

# INSPECTION REPORT

## **ST PATRICK'S CE PRIMARY SCHOOL**

Endmoor, Kendal

LEA area: Cumbria

Unique reference number: 112318

Headteacher: Mr P Barfoot

Lead inspector: Mr R Spinks

Dates of inspection: 22 – 24 September 2003

Inspection number: 257909

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:	74
School address:	Endmoor Kendal
Postcode:	LA8 0HH
Telephone number:	01539 567388
Fax number:	01539 567388
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Eccles
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a smaller than average primary school situated in the small village of Endmoor in Cumbria. There are 74 pupils on roll all of whom are from white backgrounds and no pupils have English as an additional language. Three per cent of pupils are eligible for free school meals which is below average. There are 13 pupils identified as having SEN with five having statements of need mainly for moderate learning difficulties and autism. Attainment on entry to the school is broadly average and most pupils come from advantaged backgrounds. A new headteacher has been in place since September.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2783	Rod Spinks	<i>Lead inspector</i>	Mathematics Information and communication technology Design and technology Physical education Special educational needs
15522	Bernard Morgan	<i>Lay inspector</i>	
31575	Bill Indian	<i>Team inspector</i>	English Geography History
22182	Fiona Robinson	<i>Team inspector</i>	Science Art and design Music Foundation Stage English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective and improving school.** It has undergone significant change in the last four years, which reduced its effectiveness and lowered standards. There has been significant improvement since September 2002 and the school now gives satisfactory value for money. The large budget deficit as a result of circumstances some four years ago is a major barrier to the continued improvement of the school.

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

- Good teaching throughout the school.
- The good start provided in the Reception class.
- The very good behaviour and positive attitudes of pupils.
- The positive impact of the school environment on the quality of education.
- The strong teamwork of the headteacher and staff.
- The monitoring of the work of the school is under-developed.
- Assessment procedures and processes are under-developed.
- The planning of the foundation subjects of the curriculum does not meet the needs of all pupils.

Following the previous inspection the school encountered serious management difficulties and as a result the quality of education declined and standards by the age of eleven fell dramatically. This situation was finally addressed from September 2002 and there have been improvements in management and the teaching and learning for older pupils. As a result standards are improving and inspectors judge that older pupils are now attaining standards that are at least similar to those found at the time of the last inspection in 1998.

### STANDARDS ACHIEVED

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

The number of pupils in each cohort of pupils is small and for this reason direct comparisons with other schools are less secure.

**Overall, pupils are now achieving well** although achievement in the past has been unsatisfactory.

Pupils enter the Reception class with broadly average levels of attainment and make good progress to achieve well by the time they enter Year 1, achieving above average standards in all early learning goals. They continue to achieve well so that by the end of Year 2 they are achieving above average standards in reading, writing and mathematics. Standards by the end of Year 6 have been too low and pupils have not achieved appropriately. However, standards improved in 2003 in English, mathematics and science and from the work seen during the inspection current pupils are on course to achieve at least average standards in these subjects. Standards in the other subjects of the curriculum are close to those expected except art and design where standards are above those normally found.

**Pupils' personal qualities develop well.** They have very positive attitudes to school and learning, and their behaviour is very good in lessons and around the school. Their spiritual, social, moral and cultural development is good overall, however, multicultural learning is limited and opportunities to enhance spiritual development are not always taken in lessons. Attendance levels are above average.

## **QUALITY OF EDUCATION**

**Overall the quality of education provided by the school is good. Teaching is good throughout the school** and this is now ensuring that pupils learn well and achieve above average standards in the core subjects of the National Curriculum in the infants and juniors.

The planning of the curriculum for the foundation subjects does not sufficiently meet the needs of all the pupils to ensure maximum achievement. Teachers' assessments of pupils' progress do not sufficiently identify the longer-term learning needs of pupils and in order to lead to improved achievement. Parents are very supportive of the school and contribute well to the progress their children make. Good links with the community enhance pupils' learning and have led to the above average standards in art and design.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** There was a significant decline after the last inspection, which was corrected from September 2002, and the staff have developed into a strong team. The newly appointed headteacher has made a very good start, with a clear vision for the future development of the school based upon the progress already made. Management of literacy and numeracy are good, however, weaknesses remain in the effectiveness of the co-ordination of other subjects. There have been significant changes to the governing body and the new body is now contributing well to the leadership and management of the school. It still faces major budgetary difficulties and is seeking effective ways to manage this.

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

**Parents and pupils are very positive about the school.** Parents recognise the improvements in achievement and are very supportive. Inspectors agree with parents that they could be better informed about homework and that annual reports on pupils' progress could give more detailed information on what has been learned. Pupils like school and positively enjoy their experiences.

## **IMPROVEMENTS NEEDED**

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

- The systematic monitoring of the work of the school by senior managers and subject co-ordinators.
- Assessment procedures and processes and the use of information to guide what is taught.
- Planning of the foundation subjects of the curriculum to meet the needs of all pupils.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, pupils are achieving well and are attaining at least appropriate standards in all subjects by the age of seven and eleven. This is a marked improvement on three to four years ago when the achievement of older pupils was unsatisfactory.

#### Main strengths and weaknesses:

- Above average standards in all the Early Learning Goals at the end of Reception.
- Well above average standards at the end of Year 2 in 2002.
- Below average standards in national assessments at the end of Year 6 in 2002.
- Current standards are above average in core subjects by the end of Year 2 and 6.
- Standards in the foundation subjects are at least in line with those expected and above in art and design.

#### Commentary

1. Attainment on entry to the school is broadly average. Attainment at the end of Reception is above average in all of the Early Learning Goals in all six areas of learning, with most pupils exceeding the levels normally found. This represents good achievement in response to the well planned and delivered teaching as seen by evaluating the work of the Year 1 pupils from last year when they were in the Reception class. Judgement on the standards of pupils in the Reception class during the inspection was not reliable, as these pupils had only been in the school for three weeks.

