

# **INSPECTION REPORT**

**Audlem St. James C of E Primary School**

**Crewe**

**LEA area: Cheshire**

**Unique reference number: 111267**

**Headteacher: Ms C J Nolan**

**Lead inspector: Mrs G Peet**  
**Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003**

**Inspection number: 105901**  
**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:	165
School address:	Heathfield Road Audlem Crewe
Postcode:	CW3 0AL
Telephone number:	01270 811450
Fax number:	01270 812314
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P. Ellis
Date of previous inspection:	29 <sup>th</sup> June, 1998

## **CHARACTERISTICS OF THE SCHOOL**

Audlem St. James Primary School is a smaller than average Church of England school of 165 pupils situated in the village of Audlem in Cheshire. It serves children aged three to eleven and draws its pupils both from the village and surrounding areas. Pupils start in the year in which they become five before which most pupils attend the South Cheshire Rural Nursery, which is attached to the school. Pupils enter the school with attainment that is average. Less than eight per cent of pupils have special educational needs. This is well below the national average. Most pupils are of white European origin and none speak English as an additional language. The percentage of pupils starting or leaving school other than at the normal admission times is average. The South Cheshire Rural Nursery has classes at three other schools. They have been included in this inspection because they are led by Audlem School.

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Members of the inspection team</b>			<b>Subject responsibilities</b>
18842	Mrs G Peet	Lead inspector	Mathematics Science Art and Design Design and Technology Music
11345	Mrs J Madden	Lay inspector	
25509	Mrs J Clarke	Team inspector	The Foundation Stage Special Educational Needs Geography History Religious Education
14991	Mr A Hardwicke	Team Inspector	English Information and Communication Technology Physical Education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** It has a strong, caring ethos in which pupils feel secure. Most pupils are achieving well in the core subjects of English, mathematics and science because the quality of teaching and learning is good overall. The school is well led and managed and the headteacher is aware of what is needed to make continued improvements and raise standards further. The school provides satisfactory value for money.

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

- Current standards in English and science are above average although standards in mathematics are average. Most pupils achieve well.
- Standards and provision in information and communication technology are unsatisfactory throughout the school.
- Although teaching is good overall, some teachers do not always provide work for higher attaining pupils that is sufficiently challenging and, as a result, they do not achieve as well as other pupils, especially in mathematics.
- Standards in religious education are above the expectations of the Local Agreed Syllabus.
- The provision for the Rural Nursery is very good and children have a good start in the Foundation Stage.
- The ethos of the school is very good and as a result the behaviour and attitudes of the pupils are very good.
- All aspects of pupils' care, guidance and support are very good.
- Links with parents and other schools are very good.

Since the last inspection standards have improved in English and science and have been maintained in all other subjects about which it has been possible to make judgements, except information and communication technology. Not enough progress has been made in raising attainment in information and communication technology and pupils' attainment is below average in this subject. The issues of the last inspection have been mostly addressed. Very good attitudes and behaviour have been maintained.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well.** Most children enter the Foundation Stage with attainment that is average. Most are on course to attain the expected standards by the time they enter Year 1 and many will exceed them. They achieve well. By the end of Year 2 pupils have attained standards that are well above average in reading and writing and achieve well. In mathematics achievement is good because records show that they make good progress from the beginning of Year 1. By the end of Year 6, pupils achieve very well when compared to pupils who attained similar results at the end of Year 2 in English, mathematics and science. Standards in religious education are above local expectations at the end of both Year 2 and Year 6 and pupils achieve well in this subject. In information and communication technology standards are below expectations and achievement is

unsatisfactory. In all other subjects about which judgements have been made, standards are in line with those expected at the end of both Year 2 and Year 6.

**Pupils' personal qualities are very good** and their **spiritual, moral, social and cultural development is good**. Pupils have **very good attitudes** towards their work and work well with each other. **Behaviour is very good**. **Attendance is above average** and pupils arrive at school punctually.

### ***QUALITY OF EDUCATION***

**The school provides a good quality of education except in information and communication technology.** This is because **teaching and learning are good** throughout the school in all subjects except information and communication technology in which it is unsatisfactory because teachers lack the confidence to teach it. The statutory requirements of the National Curriculum are not met in relation to this subject. Teaching in the Foundation Stage, including the outreach nurseries, has some very good features. The teachers here have a very good understanding of young children and are exceptionally patient with them. Classroom organisation is very good and teachers provide a good range of activities that stimulate and interest young children. As a result, children engage well with the activities and learn well. In Years 1 to 6 assessment is used effectively to put pupils into appropriate learning groups but in some classes the work given to the higher attaining groups is insufficiently challenging to ensure good achievement. Throughout the school there is a good focus on language development and in many lessons subject vocabulary is introduced and explained. Pupils are expected to use it and do so well.

The curriculum is of **good** quality, breadth and balance except in information and communication technology. It enables pupils to achieve well in the core subjects of English, mathematics and science. Pupils make a range of interesting visits to supplement their work in school and visitors make a good contribution to the enrichment of the curriculum. The provision for extra curricular activities is good and the pupils benefit well from the opportunities provided. The provision and the teaching and learning of pupils with special educational needs is good and in the lessons in which there are teaching assistants they are effectively supported by them and they achieve well. This is a **caring school** where pupils feel safe and secure. Partnerships with parents are **very good**. They receive good quality information about their children and they play an effective role in supporting the school and their children.

### ***LEADERSHIP AND MANAGEMENT***

**The leadership and management of the school are good.** The headteacher has a clear vision for the further development of the school. She is the driving force behind change. The governors have a good working relationship with the headteacher and are clear about the strengths and weaknesses of the school. They are active in their support and many visit regularly. The school has a very good ethos, which is a positive aid to learning.

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

Parents are delighted with the provision made for their children and in the way the school communicates with them as parents. Pupils enjoy school and feel that they are valued.

### ***IMPROVEMENTS NEEDED***

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

- Improve the provision and standards in information and communication technology
- Improve standards in mathematics to the level of English and science.
- Challenge higher attaining pupils more effectively so that they achieve well.

