring the growth of the peas planted, in a Year 1 class, a pupil records that "my pea has grown 2 cm and I am very happy" and in Year 2 after studying forces a pupil records that "When I write I am pushing my pencil down". The scrutiny of the pupils' work in Year 6, however, indicated too few opportunities for the pupils to carry out investigations and experiments for themselves. Much of the work is teacher-directed. Pupils of all abilities are required to record the same information and diagrams. The extent to which the pupils

complete the task of copying the information into their books varies: some pupils are able to copy all of the writing and complete the diagram, others struggle to copy all of the writing.

59. The teaching is satisfactory overall with some good features. In the good lessons the pupils are given the opportunity, following the teacher's lively introduction, to explore a wide range of tasks that offer an appropriate level of challenge. The pupils analyse their findings prior to recording them in a variety of formats. This was particularly noticeable in a Year 5 lesson where pupils, after separating mixtures, talked knowledgeably about why their predictions were not always correct; and in a Year 6 lesson where pupils, after testing the blackout qualities of a range of materials, began to realise that the number of particles in the fabric is more important than its colour. The good lessons seen do, however, contrast sharply with some of the evidence gained from scrutiny of the pupils' work. Too much emphasis is placed on copied facts, especially in Years 5 and 6, and the use throughout the school of over-prescriptive work sheets. The teachers mark the pupils' books but too few offer advice on how the work can be improved or ensure that comments such as those related to unfinished work are followed up. There are noticeable variations in relation to the presentation of work and the pupils' productivity.

60. The subject is led by two enthusiastic co-ordinators who have a keen awareness of the points to be developed. An assessment programme has been introduced and this monitors the pupils' progress and achievements as they move through the school. Insufficient use is made of this, however, to respond to the pupils' individual needs especially in relation to the level of challenge for the more able pupils. The schemes of work are adapted from a published scheme and provide adequate information for the teachers. The half term's lesson plans drawn from these provide a broad outline but do provide clear guidelines for individual lessons. Work in science is supported by an attractive and interesting garden with a wild area, a whole school science day, and a range of visits and visitors.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The standards achieved are good overall
- The subject leaders are knowledgeable, committed and have a good grasp of how to raise standards
- ICT is beginning to be used well to support the work in other subjects

### **Commentary**

61. Standards were judged to be above average at the last inspection. Resources for ICT have improved significantly since the last inspection and this is having a significant impact on the standards achieved. All classes have regular access to the computer suite and the lessons observed were mostly well taught and had clear learning objectives. Consequently, the pupils are becoming more confident users of computers and have a secure grasp of the basic skills. Throughout the school the pupils' skills in word-processing are average. Most of the pupils are able to amend, draft and refine their work on screen. Older pupils are able to combine pictures with text to create attractive presentations. Pupils of all ages are aware

of the internet and use it to access software to assist their learning in, for example, mathematics. Older pupils are able to use search engines to research information and they are aware of the use of the internet as a means of communication through email.

62. The quality of teaching is good overall. Lessons are planned with clear learning intentions and the teachers' demonstrations on the interactive whiteboard are very helpful in focusing the pupils' attention on the work to be done and how to do it. The pupils often work in pairs and these usually have one pupil who is more advanced than the other so that peer support can be given. In the larger classes there are not enough machines for the whole class to work on the computers together. In these lessons the pupils who are not working on the computers are given other work to do. This is generally effective, but with no other adult support in the lesson some pupils find they have to wait a long time for the teacher's attention.
63. The subject is led by two staff and this has the advantage of sharing a heavy workload and in being available to support other staff. Both subject leaders have very good knowledge of the curriculum, teaching resources and web-based teaching and learning materials. They are able to overcome many of the minor technical difficulties that confront them, but they have only limited access to skilled technical support. This is a concern, particularly when machines fail during lessons or when they are out of commission for more than a day.

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

64. The ICT suite is used mainly for direct teaching in the use of computers but this is usually done in the context of other subjects. There are many examples of the pupils using a range of software from art through to creative writing and mathematics. This aspect of the work is developing at a fast pace and it is helped by the good support given by the subject leaders and the very good training staff have received.