2. The results of the 2002 national assessments in Year 2 show that above average standards had been sustained. Standards in reading and writing were well above those found nationally, and in mathematics they were very high (in the top five per cent nationally). Provisional results for 2003 indicate that standards remain above average, although the small number of pupils in each year group makes direct comparison less reliable. The good achievement of pupils is in response to the sustained good teaching they have received.

3. The results of the 2002 national assessments for pupils in Year 6 show that standards continued to fall in English, remained well below average in mathematics, and showed improvement in science. Pupils' achievement has been consistently below that expected and this has been due to disruption in their learning whilst in Years 5 and 6. There was a failure to fully implement the National Literacy and Numeracy Strategies prior to September 2002. Provisional results for 2003 show significant improvement in mathematics standards, sustained standards in science, but a fall in standards in English, especially writing. Although the number of pupils in Year 6 in 2003 was higher than normal it was still below 20, making comparison less reliable. These pupils suffered disruption to their learning whilst in Year 5. The improved standards in 2003 are a result of the more consistent teaching they received in Year 6 and the implementation of the national strategies.

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

Standards in:	School results	National results
English	27 ( 27.8 )	27 ( 27 )
Mathematics	25.4 ( 25.1 )	26.7 ( 26.6 )
Science	28.6 ( 26.6 )	28.3 ( 28.3 )

*There were 11 pupils in the year group. Figures in brackets are for the previous year*



4. Overall, pupils achieve well in Years 1 and 2 by continuing to make good progress to attain above average standards in reading, writing and mathematics. Observation of lessons and scrutiny of pupils' work confirm this good achievement continues and current pupils are on course to attain above average standards by the end of Year 2. Achievement in Years 3 to 6 is satisfactory and improving. During the inspection, evidence indicates that a significant proportion of pupils are working well above expected levels in English, mathematics and science.
5. Overall, pupils' literacy and numeracy skills are now good. They enable pupils to access fully all aspects of the subjects of the curriculum.
6. Pupils are attaining standards that are at least in line with those expected in information and communication technology (ICT) by the end of Years 2 and 6. Younger pupils, particularly those with special educational needs (SEN), are able to use a good range of software to support their learning in literacy and numeracy. Older pupils are able to present projects to their peers using 'Powerpoint' presentations enhanced by sound and pictures. Older pupils also use the Internet to gather information in subjects such as science and history. This represents good achievement in a range of ICT skills, and supports pupils' achievements in other subjects.
7. Pupils achieve well in art and design. They develop a wide range of skills and show good interpretation of their ideas. The standards attained at the end of Year 2 and 6 are above those normally found.
8. In all other subjects where a secure judgement was possible, pupils' knowledge and understanding are similar to those normally found and although this represents satisfactory achievement when compared with the core subjects, it is similar to the findings of the previous inspection.
9. Pupils with SEN are supported effectively and mostly achieve the well-founded targets set for them in their individual education plans (IEPs). Higher attaining pupils have in the past not achieved as well as they should but current pupils are doing well. They were observed working at the higher National Curriculum Levels during the inspection.
10. The most significant features of pupils' attainment and achievement are that they remain above average for the younger pupils and are improving rapidly for the older pupils. The improvements are due to improved management that has ensured that the statutory curriculum and the National Literacy Strategy and National Numeracy Strategy are being delivered fully. The quality of teaching has also improved and this has led to improved learning and pupil achievement.

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

**This is a strength of the school. Pupils' attitudes to school are very good, they behave very well in lessons and around the school.** The provision for the moral and social development of pupils is good. The provision for their spiritual and cultural development is satisfactory.

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

- Good levels of attendance.
- Very good pupil behaviour.
- Very good relationships.
- Positive attitudes to school and learning.
- Personal development of pupils is good.
- Multicultural education is weak.

## Commentary

11. Attendance levels are good. Pupils are keen to come to school to learn arriving punctually each morning. They have positive attitudes to learning. Pupils, including those with SEN, persevere and concentrate well. Pupils' behaviour is very good both in lessons and around the school. There have been no exclusions during the last year and bullying is rare.

### Attendance

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

Authorised absence		Unauthorised absence	
School data	4.7 per cent	School data	0 per cent
National data	5.4 per cent	National data	0.5 per cent

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

### Exclusions

#### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background

#### *Exclusions in the last school year*

No of pupils on roll
80
1

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

12. Provision for pupils' **spiritual development is satisfactory**. Teachers receive and value pupils' ideas and encourage them to develop feelings of self-worth. As a result they show positive attitudes to their work. Pupils in a Year 2, 3, 4 music lesson were observed demonstrating awe and wonder during their 'Peace' composition. In a school assembly on 'The Holy Trinity' the pupils were provided with an opportunity for reflection. There are, however, too many missed opportunities for similar experiences. Collective worship meets statutory requirements.

13. The provision for pupils' **moral education is good**. All children are taught the difference between right and wrong. Pupils are very aware that their behaviour affects others and they show developing self discipline. Warm, friendly staff provide strong role models which help promote honesty, fairness and respect for others. They encourage pupils to discuss incidents at break or lunchtimes. The very good behaviour throughout the school is reflected in the absence of exclusions.

14. Provision for the **social development of pupils is good**. Relationships between all members of the school community are very good. Boys and girls of all ages co-operate well in lessons. At lunchtimes and on the playground older pupils were observed taking care of younger children. Opportunities for social development and team identity are enhanced by residential visits for the older pupils. The very youngest pupils were observed talking to each other and their teacher about the pleasures of 'sharing'. The School Council provides an opportunity for active debate for older pupils, but similar opportunities for the rest of the school are limited.