And to meet statutory requirements, the school should:

- Teach the National Curriculum for information and communication technology.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

**Overall pupils' achievement is good.** Standards in reading in the 2002 tests at the end of Year 2 were well above average and above average in writing. They rose further in 2003. In mathematics they were average in 2002 but fell slightly in 2003. In the end of Year 6 tests in 2002, standards were in line with the national average in English, mathematics and science. In 2003 they rose in English and science but fell slightly in mathematics. The inspection judgement is that standards are rising in all the core subjects<sup>1</sup> in both Years 2 and 6 and achievement is good in English and science. In mathematics it is satisfactory. Higher attaining pupils do not achieve as well as other pupils in mathematics and science at the end of Year 6. Pupils achieve well in the Foundation Stage<sup>2</sup>.

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

- Pupils achieve well in all six areas of learning<sup>3</sup> in the Foundation Stage.
- Pupils achieve well in reading and writing in Years 1 and 2 but in mathematics achievement is only satisfactory.
- In Years 3 to 6 pupils achieve well in English, although results in writing are still not as high as in reading.
- Pupils in Years 3 to 6 achieve well in the knowledge and understanding aspects of science but only achieve satisfactorily in the skills aspect. As a result few pupils attain the higher Level 5 in the end of Year 6 tests.
- Standards in information and communication technology are below expectations at the end of both Years 2 and 6. Pupils' achievement in this subject is unsatisfactory.
- Standards in religious education are above local expectations and pupils achieve well.

#### ***Commentary***

1. In the Foundation Stage pupils achieve well. They enter the Foundation Stage with attainment that is similar to that seen in other schools. When they enter Year 1 most pupils have attained the early learning goals<sup>4</sup> and a significant number exceed them.
2. In the end of Year 2 tests in 2002, pupils attained results that were well above average in reading and writing and in line with average in mathematics. The results for 2003 tests have not yet been validated but indications are that they have risen in both reading and writing. In mathematics they have dropped slightly. This is because fewer pupils attained the higher Level 3, although more pupils attained the expected Level 2. When the 2002 results are compared to similar schools, results in reading and writing are in line with the average but in mathematics are below average. The inspection found standards in reading, writing and science to be above expectations but standards in mathematics to be in line with expectations. This is because the challenge for higher attaining pupils in mathematics is not high enough. As a result these pupils achieve satisfactorily but not well. Pupils achieve well in Years 1 and 2 in reading, writing and science because teaching is good.

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<sup>1</sup> The core subjects are English, mathematics and science.

<sup>2</sup> The Foundation Stage is the Nursery and reception class.

<sup>3</sup> The six areas of learning are personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

<sup>4</sup> The early learning goals are the six areas of learning.



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

Standards in:	School results	National results
reading	17.1 ( 19.0 )	15.8 (15.7)
writing	15.4 ( 15.0)	14.4 (14.3)
mathematics	16.8 (19.3)	16.5 (16.2)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

3. In the end of Year 6 tests in 2002, results in English, mathematics and science were average. However, when these results are compared to those of pupils who attained similar results at the end of Year 2 then the improvement was well above average. The results for 2003 have not yet been validated but the indications are that they have risen in English and science but have dropped slightly in mathematics. This is because pupils failed to make the expected progress in younger classes. This problem has now been resolved and there is now good progress in these classes. However, standards in writing in the end of Year 6 tests in both 2002 and 2003 are not as high as in reading. Standards are rising in writing and are in line with national expectations. In reading they are above average and reach the expected level in mathematics. One reason for the lower results in mathematics is the low number of pupils attaining the higher Level 5. This is a result of some teaching that does not take sufficient account of the higher attaining pupils and challenge them fully in lessons. The pupils' approach to problem solving has been identified by the school as another reason. Although teachers are aware of this, they still do not help the pupils enough to overcome their difficulties in this respect to improve attainment. Overall achievement in mathematics is satisfactory. Years 3 to 6 pupils achieve well in English and science.
4. Pupils throughout the school attain high standards in religious education and achieve well in this subject. When asked, several pupils said that this was their favourite subject.
5. Standards in information and communication technology are below national expectations throughout the school and pupils' achievement in this subject is unsatisfactory. This is because although there have been recent improvements in the provision of both hardware and software, teachers lack confidence teaching the subject and have low expectations of pupils.
6. It is apparent from work seen that standards in art and design and design and technology are in line with national expectations. It is not possible to make a judgment on achievement in these subjects or on either attainment or achievement in any of the other subjects.
7. In many lessons higher attaining pupils were not given tasks that were sufficiently challenging and as a result although their achievement is satisfactory it is not as good as other pupils. Pupils with special educational needs are well supported in lessons and achieve well.

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

Standards in:	School results	National results
English	27.4 (26.5)	27.0 (27.0)
mathematics	27.0 (27.0)	26.7 (26.6)
science	29.0 (28.9)	28.3 (28.3)

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

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

**Pupil's attitudes, values and other personal qualities are very good. Their behaviour is very good. Attendance and punctuality are good and provision for pupils' spiritual, moral, social and cultural development is good.**

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

- Pupils have very good attitudes to work and are very well behaved in and around school.
- Pupils have very good relationships with each other
- The school has high expectations and undertakes consistent monitoring of pupils' conduct.
- Attendance is good and reflects the schools very well developed monitoring and promotion systems
- The school develops pupils' confidence and self-esteem very well
- Pupils are developing good self-knowledge and spiritual awareness and very good moral values. Their social and cultural development is good.

