

# INSPECTION REPORT

## **CHRIST THE KING RC PRIMARY SCHOOL**

Worsley

LEA area: Salford

Unique reference number: 105950

Headteacher: Mrs Rosanne Eckersley

Lead inspector: Miss Kari Manning

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> June 2005

Inspection number: 266615

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 3 -11  
Gender of pupils: Mixed  
Number on roll: 201

School address: Holly Avenue  
Worsley  
Manchester  
Lancashire  
Postcode: M28 3DW

Telephone number: 0161 7904329  
Fax number: 0161 7990497

Appropriate authority: The governing body  
Name of chair of governors: Mr Columb O'Shea

Date of previous inspection: February 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a voluntary aided, Roman Catholic, school with a curriculum and ethos that reflects its Christian designation. All pupils are baptised into the Roman Catholic faith. The school serves the local community and surrounding area, where the population is made up of a wide range of social and economic backgrounds. Almost all pupils are from white British families and all speak English as their first language.

With 171 pupils in classes from reception to Year 6 and a further 30 children who attend the nursery full-time, this is a small school. The number of pupils on roll fell last year but the school is popular with parents and most year groups except the reception are fully subscribed. When they start in the reception class, most children have the skills and knowledge that are typical for their age. Twenty-two pupils have special educational needs linked to learning, emotional, behavioural or communication difficulties. Two have statements of their special educational need. These figures are lower than most other schools. A small number of pupils have been identified as being gifted or talented. The proportion of pupils who start school after the reception class is lower than the national picture.

The school is involved in several local and national initiatives aimed at raising standards and improving provision. It has gained awards for being a Healthy School, has a Basic Skills Quality Mark and recognised as an Investors in People school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20267	K Manning	Lead inspector	English
			Information and communication technology
			Music
			Physical education
			Special educational needs
			English as an additional language
9652	C Herbert	Lay inspector	
31012	A Welsh	Team inspector	Mathematics
			Geography
			History
			Foundation Stage
20301	P Isherwood	Team inspector	Science
			Art and design
			Design and technology

The inspection contractor was:

Eclipse Education (UK) Limited  
 14 Enterprise House  
 Kingsway  
 Team Valley  
 Gateshead  
 Tyne & Wear  
 NE11 0SR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>15</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>24</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school.** Very good leadership from the headteacher and effective management from key staff ensure that teaching and the quality of provision are good. Standards in English, mathematics and science are above average by Year 6 and pupils of all abilities achieve well, though girls do better than boys. Pupils behave very well and benefit from the school's very positive ethos and close links with parents, the community and other schools. The school provides good value for money.

The school's main strengths and weaknesses are:

- Good teaching ensures that standards in English, mathematics and science are above those expected by Year 6.
- Girls outperform boys in reading, writing and mathematics.
- The school's provision for pupils who have special educational needs is very good.
- Pupils' spiritual, moral, social and cultural development is promoted very well and as a result their attitudes and behaviour are extremely positive.
- Pupils benefit from the many activities that enrich the curriculum.
- The care and guidance provided for pupils is very good and reflects the warm ethos and Catholic nature of the school.
- Very good leadership by the headteacher paves the way for continued improvement.
- The school's strong links with the community help promote pupils learning and their personal development.

The school continues to be effective, particularly with regard to promoting pupils' personal development. This is one of the main reasons for its success. All of the key issues from the previous inspection have been tackled systematically and the school continues to develop and improve at a good rate.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	B
mathematics	C	A	A	A
science	C	A	B	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.*

**Overall, pupils achieve well.** In the Foundation Stage, children achieve satisfactorily and are on course to reach many of the early goals by the end of reception class. In Years 1 to 6, pupils achieve well in English, mathematics and science and by Year 2 and Year 6 standards are above average. In reading and writing, girls significantly outperform boys and recent initiatives aimed at reducing the gap have had little impact so far. Girls also outperform boys in mathematics but the gap is not as marked. Pupils who have special educational needs achieve very well and reach the levels of which they are capable. Pupils who are talented academically or in sports or music achieve as well as other pupils. Variations in the performance of pupils from one year to the next are largely due to the differing abilities of each year group. Pupils achieve well in information and communication

technology but the improved resources have not been in place long enough to raise standards beyond those expected for pupils' age.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** They have very good attitudes to learning and behave very well in lessons and around the school. Attendance is above average and pupils arrive at school on time.