15. Overall, the provision for the **cultural development of pupils is satisfactory**. Pupils appreciate their own culture, demonstrating an awareness of the importance of the local farming and tourist industries. This had been enhanced by a whole-school farm visit. Outings by Year 3 and 4 pupils to Birdoswald and Ordsall Hall have developed their understanding of the history of the locality. Year 5 and 6 pupils talk confidently about changes in the lives of children since Victorian times. Despite the contributions made by the study of Japanese geometric art and the Brockhole water project, pupils' understanding of other cultures is underdeveloped. It is undermined by a limited range of multicultural books and images around the school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is good. The teaching is good in all age groups and this leads to good achievement by interested and positive pupils. Teachers plan and assess work in core subject lessons well so that pupils make progress. However, there remain weaknesses in the formal assessment and planning of some foundation subjects to meet the needs of pupils of differing abilities.

### Teaching and learning

Overall the quality of teaching is good. It is good in all sections of the school and pupils respond well and are now achieving well and making good progress in English, mathematics and science.

### Main strengths and weaknesses:

- Teachers' subject knowledge and methodology for mixed age classes is good.
- There are very good relationships between teachers and pupils.
- There is good lesson planning to challenge pupils of differing abilities in the core subjects of the National Curriculum.
- There is good ongoing assessment of achievement in lessons. However, more formal assessments and the use of the information gathered to plan the curriculum for foundation subjects is weak.
- There is a lack of systematic monitoring of the quality of teaching and learning and the delivered curriculum in order to bring about further improvement.

### Commentary

16. The strengths in teaching far outweigh the weaknesses. There was some very good teaching. The acting headteacher from September 2002 ensured that the quality of teaching and learning in literacy and numeracy improved to its current level, and as a result pupils' achievement improved over the last year. As yet there has been no systematic monitoring of the teaching and learning in the foundation subject curriculum. The procedures used to support teachers last year were very effective in promoting improvement.

#### *Summary of teaching observed during the inspection in 19 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	10	2	0	0	0

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

17. Teachers have very secure subject knowledge and this is now enhanced by some use of individual teacher expertise in lessons in the foundation subjects in the afternoons. The use of older pupils to support younger pupils' learning also enhances the achievement of both groups, as the older pupils' learning is secured though the increased understanding needed to explain things to the younger pupils.

18. In most lessons seen, teachers' very good relationships with pupils ensured very good behaviour and a very positive approach to learning. This is having a real impact on learning and the achievement of pupils. Pupils are confident, and those that had moved classes over the summer had integrated very well.

19. Teachers' plan lively and challenging lessons, especially in English, mathematics and science, often with work at several different levels to meet the needs of individuals or groups of pupils of either differing or similar ages. They use very effective questioning to check on pupils'

learning in lessons and to then identify what they should teach next. For example, in a Year 5 and 6 literacy lesson the teacher targeted questions to challenge the higher attainers as well as those with SEN. Teachers know their pupils well and plan a range of learning opportunities which closely match their needs.

20. Teachers regularly assess pupils' work in literacy and numeracy, identifying the levels at which they are working and setting them individual targets for achievement. However, this is at an early stage of development and has not yet been extended to include all subjects of the curriculum. This means that learning in the foundation subjects is less well focussed over the medium and long term in order to promote the maximum achievement in these subjects.

21. The school has rightly focussed on improving the quality of teaching and learning in literacy and numeracy over the last year, with good effect. The monitoring of the teaching and learning has not been developed in all subjects and is not being carried out by the headteacher or subject co-ordinators. There is insufficient monitoring of what is taught to ensure the coherent delivery of the individual subjects as pupils move through the school. The new headteacher has identified a curriculum plan for this year, which is intended to ensure coherent learning. However, systems for monitoring the delivery of the plan are not yet in place.

## The curriculum

**The overall quality of the curriculum is satisfactory and meets statutory requirements.** The recent focus on the implementation of national strategies relating to numeracy and literacy has resulted in the limited development of some other subjects. The accommodation is used very well and allows the curriculum to be taught effectively. Limited resources in some subjects and the lack of support staff in the Early Years class limits pupils' learning opportunities. Curriculum provision is enriched by out-of-school activities.

### Main strengths and weaknesses:

- Curriculum is broad and balanced.
- Long term plan provides equality of access for all pupils.
- The environment has a positive impact on the provision for learning.
- Some planned learning does not take sufficient account of the needs of pupils.
- Links to personal, social and health education (PSHE) are underdeveloped.
- Limited resources restrict learning opportunities.
- Time allocation for infant pupils is above the recommended minimum but below for junior aged pupils.

## Commentary

22. The quality and range of learning opportunities are **satisfactory**, with some good elements. The strong focus since September 2002 on the full implementation of the National Literacy and Numeracy Strategies has resulted in improved standards and achievement in English and mathematics. However, this has left little time for the development of other subjects. There is evidence of ICT being used well to support learning across the curriculum. The curriculum for pupils under five is of good quality.

23. A whole school curriculum overview is now in place to enable links between subjects to be planned systematically. This ensures equality of access for all pupils, including those with SEN. Individual educational plans (IEPs) are used well by staff to adapt planned learning to meet the needs of these pupils.

24. The lack of monitoring and assessment in foundation subjects has resulted in learning which does not take sufficient account of pupils' needs. Learning opportunities for junior aged pupils are undermined by the limited teaching time available. Links between subjects are underdeveloped,

resulting in missed chances for creative and innovative approaches. There is no coherent framework for the consistent and progressive development of work relating to PSHE. The school is currently reviewing its approaches to sex and relationships education and drug education. There are too few planned opportunities for pupils to regularly develop their capacities as good citizens.

25. The building and its attractive external environment are very well used to enhance pupils' learning. The 'quiet room' is particularly well used for discussion and musical activities. Resources for learning are adequate in some subjects but **unsatisfactory overall**. The learning opportunities for some pupils are undermined by limited resources in subjects such as mathematics, history and physical education. There are insufficient bikes and trikes for the very youngest children. Support staff are generally well deployed and make a significant contribution to the progress of pupils. The lack of sufficient support staff for the under fives has a negative impact on their progress.