#### ***Attendance***

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

Authorised absence		Unauthorised absence	
School data:	3.4%	School data :	0.0%
National data:	5.4%	National data:	0.5%

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

#### ***Commentary***

8. Pupils' attitudes to the school are very good and clearly demonstrated by their good opinion of the teachers and their keenness to learn. Pupils are very well supported so that each pupil feels included in the learning that is taking place. Pupils have very good relationships and form firm friendships in the school, which results in co-operative working and comfortable relationships during games in the playground. They practise the rules governing behaviour, which are very much part of the moral values expressed in the school. Any lapses from these high standards of behaviour, including bullying and racial incidents are dealt with immediately and effectively by the headteacher who also provides on-going support to pupils, enabling them to take control of their own emotions and reactions.
9. Attendance at the school is good as parents ensure that pupils attend regularly and arrive punctually in response to the clear guidelines provided by the school. However, because of an epidemic of viral illness in the academic year 2002/3, attendance has fallen. Attendance is monitored daily and parents contacted immediately if they fail to inform the school of a child's absence. The Education Welfare Officer is well used on the rare occasions when this is necessary. Two pupils were each excluded last year for a fixed period. One of these pupils has now left the school. The other has received help and support from the school and as a result their behaviour has improved considerably.
10. Through the curriculum for religious education pupils learn about a number of religions and the importance of their traditions and culture. As a result, they understand that this makes people behave in different ways. They also learn to think about the wider questions of life. This was beautifully demonstrated in a Year 1 lesson during a discussion between two boys about whether God made everything in the world. The sustained use of discussion time when pupils

gather in a circle is ensuring that pupils learn to listen carefully and have a better understanding of their peers.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	2	
White – any other White background	2		
Mixed – White and Asian	1		
Asian or Asian British – Indian	1		
No ethnic group recorded	2		

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The curriculum is of good quality, breadth and balance. The good quality of education enables most pupils to achieve well in English and science. Assessment is satisfactory but is not used well to plan work to meet the needs of the higher attaining pupils who do not achieve as well as other pupils in the school.

### Teaching and learning

Teaching and learning is good overall throughout the school. Assessment is satisfactory but is not used well to plan challenging activities for the higher attaining pupils.

### Main strengths and weaknesses

- Teaching in the Foundation Stage is good with some very good features.
- Assessment is used effectively to put pupils into appropriate learning groups, but the work then given to the higher attaining groups is often insufficiently challenging to ensure good achievement.
- Teaching and learning of pupils with special educational needs are good and in the lessons in which teaching assistants are present they are well supported.
- Group work in lessons makes a good contribution to developing pupils' social skills.
- Teachers use lessons in all subjects to develop pupils' language skills.
- Teaching of information and communication technology is unsatisfactory.

### Summary of teaching observed during the inspection in thirty lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (27%)	13 (43 %)	8 (27 %)	1 (3 %)	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.

### Commentary

11. Teaching in the Foundation Stage, which includes the outreach nurseries as well as the nursery and reception class at Audlem is good and has some very good features. The teachers have a

very good understanding of young children and are exceptionally patient with them. Classroom organisation is very good and teachers provide a good range of activities that stimulate and interest young children. As a result, children engage well with the activities and learn well. There is a strong focus on language development and teachers provide very good models of good speech. This builds confidence in children to speak and to speak clearly. Teachers and teaching assistants work very well together.

12. Teachers know their pupils well and day-to-day assessment is used effectively to group pupils with others of similar learning needs. However, whilst the needs of average attaining and lower attaining pupils are well met, the needs of the higher attaining pupils in most classes are not met as effectively. These pupils are often given similar work to those with average needs and then given supplemental work as extension. This results in them only having the opportunity to attain the same level as other pupils and only achieving satisfactorily when others achieve better. These pupils say that they often find work easy and would enjoy greater challenge. Pupils with special educational needs are well supported by teaching assistants when they are in lessons. The work they are given is a good match to their needs and they learn well in lessons.
13. Teachers organise lessons well and provide good opportunities for pupils to work collaboratively and develop good social skills. This was seen particularly in art and design lessons when pupils were able to share ideas and work at a more challenging level than they could have managed independently.
14. Teachers are aware of the need to develop pupils' language skills and in many lessons subject vocabulary is introduced and explained. Pupils are expected to use it and do so well.
15. Whilst teachers have good knowledge and understanding of most of the subjects they teach, there is a weakness in their confidence in teaching information and communication technology. The only unsatisfactory lesson seen was in this subject. The teacher lacked the confidence to use the laptop computers to enable a greater number of pupils to learn and practise skills. Some pupils did not have a turn and as a result pupils' learning in that lesson was unsatisfactory. In another lesson, of which only part was seen, the teacher again lacked the confidence to use the laptops. In lessons in other subjects there were few occasions when computers were used to support learning.

### ***The curriculum***

**The curriculum is mostly of good quality, breadth and balance. It enables pupils to achieve well in English, mathematics and science. It is enriched by a good range of visits, visitors and extra curricular activities. The quality of the accommodation and the resources in the school are satisfactory.**

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

- Pupils make a range of interesting visits to supplement their work in school.
- Visitors make a good contribution to the enrichment of the curriculum.
- The provision for extra curricular activities is good.
- The provision for pupils with special educational needs is good. However, the provision for higher attaining pupils in some of the junior lessons is not challenging enough to meet their needs and ensure the same good progress in their learning that other pupils make
- The provision for information and communication technology is unsatisfactory and does not meet statutory requirements.

### ***Commentary***

16. The school ensures that the curriculum is well supplemented and supported by a range of visits that each class make each year. Last year a number of visits supplemented the science curriculum. Pupils went to places such as The Blue Planet Aquarium, Chester Zoo and Delamere Forest. Year 6 pupils made a residential trip to Shropshire.

17. A number of visitors regularly come into school to work with pupils. They include ministers of religion and representatives of charities and the police and fire services. The school uses the skills of parents well and they are given the opportunity to share these skills with the pupils. The pupils have enjoyed doing some canal art with a parent and have also benefited from parents helping with activities such as science and design and technology.
18. The provision and quality of extra-curricular activities is good and the pupils benefit well from the opportunities provided. Staff and parents run a number of clubs including:
- A drama group
  - An art and craft club
  - A cookery club
  - A science club
  - A gardening club
  - A Scrabble Club
  - A number of sports clubs and sports teams, including: cross country running; football; netball and short tennis.
19. The school makes good provision for pupils with special educational needs. These pupils are given appropriate activities and in many lessons they are well supported by teaching assistants. The provision for higher attaining pupils is not as good. In some classes the activities they are given do not give sufficient challenge to enable them to make the same good progress that other pupils make. When asked, higher attaining pupils said they were bored in some lessons.
20. The statutory requirements of the National Curriculum for ICT are not met. Teachers do not use the time allocated to ICT effectively to move pupils on at an appropriate rate. Neither do they give pupils sufficient opportunities to practise ICT skills when learning other subjects.