### **QUALITY OF EDUCATION**

**The quality of education is good.** There is **good teaching and learning** in English, mathematics, science and information and communication technology. Teaching in the Foundation Stage is satisfactory overall though some activities and areas of learning are taught well. Teaching in Year 6 is often of very good quality. Teaching assistants make a significant contribution to the quality of teaching, particularly in information and communication technology and in supporting pupils who have special educational needs. Very good links with parents, the community and other schools combine with an exciting curriculum to help pupils achieve well. In addition, the very good care and guidance provided for pupils and the school's inclusive ethos plays a crucial part in promoting their very positive attitudes.

### **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The headteacher leads and manages the school very well. The leadership and management of senior staff is generally good. Governance has improved since the previous inspection and governors now do a good job on behalf of the school and ensure that the school meets all statutory requirements. The most significant barrier to raising the school's performance in national tests is the increasing proportion of pupils who have special educational needs but this is overcome by the school's very good provision for this group of pupils.

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

Parents and pupils are very happy with what the school provides. They value the ethos and Christian nature of the school and say that this is one of its strengths. Pupils enjoy their time in school and are proud of its success.

### **IMPROVEMENTS NEEDED**

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

- Agree and implement procedures aimed at reducing the gap in attainment in reading, writing and mathematics between boys and girls.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well overall. In the Foundation Stage, children achieve satisfactorily and most are on course to reach the early goals by the end of reception. In Years 1 to 6, pupils achieve well and standards in English, mathematics and science are above average. In information and communication technology, recent improvements to resources have not had time to raise standards beyond those expected for pupils' ages.

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

- Throughout the school, girls outperform boys in English and mathematics.
- The school's results fluctuate because of the differing abilities of pupils in each year group.
- Pupils who have special educational needs achieve very well and reach the levels of which they are capable.

#### **Commentary**

1 The school's results in national tests need to be treated with caution because the small number of pupils in each year group means that one pupil can make a significant difference to the percentages. This, and the increasing proportion of pupils who have special educational needs, explains fluctuations in results from one year to the next.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	15.5 (16.2)	15.8 (15.7)
writing	14.6 (15.7)	14.6 (14.6)
mathematics	14.9 (16.3)	16.2 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

2 In 2004, the results of national tests for pupils in Year 2 showed that standards in reading were below average, standards in writing were average and standards in mathematics were well below average. Results in reading and mathematics were brought down because very few pupils achieved a higher level in reading and none did so in mathematics. In all three subjects, standards have fallen in each of the last two years, as the proportion of pupils who have special educational needs has increased. A further consequence of falling standards is that the school's results are not rising as fast as the national trend. Current inspection findings are that pupils in Years 1 and 2 achieve well and standards in reading, writing, and mathematics are above average. In science standards are above those expected. A significant number of pupils are working at a higher level and, because there are no pupils who have special educational needs in this group standards are higher than the previous year.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	27.3 (27.4)	26.9 (26.8)



mathematics	28.9 (29.0)	27.0 (26.8)
science	29.8 (30.6)	28.6 (28.6)

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

3 In 2004, the results of national tests for pupils in Year 6 showed that standards in English were average, in mathematics they were well above average and in science they were above average. Fewer pupils achieved a higher level in English and the school failed to meet the target it had set for raising standards. This was largely due to a number of pupils just missing the higher level or not performing well enough on the day. In mathematics, where almost half of the group achieved a higher level, the school exceeded the targets it had set for raising standards. This year, the school is set to match the high standards it has set for raising standards in English and mathematics.