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

The care, guidance and support for pupils are **satisfactory** overall and support pupils' learning appropriately. Health and safety procedures are **satisfactory**. Achievement and personal development are monitored **satisfactorily**.

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

- Care is taken to keep pupils safe and secure.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- The school has effective induction arrangements for pupils.
- The school is starting to seek, value and act on pupils' views through the School's Council.
- Pupils' guidance is limited by weaker informal assessment in the foundation subjects. It is good in Reception.
- The limited in class support for the youngest children sometimes slows progress.

### **Commentary**

26. The school works hard to promote the care of all its pupils. It takes effective steps to provide them with a clean, safe and secure environment in which they are happy and can learn. All staff are well aware of child protection issues and the designated person has been suitably trained. The parents recognise that assessment of pupils is informal, and this has been identified by the school as an area for improvement in the foundation subjects. In English, mathematics and science, targets are set and pupils' progress is monitored carefully.

27. In the Reception class, the lack of support for the teacher in some areas of learning means that the needs of the individual child cannot always be taken care of immediately.

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

Overall the partnership with parents, links with the local community and other schools are **good**.

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

- Parents hold the school in high regard.
- Information to parents is good overall, with some very good features.
- Links with local secondary schools are good.
- The work of the Parent Teacher Association (PTA) results in a good contribution to pupils' learning and personal development.
- Some parents want better information about homework arrangements and how they can help their children.
- Written reports do not give sufficient information about the progress the pupil has made since the last report.

## Commentary

28. Parents feel that the school works hard to keep them informed about its activities. However written reports about pupils' progress do not focus sufficiently on telling them what specific progress pupils have made in their learning and development since the last report. They feel that the school is improving and that their confidence in it and its leadership is growing, following the recent period of difficulty.

29. Parents value the work staff do and feel that they have their children's interests at heart. They appreciate the time given by staff to meet them formally and informally to discuss any issues that may arise.

30. The induction arrangements for new pupils are very good. They are well planned and organised and are appreciated by parents.

31. Links with local secondary schools and the wider community are good and these support learning and development well.

32. The school does not give sufficiently clear information to parents about its approach to homework, nor how they can support their children to complete it. Its setting and use are currently inconsistent.

33. The pupils benefit greatly from the work of the PTA, who work hard to raise funds which are used to purchase specific resources to enhance pupils' learning and personal development.

## LEADERSHIP AND MANAGEMENT

**Overall, leadership and management are satisfactory.** The headteacher and governors provide good leadership. They have a clear view for the future development of the school based upon a realistic understanding of the schools current strengths and weaknesses. There are few management systems in place but there are clear plans to develop these quickly. The roles of subject co-ordinators are under-developed.

### Main strengths and weaknesses:

- Management had serious weaknesses prior to September 2002.
- Clear leadership by the acting headteacher last year.
- Clear leadership being given by the new headteacher, including new systems for managing the budget.
- Good staff morale.
- The effectiveness of the governing body has improved.
- The monitoring of the work of the school is weak.
- The budget deficit is a major constraint on the capacity of the school to continue to improve.

## Commentary

34. Prior to September 2002 the school had an extended period without a substantive headteacher which led to only partial implementation of the National Literacy and Numeracy Strategies. Staff morale was low and teachers concentrated on providing a high level of care for their pupils. The work of the school was not monitored to ensure continued improvement, and as a result standards at the end of Year 6 fell to an unsatisfactory level. The governing body received some external support at this time but this has now ended. Some parents became unhappy with the education their children were receiving and moved them to other schools in the area and pupil numbers were reduced.

35. From September 2002 an acting headteacher was appointed, who worked very hard to ensure the proper implementation of the literacy and numeracy strategies with help from consultants from the local education authority (LEA). Staff morale improved and parents became more positive about the school. The number of pupils at the school began to recover and this trend has continued. Although all staff worked very hard to improve standards, especially in Year 6, there was insufficient time for this to have a significant impact on standards in the national assessments for 11-year-olds in 2003. However, pupils currently in Year 6 have made significant progress and are achieving well, and current standards in English, mathematics and science are in line with those normally found at this early part of the school year.

36. The newly appointed headteacher, who took up his post in September 2003, has already begun to have a positive impact. He has a very clear understanding of what needs to be done and has set himself some challenging targets for improving the quality of education and raising standards, especially in the foundation subjects of the National Curriculum. He has drawn up a curriculum delivery plan to ensure these subjects are delivered appropriately throughout the school. The school now intends to monitor the delivery of the curriculum to ensure that pupils' learning is coherent and progressive. The headteacher, together with the governors' finance committee has begun to develop systems to manage the school's budget more systematically. This is intended to enable governors to have a much clearer view of the current budgetary position and so plan future budgets more accurately and effectively.

37. Staff morale is very good and they work very effectively as a team. They are committed to working hard to improve the quality of education and raise standards by the end of Year 6. The staff are committed to ensuring equality of opportunity for all their pupils and now feel they are also included within this remit.

38. The governing body has ensured that all statutory requirements are being met and that all appropriate policies are in place to ensure the effective working of the school. The policies include a race equality policy, with identified actions to monitor its implementation.

39. The governing body has had major changes in personnel over the last four years. The present membership has a good understanding of the strengths and weaknesses of the school. They are committed to correcting the budget deficit without affecting the education of the pupils currently in the school. They are keen to work constructively with the headteacher and staff to move the school forward.

40. There are no formal systems in place to monitor the work of the school. There has been little monitoring of the quality of education delivered to pupils in lessons. There has been some analysis of the results of the national assessments for pupils at the end of Year 6 and this is enabling current teachers in Year 6 to correct the weaknesses identified. This is at an early stage and the lack of secure and detailed assessment information in all subjects of the curriculum prevents staff from focussing on what needs to be done to promote the maximum achievement of pupils. The role of the subject co-ordinators has been very limited in the past and has not focussed on their monitoring of standards and the quality of education. The headteacher is aware of this and plans are in hand to develop the skills and to implement a monitoring programme.