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

**Pupils are very well cared for, guided and supported by the school. There are very good care, welfare, and health and safety procedures in place for pupils. The school provides very good support, advice and guidance, based on monitoring, for pupils. There is good involvement of pupils through seeking, valuing and acting on their views.**

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

- The school provides a very healthy, safe and secure environment for pupils
- There are very good induction arrangements for pupils into the nursery and reception and good arrangements for the move to the secondary school
- All pupils are very well supported in the classroom and targets for improvement are set with the class teacher
- Pupils are very well known to their teachers and across the school
- Pupils are consulted and their opinions acted upon, similarly their opinions in the classroom are valued

### ***Commentary***

21. The school provides a very safe environment for pupils through the well-established routines of daily checks for hazards and the reporting of areas for action. There are risk assessments in place to underpin the school's work on health and safety and any visits by pupils outside the school. The giving of medicines by staff is clearly understood by staff and parents with appropriate permissions being requested in writing. There are very few accidents but these are fully recorded by the trained first aid staff and pupils dealt with appropriately. Child protection arrangements are fully in place and understood by all staff.

22. Teachers know their pupils very well not only in their academic achievements but their personal qualities as well, and this comes through very clearly in the annual reports on pupil's progress made to parents. All pupils are well supported in their learning including those pupils with special needs. The teachers and pupils set targets for improvements together. Children in the Nursery and Reception classes are phased into the school in order for staff and pupils to get to know one another, and for children to become familiar with the routines in a secure setting. The move to the main secondary school is supported by continuous contact with teachers from the secondary school and frequent visits.
23. Pupils are consulted about their views on the school through questionnaires and in Circle Time and will in future be consulted through the newly set up School Council, which has already put forward a number of constructive ideas for the improvement of playtimes. In the classroom teachers welcome pupils' comments and ideas and are happy to enter into constructive discussion.

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

**The school has very good and effective partnerships with parents, other schools and the community.**

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

Parents have a very high opinion of the school.

- The school consults parents and takes action to meet their needs.
- Concerns and complaints are dealt with very well.
- Information for parents is of very high quality.
- Considerable numbers of parents help in the school.
- Pupils are involved in events both in the town and the wider community.
- The school provides very good management arrangements for the rural nurseries.
- There are very good links and transfer arrangements with other schools.
- The Friends of Audlem School provide substantial funds for the school through social events.

#### ***Commentary***

24. Parents are delighted with the provision made for their children and in the way the school communicates with them as parents. The information provided is comprehensive and of high quality including weekly newsletters, curriculum information, parents meetings and informative annual reports on pupils' progress. Many parents help in the classroom, provide extra-curricular tuition and take part in fund-raising. They are consulted on a regular basis and the school analyses the information with great care to provide areas for improvement. Any queries and complaints are dealt with very effectively and sensitively.
25. Partnerships with the community include close links with the Church, local charities and significant events in the town such as Audlem in Bloom and the Audlem Special Events Team. The local police and fire department take part in the Summer Fair and speak at assemblies. Such activities extend pupils' opportunity to learn and to develop their personal skills.
26. The school has a close relationship with the local secondary school, which helps smooth the transfer of pupils between the schools. A range of visits and the weekly contact afforded by the literacy support, as well as band lessons for those interested pupils, help to build up pupils' confidence. Gifted and talented pupils have regular contact with pupils from neighbouring schools through a series of day-long events, which help to enhance their learning and forge new friendships. There are close working partnerships with neighbouring schools in the provision of training for teachers and pupils benefit from a range of sporting partnerships. The school's management role in the local rural nurseries ensures a close working partnerships with these schools. The school makes an effective contribution to the initial training of teachers.

## **LEADERSHIP AND MANAGEMENT**

**Both the leadership and management of the school are good. The governance of the school is good. The very good provision of the Rural Nurseries aids the learning of the children in these rural communities where there is an element of isolation and a lack of play facilities.**

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

- The headteacher has a clear vision for the further development of the school.
- The governors are clear about the strengths and weaknesses of the school and are active in their support of the school.
- The school development plan is clear and well planned but contains so many issues that the key priorities are not a clear focus for all to see.

### ***Commentary***

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

Income and expenditure (£)		Balances (£)	
Total income	429,062	Balance from previous year	28082
Total expenditure	421,009	Balance carried forward to the next	8,053
Expenditure per pupil	2,521		

27. The head has a good understanding of the school's strengths and weaknesses and has a clear vision for the further development of the school. She is the driving force behind change in the school. The headteacher has made team building a major focus of her leadership. As a result, the school is now an effective team that works well together to create a happy and secure learning environment for the pupils. The role of the coordinators has been strengthened since the last inspection and the senior management team and the subject coordinators are now beginning to take a more active part in the management of the school. Although the role of the deputy headteacher has been significantly developed, the headteacher has plans to further develop his role. Since becoming headteacher nearly three years ago, she has initiated many changes aimed at improving the effectiveness of the school and raising standards. Improvements to monitoring and the introduction of systems to track pupils' progress have provided the school with the information it needs to improve and this is already being reflected in improved standards in writing. Performance management targets have also contributed to improved standards in writing.
28. The governors have a good working relationship with the headteacher and are clear about the strengths and weaknesses of the school. As a church school they are concerned to build the relationship between the church and the school and to develop a caring and inclusive ethos within the school. This they have done successfully. Governors monitor the school and their decisions through their regular visits to the school and the chair has weekly meetings with the headteacher. Governors have observed lessons in order to understand better how the school functions and to learn more about modern education initiatives, such as the literacy and numeracy strategies. Governors have been very involved in the building development because they were concerned that the open plan environment was making it harder for teachers to teach effectively. Teachers feel that the improvements made have improved the learning environment and contributed to more effective teaching. Governors are aware of the principles of best value

and try and apply them where possible. For example, they made the strategic decision to employ a local contractor to maintain the grounds because this was considered to be better value for money than other options.