4 Comparisons with test results from Year 2 indicated that in English, pupils had made good progress between Years 3 and 6. During the same period they had made very good progress in mathematics and science. Over the previous three years the school's results have been rising at a faster rate than the national trend.

5 Current inspection findings are that pupils in Years 3 to 6 achieve well and standards in English, mathematics and science are above average. Standards differ from last year's national tests because this group has more higher attaining pupils, who are working at levels beyond those expected for their age.

6 Despite good teaching and improved resources, standards in information and communication technology match those expected for pupils' age, though a number of pupils in Year 6 are working at a higher level. This is largely because the improved provision has not been in place long enough to raise standards even though pupils are currently achieving well.

7 The school's records show that, when they start school, many girls are already ahead of boys in communication, language and literacy. Although teachers try to interest boys in reading and writing, by the end of Year 2 the gap is significant, with girls working almost two terms ahead of boys in both subjects. By the end of Year 6 the gap has widened and girls are working almost a year ahead of boys. Girls have outperformed boys for most of the last five years. In mathematics, the situation is similar, though the gap is not as wide with girls generally working about a term ahead of boys. Teachers have introduced a number of initiatives aimed at reducing the gap but these have not proved to be successful yet.

8 Pupils who have special educational needs achieve very well because of the extra help they get from teachers and other staff. As a result, a number reach the levels expected for their age and all reach the levels of which they are capable. Pupils who are gifted and talented in music or sports benefit from extra tuition and those who are academically most able are encouraged to take up more challenging work, sometimes provided by other schools. As a result, they also achieve well.

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

Pupils gain significantly from the schools very good provision for their spiritual, moral, social and cultural development and for other aspects of their personal development. They respond by having very positive attitudes to learning and behaving extremely well. Attendance is above average and pupils arrive on time for the start of school.

### **Main strengths and weaknesses**

- Pupils respect, value and care for one another.
- There is a very strong Catholic ethos which reflects the school's mission statement very effectively.
- Spirituality underpins the whole of the school curriculum.
- The school's arrangements for promoting pupils' multicultural development are very good.

### **Commentary**

9 The school has maintained the high standards of behaviour and attitudes that were evident in the previous inspection and improved pupils understanding of other cultures.

10 From the moment they arrive, pupils are enthusiastic about school. They talk eagerly about their work and are very polite both in classrooms and at other times such as break and lunchtime. They are very enthusiastic learners.

11 Relationships within the school are very good. Pupils are genuinely concerned about others. In Year 6, pupils talk with great pride about the 'Buddy Scheme' and how they really enjoy helping younger pupils. There are many examples of pupils helping their classmates who are having difficulties. Teachers and other adults are very good role models for the pupils. The impact of these very high quality relationships is that all pupils feel valued and fully included in all aspects of school life.

12 There is a very strong sense of the uniqueness of a church school. The school's mission statement is a living document which underpins all that goes on in the school. This has a very positive effect on learning because pupils learn from a very early age to respect themselves and respect others.

13 Pupils behave very well. In lessons and around the school, there is consistently very good behaviour. There was no indication of any unsociable or racist behaviour during the inspection. There are very clear guidelines and rules which ensure that all pupils understand what is expected of them and as a result pupils respond very well. Parents rightly feel that the standards of behaviour are very good. On the very rare occasions when incidents do occur, both pupils and parents feel these are dealt with very effectively by the school.

14 Pupils show very good attitudes to learning. They listen well and want to improve their performance in all subjects. Those who have special educational needs enjoy school and show very positive attitudes to their learning. This is because the tasks they are given are very well matched to their needs and this results in them being successful. They also benefit from being valued and helped by classmates.