41. The school has a significant budget deficit. In order to bring the school's budget closer to a balance, staffing for 2003 - 2004 has been reduced. Even with this reduction the monies available for teaching and learning resources are lower than they should be. In past years the PTA has raised funds to provide some resources, but even so, these are barely adequate in many areas of the school. The lack of available funds is having a negative impact on the Reception class as the teacher in this setting has no formal assistance and has to rely on parental volunteers to help with these youngest children. The bringing of the deficit to a balanced budget too quickly will have a significant negative impact on the quality of education and standards attained by the current pupils in the school. The impact will be less if the balance is achieved in a planned way over a number of years.

## Financial information

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

<b>Income and expenditure (£)</b>	
Total income	182,558
Total expenditure	229,002
Expenditure per pupil	2,936

<b>Balances (£)</b>	
Balance from previous year	-40,162
Balance carried forward to the next	-46,444



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS IN KEY STAGES 1 AND 2**

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

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

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

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

- Children are confident learners and can concentrate well.
- They develop good levels of personal independence.
- They know the difference between right and wrong.

##### **Commentary**

42. Children's personal, social and emotional development exceeds expectations for their age. They are interested, involved and eager to learn. This is because the teacher provides very good introductions to lessons and fully captures children's imaginations. Relationships are very good. When she was sharing out the fruit, for example, children looked eagerly to see what was coming next! They empathise well with others and with living things and are very caring towards each other. They have a good sense of right and wrong even though they have only been in school for a short time. Most children settle quickly and confidently to their work and are enthusiastic about all they do. They dress and undress independently and are eager to go on to the next activity.

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

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

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

- Children enjoy using language and listening to the sounds of words.
- They enjoy handling books and make good progress starting to read.
- Learning slows when there is no support for the teacher.

##### **Commentary**

43. Standards in communication, language and literacy exceed expectations for children's ages for most children. Children confidently joined in with shared reading and repeat phrases enthusiastically. They respond well to the teacher's questions. For example, 'How many bears can you see?' and 'Why are the spades different sizes?' They enjoy exploring new words and ideas, such as 's' for 'snake' and 'snack'. Most recognise initial letter sounds and some whole words. Most are confidently beginning to read, and all enjoy handling books and telling stories from the pictures. They have made good progress with their writing, with clear progression evident from mark-making to trace and copy writing.

44. These good standards and good achievement are the result of good teaching overall. The class teacher provides very good introductions to sessions, which capture and hold children's attention very well. She is careful to include all children in discussions, and provides sympathetic support for those with special educational needs. As a result, children are enthused and eager to commence work. In small groups led by the teacher, the quality of learning is very good, with a brisk pace and good progress. She is very good at engaging children in thinking and talking about what

they are doing, so that they develop their knowledge and understanding well. Learning slows however when one of the youngest children needs special attention and there is no learning support staff present. As a result, whilst the children work hard to complete their activities, they are less clear about what they are expected to do, and the pace of learning and progress is significantly slower.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

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

- Children count easily and accurately, and develop a good mathematical vocabulary.
- They develop a good appreciation of size and shape, and are able to make comparisons.

### **Commentary**

45. Most children's mathematical development exceeds expectations for their age. They recognise numbers to 20 and beyond, and the teacher takes every opportunity to reinforce their counting skills, both forward and backwards. Development of mathematical ability is good as a result. Children are encouraged to make comparisons, such as bigger and smaller, throughout the lesson. Lively displays in the classroom give children the opportunity to compare sizes of objects. Children's work shows that they can recognise and sort different shapes by size and colour. Overall, children are achieving well.

46. The quality of teaching is good, with lively practical activities and very good involvement of children in demonstrating their answers. For example, 'Daddy Bear's chair is bigger than Mummy Bear's.' The teacher's ability to engage and enthuse the children leads to a very good quality of learning.

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

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

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

- Children have a good understanding of the place in which they live and the needs of living things.

### **Commentary**

47. Overall children achieve well in response to the good teaching they receive. Children enjoy a walk around the grounds to identify and examine living things in their environment. Most children use the computer competently to draw their own self-portrait. Children discuss Harvest and celebrate various festivals. The school has a good range of large and small construction kits for children to use.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

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

- Children's physical development is on target to exceed expectations by the end of the Reception year.

### **Commentary**

48. Children use space well during physical development lessons and are confident and well co-ordinated as they move around the classroom. The quality of the large and small apparatus is good. However, there is a lack of bicycles, tricycles and pedalled vehicles. Although no activities on large apparatus were seen, photographic evidence suggests that children's skills in climbing over, under and through this are good. Most children know how to use crayons and pencils carefully and accurately.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

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

- Children enjoy music and singing.
- They achieve well when painting, printing or drawing.

### **Commentary**

49. Children's creative development exceeds expectations for their age in those activities observed. Planning shows that imaginative role-play occurs on a regular basis. Children enjoy acting out the roles of patient, nurse and doctor in the doctor's surgery. They sing enthusiastically and tunefully, and enjoy the opportunities for this, such as in assemblies and in class. They know a good range of counting rhymes such as 'Ten Little Sausages'. The good teaching by the class teacher and teaching assistant gives children good chances to express themselves and achieve well when printing, rolling and painting their 'fruit' designs. Good quality portraits of their friends are prominently displayed in the classroom. A bright collage of the 'Rainbow Fish' story helps to create a bright and purposeful environment.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

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

- The quality of teaching is good.
- Pupils are now achieving well compared to similar schools.
- Co-ordinator provides strong leadership.
- Pupils display positive attitudes to learning.
- Teaching assistants make a good contribution to the progress of pupils with SEN.
- Monitoring of the standards and the quality of teaching and learning is under developed.