29. Governors and staff are all fully involved with the development of the school improvement plan, which is a very extensive and thorough document. However, it contains so many aspects for development that the key focus for each year is not clear and the rationale of improving standards is obscure. The effect of this is that teachers do not always have clear foci for improvement in their teaching. For example, although the school has identified problem solving in mathematics as an area for development teachers do not routinely focus on this in their lesson planning.
30. The leadership and management of the school have created a very good ethos, which is a positive aid to learning. Budgetary restraints have prevented the school from creating an information and communication technology resource area and this has been a barrier to improving standards in this subject. The school has attempted to overcome this by buying lap top computers but other measures still need to be taken in order to improve the provision and standards in the subject to a satisfactory level.



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

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

**Overall provision for children in the nursery and reception classes is good.** This is an improvement since the time of the last inspection. The children start in the nursery after they are three years old and move into the reception class in the September of the year in which they are five. At the time of the inspection the children in the reception class had only completed two weeks in school. As a result, it was not possible to make judgements about the standards that the children will reach by the end of the reception class. Judgements about the proportion of children likely to achieve the goals children are expected to reach by the end of reception are based on the achievements of pupils who have just started in Year 1. The majority of children are likely to achieve the goals set for them in all areas of learning, with a significant number exceeding them.

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

- The very good provision of the Rural Nurseries makes a significant contribution to the children's learning.
- Teaching and learning are good in both the nursery and reception classes.
- The children have the opportunity to experience a rich and exciting curriculum.
- The accommodation for these young children is spacious, although the siting of the toilet facilities is not ideal.

#### **Commentary**

31. The very good provision of the Rural Nurseries makes a significant contribution to the schools they serve. This is because of the drive, vision and determination of all the participating schools to ensure that this very effective resource is used to its full potential. The headteachers have worked very effectively together to ensure improvements and developments in the service. Careful management ensures a fair spread of the provision. The recently provided extra sessions have been welcomed by the headteachers and parents alike. The parents value the opportunities the nurseries provide for their children to play and work alongside other children. This is vital in these very rural areas where isolation and lack of play facilities acts as a barrier to the children's learning
32. Teaching and learning are good in both nursery and reception classes. The teachers and assistants give very good encouragement to the children enabling them to form good relationships. This results in the children showing good levels of interest and, as a result, they want to learn. The teachers provide a rich variety of well planned activities, which stimulate learning across all six areas of learning. The high level of engagement with the children ensures they all make good gains in their learning and achieve well.
33. The children have the opportunity to experience a rich and exciting curriculum. Careful planning of visual and exciting activities and the good balance of direct teaching, small group work and opportunities to choose their own activities help the children to develop as learners. These factors successfully contribute to the good progress the children make. The close working links between the nursery and reception classes enable the children to make a smooth transition from one class to another.
34. The accommodation for these young children is spacious, although the siting of the toilet facilities is not ideal. The classroom space for the children is good and allows plenty of space for a wide range of practical activities. The outdoor area is secure and well appointed. The pupils in the Years 1, 2 and reception class have to pass through the nursery class to use the toilet facilities and, although this is potentially disrupting, the pupils and staff are so used to this arrangement that they ignore it.

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

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

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

- All staff have a consistent and positive approach and so the children learn well.

### ***Commentary***

35. Classroom routines are being quickly established in both classes and this is enabling these young children to settle well into school. As a result of the consistent and positive approach of all staff, the children are learning to understand what is expected of them. The children grow in confidence and develop a positive attitude to work. Throughout the nursery and reception classes, the staff encourage the children to share equipment and to take turns. Some children find this difficult and the staff work hard to ensure that the children develop this skill. In the nursery, the children are polite and serve each other with their fruit at snack time, sitting comfortably to eat and drink. The reception class children are not yet adept at changing for physical education lessons. Some children manage by themselves, but others need a lot of help. They line up in a sensible and careful way for assembly or lunch. The children are beginning to concentrate for appropriate periods of time.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- The children have many opportunities to develop their speaking skills.
- The teachers use good quality resources to engage the children

### ***Commentary***

36. Good, carefully structured teaching enables the children to achieve well in their speaking, listening, reading and writing skills. The teachers employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. For example, in the nursery class, the children were encouraged to talk about the texture of the flour they were using to make jam tarts. With supportive questioning, they were able to say it felt soft and smooth. In the reception class, the children talk clearly about the differences in the landscape of the town and countryside.

37. All the children enjoy stories and rhymes. The teachers have bright attractive books to engage the interests of the children and to encourage them to want to read. Writing is displayed in all areas of the nursery and reception classes and this is effective in encouraging the children to write. Children enjoy writing their tickets for a train ride. Writing skills are taught carefully and systematically and it is clear that, by the end of the reception year, most children write their own simple sentences. The staff work with small groups of children giving them very individual focused help. A significant number of adult helpers in the reception class also have a positive affect upon the way the children learn.

## **MATHEMATICAL DEVELOPMENT**

**Provision in mathematical development is good.**

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

- Learning is successful because the teachers place the right level of demand upon the children.

### ***Commentary***

38. As a result of the good provision, the children make good progress in developing their mathematical awareness. The children in the nursery enjoy singing number songs and carefully weighing flour for their jam tarts. They use the sand and water to develop their capacity skills. In the reception class, the children can count to five confidently, they know the name of some

shapes, such as square and circle. The teacher makes good use of a wide range of activities to promote the children's learning and the children do well and their learning is good because their activities are at the correct level of demand. By the end of the reception year, the children are able to add three numbers together, recognise simple patterns and successfully double numbers to ten. Children also use simple mathematical vocabulary to compare the size and weight of objects.

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

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

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

- Very good use is made of a wide range of resources and artefacts to intrigue the children.

#### ***Commentary***

39. The teachers ensure the children are exposed to wonderful resources and artefacts, which will engage and intrigue the children. In one session, the teacher had arranged for the children to watch some sheep's wool being carded and spun on a spinning wheel. A wide variety of old toys amazed the children, successfully grabbed the children's interest and secured their learning. In the nursery class, the children work happily making models with construction kits and the farm set is a particular favourite. At times the children work with good levels of concentration. Children use the computers and the floor robot with confidence, using the mouse to identify and move items on the computer screen. Various programs are used well to promote the children's understanding in this area of learning.