### **HUMANITIES**

65. Only one **history** lesson was seen so it is not possible to make a judgement about provision in this subject. Analysis of the pupils' work, the teachers' planning and talking to pupils indicate that history is covered appropriately. The school provides the pupils with a range of extended learning opportunities with museum visits and a number of "special days" in school. A world war two day saw the pupils dressed, for example, as evacuees, Winston Churchill and land girls. During the inspection week the Year 5 pupils were involved in a very successful 'Egyptian Day'.
66. The lesson observed, a good one in Year 5, formed part of the Egyptian day. Pupils and staff dressed as Egyptians and experienced a range of appropriate tasks. The pupils, including those with special educational needs, who were well supported by the teaching assistants, gained a good understanding of life in an Egyptian home. The pupils enjoy history, use their imagination well, and are eager to record their findings in vivid terms. This was noticeable in Year 2 when, after studying the fire of London, they record in an imaginary diary that "I was woken by screaming". In Year 6, a VE day diary included the thoughts of a "survivor" who wrote "some of us thought of the brave people who died, some were our friends". Some weaknesses were noted, however, across the age groups, in the presentation of pupils' work.

### **Geography**

Provision in geography is **satisfactory**.

### **Main strengths and weaknesses**

- Work is linked to the local community whenever possible
- The standard of presentation of the pupils' work is too variable

### **Commentary**

67. The standards achieved in geography are in line with national expectations and the pupils' achievement, including those with special educational needs, is satisfactory. Standards were judged to be average at the last inspection. The pupils enjoy geography and a range of visits within the community, and beyond, help to make the subject interesting and broaden the pupils' knowledge and awareness. The recent visit to France by Year 6 pupils gave them an opportunity to compare their way of life in the High Peak region with the French, and to consider the ways in which the people earn a living. They recorded that "nearly every place in France seems to make delicious cheeses". A weekend in Wales for pupils in Year 3 and 4, although not overtly linked to the curriculum, offers much in terms of both educational and social benefits.

68. Teaching is satisfactory. In a good lesson seen, in Year 2, the teacher provided a wide range of fruit that the pupils linked to their countries of origin and encouraged the pupils to use the appropriate vocabulary when describing their texture and taste. The scrutiny of work also indicates that the teachers use a range of strategies to help the pupils to think about the issues being discussed and to consider them in relation to their own lives. This is seen in Year 1 when pupils, following a walk around the town, are able to discuss the different houses and their properties. They act as "estate agents" and write confidently about the properties that they have for sale. In Year 2 the pupils discuss the climate in an African home and compare photographs from the African village and from Glossop. In Year 3 a town trail gives the pupils an opportunity to look at their town and the routes that they use when walking to school. They add symbols and devise a key when devising their own maps. The teachers' expectations in relation to presentation of work are, however, variable and some acceptance of low standards was noticed.

69. The school's resources are satisfactory but would benefit from a wider range of Ordnance Survey maps of the local area. The curriculum allows good coverage of the subject and it is taught around a yearly plan that includes history and science.

### **Religious education**

Provision in the subject is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are encouraged to apply religious doctrine to their everyday lives
- The new programmes of study have been carefully planned and the subject is well led and managed