#### **Commentary**

50. The school has, since September 2002, with effective support from the LEA, focussed strongly on the delayed implementation of the National Literacy Strategy. This has had a positive impact on improving levels of achievement and accelerating rates of pupil progress across the school. There is no significant difference in the achievement of boys and girls.

51. Standards in recent national assessments have been too low. However, standards in all aspects of English at the age of seven and eleven are now at least in line with national expectations, with a significant number of pupils likely to attain above the expected level by the end of the year. This represents at least satisfactory achievement. Overall this reflects the position at the time of the last inspection.

52. Throughout the school, staff work hard to ensure that pupils have many opportunities to develop their speaking and listening skills. In a mixed Year 1 and 2 lesson, paired discussion was used to good effect to enable pupils to refine and improve their use of the 'language of time'. Older pupils in a Year 5 and 6 class were observed in enthusiastic discussion about the characters in 'Wuthering Heights'. Teachers use challenging, subject related vocabulary regularly and to good effect. Pupils of all ages make good progress.

53. Pupils make steady progress in reading as they move through the school, with the majority of pupils attaining expected standards and with some pupils working at higher levels. Effective use of the home-school reading records across the school allows parents to support their children's learning and this has a positive impact on improving pupil performance. In the newly formed reading club, Year 5 and 6 pupils demonstrated high levels of enthusiasm for the challenging text 'The Wind Singer'.

54. Standards in writing have improved in the last twelve months. This is due to high quality, imaginative teaching and improved planning. The majority of seven year old pupils are making at least satisfactory progress. Eleven year old pupils are achieving well and making good progress. Standards of handwriting and presentation are improving as a result of a more consistent approach. Spelling is at expected levels throughout the school, with pupils using more complex spelling patterns as they progress. Teachers' marking is supportive and there are some good examples of staff indicating to pupils what they need to do next to improve their work. This, however, is underdeveloped across the school.

55. Pupils with SEN are well supported in English lessons and achieve well. The tasks offered to them are appropriate to their needs, and support staff make a significant contribution to their learning. These pupils make good progress.

56. Teaching in three out of the four lessons seen was good, with the teaching in the other lesson judged to be satisfactory. This is reflected in the progress made by pupils. Teachers plan well to meet the varying needs within the mixed aged classes. They use questioning imaginatively and encourage pupils to refine and improve their work. Pupils respond positively and enthusiastically. Teachers have a good understanding of how to teach reading and writing and take every opportunity to develop speaking and listening skills. Whilst they use interesting and varied vocabulary to stimulate pupils' interest in new words there are occasions when opportunities to introduce alternative vocabulary are missed. This results in a minority of pupils using unadventurous language.

57. The management of English is good. The co-ordinator is knowledgeable and enthusiastic. Joint monitoring with an experienced colleague from the LEA Literacy team has given her a clear view of the strengths and needs in the subject. Resources are satisfactory but she is aware of the need to purchase additional 'big books' to support the literacy strategy. A recent fund raising initiative has improved the fiction section in the library. Monitoring and assessment procedures are in need of further development in order that planning can take even greater account of the needs of the pupils.

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

58. At the time of the last inspection this was identified as area for improvement. There is now evidence of this happening on a more regular basis. Time was taken in mathematics, science and history lessons for pupils to be introduced to and to practise the use of appropriate new technical vocabulary. Discussion with Year 6 pupils about an extended piece of writing related to 'life in Victorian times' reflected good links between history and literacy.

## **MATHEMATICS**

Provision in mathematics is **good**.

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

- Good teaching enables pupils to learn and achieve well.
- High standards at the end of Year 2 and improving standards in Year 6.
- The teachers set challenging annual targets for pupils.
- Good subject management.
- The monitoring of the mathematics curriculum and quality of teaching and learning by the co-ordinator is under-developed.

### **Commentary**

59. Pupils in Years 1 and 2 make good progress in response to the teaching they receive. Work is well planned so that all pupils, including those with SEN, achieve well. Pupils become increasingly able to work independently and this, linked with their positive attitudes, ensures they work hard and achieve the goals set for them.

60. Overall, teaching is good and there was evidence of some very good teaching in Years 3 to 6. Teachers plan work well within the National Numeracy Strategy to meet the needs of pupils of differing abilities and ages. Such work is always challenging and targeted to enable pupils to make at least good progress. Pupils with SEN are supported well by teaching assistants who follow the teacher's lead to challenge and motivate these pupils so that they make good progress. Pupils use their ICT skills to support their learning. The quality of teachers' marking is variable but it is mostly constructive and helpful to pupils, who have a reasonable understanding of their progress and what to do to improve.

61. Teachers manage lessons well. They deal sensitively with pupils who are finding the work hard and encourage pupils to help one another. Teachers have high expectations of both concentration and behaviour and so a key feature of all lessons is that pupils are on task and working hard with no disruptions. Teachers use good questioning techniques to challenge pupils and use praise well to recognise and celebrate achievement.

62. Teachers have high expectations of their older pupils, and pupils' behaviour and work rate are consistently very good. Pupils clearly enjoy their lessons and take great pride in their work. They are keen to receive merit awards for their work and this system provides additional motivation to spur pupils on even further.

63. Standards in national assessments at the end of Year 6 have been too low. Overall, pupils are now making good progress and achieving well across the school. Higher attaining pupils are making the progress needed to achieve the higher levels of attainment within the National Curriculum programme. There is an effective system for annually assessing pupils and identifying targets for achievement for individual pupils, but there is not a system for more frequent assessment and target setting. Management of the subject is good. The co-ordinator has worked hard to assist colleagues with the numeracy strategy and this has improved standards. Monitoring procedures to evaluate the effectiveness of the planning and delivery of the subject are not yet fully established. Some analysis of the 2003 Year 6 national assessments has been carried out to identify weaknesses in the teaching programme, but this has not yet had an impact on teaching and standards across the school.