### **PHYSICAL DEVELOPMENT**

**Provision in physical development is good.**

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

- Good teaching enables the pupils to grow in confidence.

#### ***Commentary***

40. Children move around the classroom and in the school hall with growing confidence. They show an increasing awareness of space for themselves and for others. They sit in their house teams and work happily as they pretend to be trains, teddy bears and other different toys. They move around the hall with confidence and are able to remember their movements and stick to them. They use small equipment with increasing control as they paint their model train. Most are able to manipulate construction materials and simple musical instruments. The children handle equipment with care, as when they roll pastry, shape marzipan and make square and round sandwiches.

### **CREATIVE DEVELOPMENT**

**Provision in creative development is good.**

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

- The teachers provide a good range of creative experiences to engage the children.

#### ***Commentary***

41. The result of good teaching and learning ensures the children achieve well in this area of learning. Children enjoy a good range of well planned art and design and role-play experiences to stimulate their imagination. They really enjoy dressing up as train drivers and princesses taking on the roles of these people. The children are beginning to relate well to each other, at present they play alongside each other and share in a range of imaginative ideas. In music lessons they enjoy singing nursery rhymes and clap and play percussion instruments in time to the music. The children enjoy painting and creating a variety of collage pictures.

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

### **ENGLISH**

**Provision in English is good.**

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

- Achievement is good for pupils of all abilities, apart from the more able pupils in the junior classes, where it is satisfactory, because they are insufficiently challenged. Attainment is above the national average at the end of both Years 2 and 6 and is higher than at the time of the last inspection.
- Standards in writing are improving but in the junior classes the standards achieved in writing are still less good than those for reading and speaking and listening.
- Although pupils have positive attitudes in English, they are less positive about writing.
- The teaching of reading and basic literacy skills is good.
- Good use is made of literacy across the curriculum

#### ***Commentary***

42. Most pupils achieve well in both the infant and junior classes. However, in some lessons seen, and in pupils' previous work, the more able pupils in the junior classes are not given work that challenges them enough and their achievement is only satisfactory. The more able pupils often find the work too easy and quickly finish. Provision of 'extra' work for these pupils is often limited or inappropriate, and results in them slowing down to wait for the rest of the class. These pupils are capable of being stretched more. Provision for pupils with special educational needs is good and these pupils achieve well.
43. The standards achieved in writing by the end of the juniors are not as high as for reading and speaking and listening. Opportunities for writing are not provided regularly enough, particularly in the older junior age-groups. Whilst the school has put in procedures to improve writing, which have been successful in the infant classes, this improvement has not yet been seen as successfully in the junior classes.
44. Pupils' attitudes in English are good but when talking about their work, they show less positive attitudes about writing. It is often seen as a chore, rather than an enjoyable activity. More regular, interesting and enjoyable opportunities to write, in a variety of contexts, are needed in order to raise standards so that they are similar to those achieved in the other areas of the English curriculum.
45. Teachers teach basic reading skills well. They are good at ensuring that their pupils learn the basics of phonics and build their reading skills systematically. Teachers make use of every opportunity to encourage positive attitudes towards reading, and spend appropriate amounts of class time teaching the basics of reading. Because of this, pupils regard reading as important, work hard at it, and achieve standards that are above those expected for their age by the end of Years 2 and 6. Teachers also give priority to developing pupils' basic literacy skills. They have adapted the guidelines of the National Literacy Strategy effectively to meet the particular needs of their pupils. Good attention is given to grammar, punctuation and handwriting and standards of presentation in pupils' workbooks are generally high.

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

- 46 Pupils learn to speak confidently, to express their ideas in discussions, to take turns and show due respect for the opinions of others. Teachers are good at encouraging their pupils to use correct vocabulary and to express their thoughts clearly in different subjects. When explaining work, for instance in science, teachers use correct technical language, and expect their pupils to do the same. Such work makes good contributions to pupils' basic language development. Pupils get good opportunities to practise reading and writing skills in other subjects of the

curriculum such as history, geography and science. This makes a positive contribution to their achievement.

## **MATHEMATICS**

### **Provision in mathematics is satisfactory**

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

- Teaching and learning are good and most pupils achieve well. Attainment is in line with the national expectations.
- Pupils enjoy mathematics although they sometimes find it too easy.
- Some teachers do not give higher attaining pupils work that is challenging enough and as a result their achievement is only satisfactory.
- Assessment is not used sufficiently well to identify and record what pupils can and cannot do as they move through the scheme of work. As a result when starting new topics or beginning in new classes there is insufficient information available to help teachers quickly identify pupils' learning needs.
- The school has good systems for tracking pupils' progress and analysing their performance in tests. Although the school has identified problem solving as an area for development, teachers do not focus enough on this in lessons.
- Teachers do not make sufficient use of information and communication technology to develop mathematical skills.

#### ***Commentary***

- 47 Teaching is good. By the end of Years 2 and 6 most pupils achieve well. This does not reflect the standards attained in the end of the Year 6 tests in both 2002 and 2003. This is because records indicate that pupils' prior attainment in mathematics was below that normally expected. Furthermore, Year 6 pupils had failed to make the expected progress lower down the school. Staff have changed and the provision in those years is now good. In 2002, the last year for which there is valid data, the overall progress pupils made from the end of Year 2 to Year 6 was well above that of other pupils nationally who attained at a similar level in the Year 2 tests. The standards attained were in line with the national average. This maintains the standards attained at the time of the last inspection.
- 48 Pupils enjoy mathematics because teachers engage their interest well through planning interesting activities and giving them good support in lessons. Resources are used well to help pupils understand. When asked however, pupils said they felt that sometimes the work they were given was too easy and they would like to try something "harder".
- 49 In some, although not all of the lessons seen, higher attaining pupils were given work that was not challenging enough to match their ability. In these lessons higher attaining pupils do not achieve as well as they should. In a very good lesson where challenging work was given to all pupils, the teacher had used assessment of the previous day's work well. Pupils with special educational needs are well supported in lessons and achieve well. Marking is informative for the pupils and the subsequent work given to them is very well matched to their needs. The assessment and recording of attainment are not sufficiently well developed in the school. In the early stages of a new term and at the beginning of a new topic, teachers have to spend longer than they should finding out what pupils can do. The subject coordinator has identified this as an area for further development
- 50 Leadership is good. The subject coordinator has set up good systems for improving standards in mathematics. Pupils' progress is tracked well and targets are set. An analysis made by the school of previous tests has shown that pupils' skills in problem solving are one of the areas for further development. Despite this there was very little evidence during the inspection that teachers were aware of this and they did not include it sufficiently in their day-to-day planning to improve standards in this aspect of the subject.