## Commentary

70. Standards of attainment in the lesson observed were above average. The pupils' work that was seen from across the school and discussions with them confirm that standards are in line with the requirements of the locally agreed syllabus across the school.
71. In the lesson seen in Year 4 the teaching was very good. The pupils experienced a very moving, reflective lesson in which the teacher led their thinking and personal thoughts about a leaf. The pupils listened intently to the teacher, shared their thoughts with each other and set about their writing task with great enthusiasm. Discussions with pupils in Year 6 show they are beginning to link religious teaching with everyday life, such as knowing that the Ten Commandments give us rules for life and they have a good awareness of other faiths.
72. The agreed syllabus is being interpreted well and the co-ordinator keeps a watchful eye on teachers' planning to ensure the correct coverage of topics and appropriate links with other subjects and topics that are being taught. She has been able to monitor teaching and learning in the subject and has very good subject knowledge. Leadership of the subject is good.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Only two lessons were seen in each of the following subjects: art and design and design and technology. In physical education only one lesson was observed and no lessons were observed in music. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they had learnt in design and technology and looked at pupils' work from last year.
74. From the limited work available standards in **art and design** are judged to be broadly average in Years 2 and 6 and the pupils' achievements to be satisfactory. However, the development of pupils' skills and techniques is not even. Most pupils have opportunities to develop their techniques in drawing, using a range of media, and in some classes pupils have opportunities to study the work of famous artists and the techniques of draftsmen such as Alfred Wainwright. There is little evidence of visits to galleries to inspire the pupils. However, the pupils were involved in designing and making a tile mosaic in "Jeanette's Garden" as a tribute to a former classroom assistant. Although the pupils have sketchbooks these are not used regularly to practise skills or try out initial ideas. There were some good examples in the pupils' past work of the use of the digital camera and computer programs to assist the pupils in generating designs and of pupils in Year 3 making arches based on a site visit to a local park. The pupils skilfully use a range of malleable materials to produce a series of imaginative gateways.
75. Displays of the pupils' work in **design and technology** indicate that standards are in line with those expected in Years 2 and 6. The planned curriculum follows the recommendations of the national guidelines and the co-ordinator ensures that the pupils experience working with a range of media in a variety of contexts. As a result, the pupils design and make a range of products and models and evaluate their work. Their progress in developing the skills of planning, designing and evaluating their work is satisfactory overall, but there are significant strengths in some, but not all, of the Year 3 to 6 classes. In Year 4, the pupils design and make photograph frames and in Year 5, the pupils investigate the use of cams and successfully making moving toys.

76. Design and technology is used well to support learning in other subjects. For example, in Year 2, the pupils find out about different countries when they make a fruit salad from fruits from around the world. In Year 5, design and technology is used extensively to help the pupils to understand the life of Ancient Egyptians. The pupils make masks of Anubis, working models of shadufs and miniature pyramids.
77. In **music**, the pupils in the school choir perform a range of songs from different cultures. They sing enthusiastically, with good articulation, accurate pitch and good feel for the styles of the songs. They sing in two parts very confidently. This quality of singing was not in evidence in all of the assemblies for the older pupils, although it improved quite markedly when the singing was led by a teacher rather than recorded music.
78. The co-ordinator leads the choir and plans and organises instrumental tuition for the pupils. This is developing into an embryonic school orchestra. The co-ordinator has introduced a new policy and scheme of work. She promotes music in the school by advising on a suitable range of resources and by building the confidence of non-specialist teachers.
79. Only one **physical education** lesson was seen during the inspection so it is not possible to make a judgement about provision in this subject. The space for indoor physical education activities teaching is restricted by the size of the hall, and the storage there of equipment including dining tables. A field, some 500m away, is available for games and athletics and the hard play area has sufficient space for other outdoor lessons. The curriculum provides the pupils with a full range of activities, although swimming lessons at the local baths are limited to Year 3. Most of the pupils can, however, swim at least 25 m. The co-ordinators ensure that the pupils are involved in a wide range of activities such as tag-rugby, netball, orienteering, football and gymnastics both within school and with local schools. Coaches from the local leisure centre support their work by teaching squash and tennis skills.

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

80. The school places a high priority on raising self-esteem, nurturing confidence and encouraging an awareness of the need to treat each other with respect and kindness. This is very successful and **personal, social and health education** issues are implicit in all of the school's work. The school has developed a very good policy and a comprehensive scheme of work to support the pupils' personal and social education. It has been particularly successful in supporting good relationships in the school and promoting good behaviour. It is taught regularly in each class and also as part of 'circle time' and as elements of other subjects such as science. The dangers of alcohol and drugs misuse are taught in lessons in the Year 3 to 6 classes. The school has a clear programme for teaching sex education and relationships as part of the curriculum, with additional lessons for Year 6 pupils. The school has been involved in some very effective work on anti-bullying and using pupils as peer mentors or 'playground buddies'. The current teaching is a valuable aspect of the school's work and it has a positive impact on the pupils' personal, moral and social development.



## 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	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4

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