### **Mathematics across the curriculum**

64. Pupils use their mathematical skills in other subjects of the curriculum, notably science and design and technology. For example, in science they present information using bar charts and graphs. Parents identified that pupils use their mathematical skills in a range of ways when problem solving for homework.

## **SCIENCE**

Provision for science is **good**.

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

- Standards are high and there is a strong focus on science investigations, with pupils finding out things for themselves.
- The quality of teaching is good.
- There is good use made of assessment to track pupils' progress.
- The monitoring role of the co-ordinator is identified as an area for development.

### **Commentary**

65. Standards in science are above average for seven and eleven year olds, which represents an improvement on the previous inspection. The quality of the curriculum is good. It is broad, balanced and relevant. The main strength is the strong focus on science investigations. Boys and girls, including those with SEN, are adept at planning their investigations, setting up a fair test, and recording their findings accurately. They plan how they are going to tackle their investigation, and readily identify things that can be changed. These skills are taught well, meaning that learning is effective for every pupil, including the higher achieving pupils and those with SEN. Staff are well trained and confident, and they successfully promote pupils' positive attitudes, ensuring that the pupils' achievement is good and standards in their science investigations are above average.

66. The quality of teaching is good and all aspects of the science curriculum are covered appropriately. Teachers have secure subject knowledge and deliver challenging lessons at a brisk pace. In a very good Year 5 and 6 lesson on the earth, the sun and the moon, older pupils developed their scientific knowledge and understanding very well by researching information on the computer.

67. Lessons are well planned and learning objectives are clearly identified. All pupils in the infant and junior classes are set realistic targets which help them to identify the next steps in their learning. Pupils with SEN have work which is well matched to their ability. The quality of assessment is good, as it identifies what pupils know and can do and what is needed to improve.

68. The science co-ordinator has identified the need to monitor planning, teaching and pupils' learning on a regular basis. This has been done in the past when it was a focus on the school improvement plan.

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

Provision in ICT is **satisfactory**.

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

- Pupils use their ICT skills to support learning in other subjects.
- There is a good range of software available for teachers and pupils to use.
- The PTA has provided significant funds for resources.

### **Commentary**

69. It was not possible to observe any lessons in ICT during the inspection, although pupils were observed using their skills, and discussions were held with older pupils and the subject co-ordinator.

70. Standards are least in line with those expected by the end of Year 2 and 6. Evidence indicates that younger pupils are able to use drawing software to produce and print pictures. Pupils in Years 3 to 6 use word processing software well, and by the time they are in Year 5 are using 'PowerPoint' to present information. Year 6 pupils were able to access their own files on the network, identify their work and were keen to show inspectors what they could do. They also have access to e-mail and use this to communicate with 'pen pals' in other schools.

71. Teachers and support assistants use a range of software to support pupils with SEN and this enhances the progress they make.

72. There are an appropriate number of computers available to pupils, mostly in a networked suite. The school has very recently purchased an interactive white board and the necessary computer and projector. The parents raised a major part of the money for this purchase. The equipment is intended to enhance learning for all pupils once the teachers have been trained in its use.

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

73. During the inspection pupils in Year 5 and 6 were observed using the Internet to gather information to support their learning in history and science. For example, in science, pupils were studying the solar system and in particular the cause and effect of day and night. They accessed the Jodrell Bank web site to gather additional information, which was then shared in a whole class activity.

## HUMANITIES

### HISTORY

Provision in history is **satisfactory**.

#### Main strengths and weaknesses:

- Standards are broadly in line with national expectations.
- Provision is enhanced by visits which contribute to pupils' cultural development.
- Use of monitoring and assessment are under developed.
- Unsatisfactory resources.

#### Commentary

73. Scrutiny of work and discussions with pupils indicate that by the age of 11 most pupils generally achieve as well as those in similar schools. They make satisfactory progress as they move through the school. This broadly reflects the position at the time of the last inspection.

74. In the one lesson observed the teaching was judged to be of good quality, resulting in the Year 5 and 6 pupils, including those with SEN, making good progress. The pupils were observed enthusiastically interrogating a range of secondary sources of evidence, including those from ICT sources, to increase their understanding of children's lives in Victorian times.

75. Overall resources for teaching and learning are unsatisfactory. The school, however, makes productive use of trips to Birdoswald and Ordsall Hall to give pupils in Years 3 and 4 a better understanding of life in Roman and Tudor times.

76. Subject leadership is not as effective as it should be. Lack of effective use of monitoring and assessment often results in poor quality medium term planning which does not take sufficient account of pupils' needs.

### GEOGRAPHY

Provision in geography is **satisfactory**.

#### Main strengths and weaknesses:

- Equality of access for all pupils.
- Visits enhance pupils' knowledge of the locality.
- The monitoring and assessment of the subject are under-developed.
- Links with other subjects, including citizenship, are under-developed.
- Poor contribution to pupils' knowledge and understanding of other cultures.

#### Commentary

77. There was insufficient evidence available to form a secure judgement on pupils' achievement and attainment. Discussion with older pupils demonstrated their limited knowledge about life in other countries.

78. No teaching was seen during the inspection.



79. The long term curriculum plan clearly indicates opportunity for all pupils to access their subject entitlement. Medium term planning is over-dependent on national guidelines rather than the needs of pupils. Links with other subjects are not consistently identified. Lack of monitoring and assessment procedures for tracking pupil progress and achievement results in planning which does not take sufficient account of pupils' needs. The subject co-ordinator has not yet identified priorities for the future development of the subject.

80. The school makes effective use of the village and farming locality and a visit to Glassondock harbour to enhance pupils' knowledge and understanding of the local culture. Pupils demonstrate a secure understanding of the importance of farming and tourism to the local economy. The Brockhole Water Project improved older pupils' understanding about the importance of water as a life source in the Third World. Generally, pupils' knowledge of other cultures is limited. It is undermined by a shortage of multicultural images and books.