- 51 Information and communication technology is rarely used in mathematics lessons. The school has insufficient resources to do this and many teachers still lack the confidence to plan this routinely into mathematics lessons.

### **Mathematics across the curriculum**

- 52 Numeracy is supported satisfactorily in other subjects. In science pupils make graphs to record their findings. In design and technology pupils have made model stages for concerts that had to conform to a certain size and required measuring.

## **SCIENCE**

### **Provision in science is satisfactory.**

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

- Teaching and learning are good and as a result more pupils attain standards that are in line with expectations than do nationally. This maintains the good standards attained at the time of the previous inspection at the end of Year 6 and is an improvement in standards at the end of Year 2.
- Pupils enjoy science and achieve well in the knowledge and understanding aspects of the subject because they experience a good range of practical activities that interest them.
- Pupils in Years 3 to 6 do not achieve as well in the skills aspect of the subject because the school has no agreed approach to the teaching of skills.
- Higher attaining pupils are not always sufficiently challenged in Years 3 to 6 and only achieve satisfactorily. As a result fewer pupils attain the higher Level 5 than do nationally.
- Insufficient use is made of information and communication technology.

#### ***Commentary***

- 53 Teaching and learning are good. Teachers have a secure understanding of science and teach it in a practical and interesting way that helps pupils learn. Lessons are made relevant when for example, the teacher asks pupils to bring in their own articles in order to discuss what they are made of. In an older class pupils enjoyed taking their pulses before and after exercise.
- 54 Pupils enjoy the practical approach to learning and develop their knowledge and understanding well. Activities pupils enjoy include the visits they make to places such as The Blue Planet Aquarium and Chester Zoo. They also take advantage of the science and gardening clubs.
- 55 Whilst the activities are practical, they are not always investigative. The school does not have a clear approach to the development of pupils' skills and, as a result, pupils in the older classes do not develop their investigative skills as well as their knowledge and understanding. Investigations are often led by the teacher and the pupils are not given the opportunity to make independent decisions about how they should be carried out, for example, how the results should be recorded or which materials to use. Consequently the development of their skills although satisfactory is not as good as the development of their knowledge and understanding.
- 56 In the older classes higher attaining pupils do not make the same good progress other pupils make. This is because sometimes the work they are given is not sufficiently different from that other pupils are given. The challenge is not appropriate to their ability, particularly in relation to planning their own investigations.
- 57 Leadership and management of the subject are satisfactory. The subject coordinator works hard to support teachers and encourages pupils to become interested in science. She has worked at providing a wild area and a vegetable patch and encourages the pupils to become involved in maintaining these.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**Provision in information and communication technology (ICT) is unsatisfactory. The curriculum provided does not meet statutory requirements.**

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

- Pupils attainment at the end of both Years 2 and 6 do not meet national expectations and achievement is unsatisfactory.
- There have been recent improvements in hardware and software.
- Teachers have low expectations of pupils.
- There is insufficient structure in the development of skills
- Time is not used appropriately to provide a coherent curriculum
- Staff confidence and expertise is underdeveloped.
- There is insufficient use of ICT across the curriculum.

### ***Commentary***

- Over the last few years the school has done much to improve its resources for information and communication technology. As a result there is now a much better ratio of computers to pupils, machines are more up-to-date, and appropriate software is available for most areas of the curriculum.
- 58 Teachers' expectations are often at too low a level for the ages and abilities of their pupils, and the tasks they are given do not build on their understanding or extend them to higher levels. As pupils have not had a range of opportunities, for instance in developing their basic keyboard skills, pupils have to search for the keys. The spaces between sessions on the computer are often such that progress in learning is minimal.
- 59 The activities which pupils are given do not at present constitute a coherent curriculum, and the statutory requirements of the National Curriculum are not met. Although efforts have been made to address what is acknowledged to be a long-standing area for development they have not yet been effective. Since the last inspection, however, there have been numerous changes in management of the subject, as well as changes in the guidelines for the ICT curriculum and teaching. National priorities, such as those for developing literacy and numeracy, have also meant that there has been little time for staff development or additional training in information and communication technology.
- 60 Teachers do not always use the time allocated for ICT effectively. Lessons are sometimes organised so that one child at a time works with a teaching assistant at the computer. Consequently it takes a long time for everyone to have their turn, and the rest of the class work on other subjects, rather than information and communication technology. When this approach is combined with missed opportunities for using aspects of ICT in other subjects, the result is that it is not possible to cover the whole of the ICT curriculum in sufficient detail. While pupils engage in such activities as working with programmable toys, and entering information into a database, they do not build up their skills sufficiently to achieve the expected levels at the ends of Year 2 and Year 6.
- 61 Teachers lack confidence teaching the subject and as a result they sometimes set work which is too simple and undemanding. The spaces between sessions on the computer are often such that progress in learning is minimal.

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

- 62 Although there is suitable software there is insufficient use of ICT across the curriculum. Teachers do not yet routinely plan the use of ICT into their lessons and when it is used, it is an add-on rather than an integral part of the teaching and learning for that lesson.

## **HUMANITIES**

Inspectors did not see any lessons in geography or history and so there is insufficient evidence to give firm judgements about teaching and standards. Provision in religious education is good.