15 The school provides very good opportunities for pupils to develop self knowledge and spiritual awareness. There is a very strong feeling of spirituality underpinning everything the school does. All pupils are valued for who and what they are. There are many opportunities to think and reflect on the beauty of the world both in classrooms and when studying in the school grounds. The provision for moral and social development is very good. All pupils have a very clear sense of right and wrong from a very early age and they relate very well to each other. There are many very good quality opportunities to develop team spirit and co-operation in groups within lessons and in the many teams and after school groups. The Year 6 residential session has a very positive effect on developing very high quality relationships. There has been good improvement in the provision for cultural development since the previous inspection. Pupils study major world faiths and celebrate the cultures of fellow pupils who are from other countries. There is very good provision for learning about living in a diverse society and discussing topics such as racism.

## Attendance

### *Attendance in the latest complete reporting year (95.4%)*

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.0
National data	5.1	National data	0.4

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



### ***Ethnic background of pupils***

Categories used in the Annual School Census	No of pupils on roll
White – British	195
White – Irish	2
Mixed – White and Black African	1
Mixed – White and Asian	1
Black or Black British – African	2

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education for pupils. Teaching is good overall and a good curriculum is enriched further by the many after-school clubs and first-hand experiences planned for pupils. Pupils benefit from the school's very good partnership with parents, other schools and the community. In addition, the very good care and guidance provided for pupils and the school's inclusive ethos plays a crucial part in promoting their very positive attitudes.

### **Teaching and learning**

The quality of teaching and learning is good overall. The school's procedures for assessing and recording pupils' attainment are also good.

### **Main strengths and weaknesses**

- Though some activities are taught well staff do not always make sufficient use of the outdoor space.
- Pupils who have special educational needs are taught very well and given plenty of help.
- Teaching assistants make a significant contribution to the quality of teaching.
- Though teachers ensure that girls and boys get the same opportunities in lessons, strategies aimed at reducing the gap in attainment have not yet had an impact on standards.
- Teaching strategies are particularly effective in promoting pupils' personal development.
- The school's procedures for assessment are good.

### **Commentary**

16 In the Foundation Stage staff have a sound understanding of how young children learn and work closely as a team. The range of activities and the curriculum are appropriate to the age of children and tasks in the reception class build on what children have already learned in the nursery. Children are generally engaged in their work and enjoy participating in suitable activities where there is a balance of choosing for themselves and working with adults. As a result, children learn at a satisfactory rate. At present, staff are not making sufficient use of the outdoor area to teach all areas of learning and children do not get enough time to work and play outside. Outdoor activities in the nursery are not always structured or led by adults and, when the whole class is outside the space is cramped and there are occasional upsets over toys and equipment.

17 Pupils who have special educational needs get a very good deal from the school. They are given all the help they need to achieve very well in lessons. Each pupil has a

programme of work, and targets that are aimed at helping them overcome their learning difficulties. Whenever possible they are given extra help from teaching assistants and other adults and their parents are encouraged to help out at home and be part of the process of reviewing their progress and setting targets for further work. All of this is effective in ensuring that they achieve their full potential and play a full part in lessons. When asked, pupils said that the help they get makes them feel more confident and that they enjoy their work because teachers tell them when they are doing well.

18 Throughout the school, teaching assistants make a significant contribution to the quality of teaching and learning. This is a strength of the teaching and is largely because teaching assistants are trained and know the pupils well. The teaching assistants who work with pupils who have special educational needs do a good job of ensuring that they have equal access to the curriculum and the same opportunities to make progress as other pupils. This stems from their thorough understanding of the problems that these pupils face and an up to date knowledge of how to help them overcome these barriers. The support given to pupils in information and communication technology lessons is also of a good quality. Working in small groups led by a competent and confident teaching assistant enables pupils to achieve well and apply their skills in other subjects.