81. The annual Year 5/6 residential field trip, which focuses on team building and ICT skills, develops pupils' capacity to work and co-operate well together. Subject planning across the school fails to consistently identify opportunities for pupils to develop an active role as citizens.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **DESIGN AND TECHNOLOGY**

It was not possible to observe any lessons in design and technology. It is not possible to judge the overall quality of provision. Comments are based upon an examination of pupils' previous work and discussions with pupils and the subject co-ordinator.

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

- Pupils are enthusiastic and enjoy their work in the subject.
- The problem/design/make/evaluate process is fully established across the whole school.

#### **Commentary**

82. Standards of attainment at the end of Year 2 and 6 are in line with those expected. Teachers plan lessons to have a problem solving focus so that pupils consider a design 'brief' then make a product, although their work shows that where new making skills are needed these are taught and practised before the making of the product. After making, pupils evaluate their own work and then share their evaluation with the other pupils, who then make constructive comments on how to improve the design. Such feedback is sensitively handled by the teacher to ensure that all gain from the process.

83. Pupils are enthusiastic about the subject. In discussions with Year 6 pupils they eagerly described the process for making pizza, the difficulties they had as well as their successes, and the success of other pupils within the class.

## ART AND DESIGN

Provision for art and design is **good**.

### Main strengths and weaknesses:

- The curriculum is rich and stimulating.
- Pupils enjoy their art and design and they use a wide range of skills and techniques to produce work of better than expected standard.
- Teaching is good and pupils benefit from the regular teaching by an artist.
- There is no formal monitoring or assessment.

### Commentary

84. Standards reached by the seven and eleven year olds are above the level expected for pupils of similar ages. They are achieving well. This is an improvement since the last inspection. The curriculum is broad, balanced, relevant and rich. All teachers have a good subject knowledge and understanding and pupils benefit from the regular visits from a local artist, especially in pottery and clay work.

85. There is a good range of creative opportunities available to pupils. They are competent when using different media, and are confident in evaluating their own work and other pupils' work. This was demonstrated well in a Year 2, 3 and 4 lesson on 'Portraying relationships'. The teacher had planned the lesson very well. Pupils co-operated very well in pairs as they evaluated their own and their partner's work. The teacher skilfully enabled all pupils to share the strengths and areas for development in their work with one another at the end of the lesson.

86. The quality of teaching is good. The work in Year 1 is built on successfully in subsequent years. There is a good range of work on display throughout the school, which shows the influence of other artists' work, such as the Year 3 and 5 snail pictures completed in the style of Henri Matisse. Pupils confidently produce pictures in the style of Paul Klee and George Seurat, before comparing and contrasting the styles. Their clay work is of a particularly high quality and demonstrates the very good input from a local artist. Their latest work features their own self-portraits on clay plaques.

87. The subject has a firm place in the curriculum. The co-ordinator monitors standards, teaching and learning on an informal level, but has identified the need to assess pupils' work more formally.

## MUSIC

Provision in music is **satisfactory**, with good features in the junior phase.

### Main strengths and weaknesses:

- Standards in singing are good and lessons are well planned.
- Teaching is good.
- Music makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The monitoring role of the co-ordinator is undeveloped.
- There are no formal assessment procedures in place.

### Commentary

88. Music is carefully planned for within the curriculum. In lessons, and in assemblies, pupils sing tunefully and with real expression. Pupils are encouraged to sing with feeling and to fit the mood for the purpose. For example, in a Year 2, 3 and 4 music lesson pupils sang 'Row, row, row, the boat' tunefully in two parts to an accurate percussion accompaniment. Boys and girls fully participate in

music making activities and achieve well. Music is used well in lessons and in assemblies. For example, 'Tubular Bells' provided a valuable opportunity for pupils to identify instruments and discuss the mood created.

89. The quality of teaching is good. Lessons are planned so that pupils' musical skills are developed well. Most pupils in Year 2 can name the instruments they use. Year 2, 3 and 4 pupils handle instruments carefully. In a very good music lesson pupils composed a good quality sound picture entitled 'Peace' due to very good teaching. They make very good progress due to very clear explanations from the teacher. There is good quality teaching for pupils in peripatetic music lessons, where their individual progress is built on effectively.

90. The co-ordinator is new to his role and has identified the need to monitor teaching, planning and learning. In addition there are no formal assessment procedures in place.

## **PHYSICAL EDUCATION**

Provision in physical education is **satisfactory**.

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

- Pupils are enthusiastic and work hard physically.
- Links with the local tennis club enhance opportunities for skill development.

### **Commentary**

91. In the lesson seen pupils were keen to be active and worked hard to develop their skills. The teacher used appropriate warm up routines followed by basketball passing skill practice and activity. The pupils demonstrated above average passing and catching skills. The teacher carried through a very effective warm down routine, which also enhanced pupils' personal development, as they were expected to thank their peers for helping in the activities.

92. When talking to pupils it was clear that those in Year 5 and 6 enjoyed the opportunity to go swimming and were achieving the required standard. Parents were also pleased to explain the virtues of the mixed age house teams, which were a feature of the annual 'sports day', and how this enhanced pupils' care for one another.

93. There are opportunities for older pupils to be engaged in adventurous activities through an annual residential experience to an outdoor education centre. Younger pupils access adventurous activities using the school's own adventure playground and its appropriate apparatus.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

It was only possible to sample one lesson but additional evidence was gathered from other lessons and talking to staff and pupils.

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

- Effective use of 'circle time' for younger pupils.
- The lack of a coherent framework for developing PSHE through the curriculum.

### **Commentary**

94. In the lesson seen with younger pupils the teacher effectively managed the process to allow all pupils to confidently take part. They offered their views and other pupils listened carefully.

95. There are many opportunities through collaborative work in lessons and at playtimes for pupils' social skills to develop well. However, opportunities to take responsibility and show citizenship understanding are limited.

96. The current provision for sex and relationships education and drugs education is satisfactory.

## 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	4
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>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	5

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