## **GEOGRAPHY**

**Provision in geography in the school is good.** The pupils study interesting and relevant material within a wide curriculum. The pupils in Years 4 and 5 are investigating an area in North Wales. The pupils had access to an Ordnance Survey map and were identifying places on the map of particular interest, for example whether beaches were sandy or shingle. Another group were looking for areas where bird watching would be especially interesting. Pupils studied photographs showing the effects of wave erosion, whilst others accessed information on coastline and rivers from the Internet. This was a highly productive session where geography was brought alive by effective use of quality resources. The pupils spoke enthusiastically about their learning and as a result they were achieving well.

## **HISTORY**

**Provision in history is good.** The school places a clear emphasis on the pupils recognising that people from the past were very different from people today and what it was that made them great. The pupils spoke about their learning about the Ancient Greeks and Egyptians and why they particularly enjoyed finding out more about these ancient civilisations. The younger pupils in Year 2 talked about famous people today, for example David Beckham and also Florence Nightingale from the past. They recognised that Florence Nightingale brought about significant improvements in nursing. As a result many of the soldiers she looked after recovered from their wounds. The pupils make good use of their literacy skills in history, for example, the older pupils wrote descriptive passages of life as Victorian *mudlarks* and *flower-sellers*.

## **RELIGIOUS EDUCATION**

**Provision in religious education in the school is good.**

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

- Pupils achieve well in lessons and their standards are above the levels expected.
- Good teaching enables the pupils to learn well.
- Pupils enjoy their religious education lessons.
- Pupils value their visits to St James church.

### ***Commentary***

- 63 Pupils achieve well in lessons and, as a result, pupils attain standards above those expected in the Local Agreed syllabus. The pupils reflect upon their learning and how it impacts upon their own belief and lives.
- 64 Good teaching enables the pupils to learn well and as a result achievement is good. In Year 1 the pupils thought about the beauty of the world and whether God had made all things. They looked at a range of objects brought by the teacher and also beetles and worms found on the grass. Good discussions developed with the result that the pupils were absolutely fascinated by the ideas put forward. In Year 2 the pupils have been talking about celebrations and were thrilled when the class teacher showed them their previous teacher's wedding dress. Sensitive discussions followed about the nature of prayer and whether God always listened. The pupils were sure that it did not matter how you prayed or indeed when, they could pray anywhere any time and God would always listen. In Years 3, 4, 5 and 6 the pupils achieve well because the areas studied engage the pupils and help them to understand about themselves and other very different faiths. Teaching is successful because the teachers work effectively to develop the pupils' interests.



- 65 Pupils enjoy their religious education lessons. The pupils are willing to share their ideas and listen to the suggestions of others and there is a clear value placed upon all contributions. The quality of discussions helps them to become more articulate and reflective.
- 66 Pupils value their visits to St James Church. The pupils enjoy taking part in the services in the church and feel very much a part of the church community. The teachers use the church well as a resource and the pupils study the shape, patterns and decorations in the church. The governing body are pleased by the contribution both the church and the school make to help each other.

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

Inspectors did not see any lessons in design and technology, music or in art and design in the infant classes, and so there is insufficient evidence to give firm judgements about teaching and standards. In physical education only part of a lesson was seen and so it is not possible to make judgements about teaching and standards in physical education

## **Art and Design**

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

### **Main strengths and weaknesses**

- Teaching and learning is good in Years 3 to 6.
- Art and Design makes a significant contribution to the pupils' spiritual, social and cultural development.

### **Commentary**

- 67 No teaching was observed in Years 1 and 2. Good teaching in the junior classes enables pupils to achieve well and attain the expected standard. Teachers have good subject knowledge and plan how they are going to help pupils build up the necessary skills to complete successfully the tasks set. They plan lessons that are interesting for pupils and that inspire them to produce their best work. Year 3 pupils were very excited at the prospect of making a sculpture for the school playground. They considered the task very seriously, considering where the best setting would be and what would be the best materials from which to make it. In the Year 5 and 6 class, pupils worked almost silently because they were so engrossed in sketching a still life composition that they had put together themselves. In both the lessons the commitment of the pupils to the task contributed to the good learning that took place.
- 68 Art and design makes a significant contribution to the pupils' spiritual, social and cultural development. When pupils were discussing their sculptures they were sensitive to their surroundings, for example, the trees and the plants growing around. In lessons, pupils work well together in pairs or groups and share ideas and tasks amicably. Work around the school shows that pupils look at the work of other artists, such as Andy Warhol, Paul Klee and Gustav Klimt. In an art day last term, pupils produced a joint display successfully exploring how colour, texture and shape can be used to express the passion of music.

## **Design and Technology**

**Provision in design and technology in the school is satisfactory.** The pupils have access to an appropriate and relevant curriculum. Throughout the school pupils experience a wide range of materials such as textiles for making puppets in Year 2 or for making slippers in Years 5 and 6. Pupils begin to learn about mechanisms and when in Year 2 they make model vehicles. In the junior classes pupil extend this learning when they make moving toys and controllable vehicles. In Year 3 pupils look at a range of sandwiches before designing and making their own. In Years 5 and 6 they look at bread from around the world before making their own recipe.

## ***Music***

**Provision in music is satisfactory.** The plans for music indicate that, if they are adhered to, as pupils progress through the school, then all aspects of the national curriculum are covered. The subject coordinator is a music specialist who is new to the school. It is intended that he will eventually give specialist music teaching. During the inspection pupils were observed singing. They sing tunefully and show good recall of words. There are a good variety of instruments in the school. There are good opportunities for the more able pupils to develop their interests through the peripatetic lessons, which are available before school and during lunchtimes, and the choir.

## ***Physical Education***

**Provision in physical education is satisfactory.** Planning indicates that all aspects of the curriculum are covered. The accommodation, both inside and outside is good and enables all aspects of physical education to take place. Resources are good. Pupils show positive attitudes towards the subject, dress appropriately and participate with enthusiasm.

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

### ***Personal, social and health education (PSHE)***

**Provision in PSHE is satisfactory.** Inspectors did not see any lessons in PSHE and so there is insufficient evidence to give firm judgements about teaching and standards. Every class has a regular time during which pupils talk about PSHE issues. This term the theme is care. Other issues that have been discussed include bullying and during the inspection Year 6 discussed their rights and their responsibilities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
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	4
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	3
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	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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