19 Teachers are aware of the significant gap in attainment between boys and girls. Having identified a trend over several years, teachers have sought to reduce the gap in English by buying books that will interest boys and providing a wider range of reasons for writing that they believe will also capture boys' enthusiasm. However, this has not had a significant affect on the standards attained in the current year. Though boys say that the books in school are generally interesting, at home they do not read as often as girls. In mathematics, where the gap is not as wide, teachers have tried to make activities more exciting for boys. As with the English, this has not yet paid dividends and the gap remains. The headteacher and governors have made this a key priority for continued school improvement.

20 Throughout the school, teachers expect pupils to work together in pairs and groups and to listen to what other pupils have to say. From the nursery onwards, children are expected to share equipment and in personal, social and health education lessons and circle time older pupils know that they should take their turn in speaking and not call out. In English lessons, pupils in Year 6 have literacy partners who comment on their work and offer advice. This means that pupils are actively engaged in the marking and assessment of their work and consequently, they gain confidence and self-esteem because they know that the teacher and other pupils value their efforts. Working together on topics and projects help pupils to work in collaboration with others and they gain in maturity and independence as they get older.

21 The school has gained a Basic Skills Quality Mark because planning and assessment are good. Teachers are particularly good at asking the right sort of questions to assess what pupils have remembered or learned during lessons. In addition to this teachers marking of pupils' work helps them to know what they need to do to get better and gives them praise when they have done well or tried hard.

**Summary of teaching observed during the inspection in 26 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	13	9	0	0	0

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

## **The curriculum**

Curricular provision is good overall. There are very good opportunities for enrichment. The quality of accommodation and level of resources are satisfactory.

### **Main strengths and weaknesses**

- Pupils benefit from the many activities that enrich the curriculum.
- The curriculum reflects the guidelines given in '*Excellence and Enjoyment*'.
- There is very good provision for pupils who have special educational needs.

### **Commentary**

22 Curricular provision has improved since the last inspection and is now good. Improvements mainly stem from the school's strong commitment to a number of national and local initiatives. A particularly successful innovation stems from the school's involvement in the '*Excellence and Enjoyment*' guidance. This has culminated in regular 'Creative Weeks' where the emphasis is on thinking skills and pupils becoming more involved in their learning across the whole curriculum. As a result, the curriculum is ambitious and inspiring. It excites pupils and whets their appetite for learning.

23 Planning is particularly effective for English, mathematics and science and pupils' achievement in these areas is good. Literacy skills are used very well across the curriculum, particularly in history and geography. Weaknesses in planning relating to these subjects have been addressed by guidance on the progression of skills. The school involvement in the TOPS national initiative has improved the physical education curriculum. Teachers' confidence has increased and they are bolder in their planning. Statutory requirements for the National Curriculum are met. The provision for pupils' personal development permeates all areas of the curriculum and includes the use and misuse of drugs, and sex and relationships education.

24 In-school sports clubs include athletics, cross-country, football and netball. As well as art and music clubs, there are cookery, gardening and information, communication and technology clubs. School teams compete regularly at inter-school events, usually with success. The school values educational outings, including residential ones, and pupils have access to a wide range of visits including museums, theatres and art galleries. In addition, interesting visitors such as story tellers, musicians and people from the local community add another dimension to pupils' education. Good links with the receiving secondary school ensure that the transition is very smooth. The school also makes good links with local primary schools through the *Networked Learning Community* scheme where teachers' expertise is shared for the benefit of all members.

25 There are enough well-qualified and experienced teachers, including two leading literacy teachers and one leading mathematics teacher, to teach the curriculum. Teachers work closely with teaching assistants to form an effective team. Resources for teaching and learning are satisfactory overall although better for science. Accommodation is also satisfactory.

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

Pupils are cared for very well. The school ensures their health and safety and teachers provide them with very good advice and guidance. Pupils' opinions and views are valued by staff and they have a good say in matters that are important to them.

### **Main strengths and weaknesses**

- Teachers know their pupils well and provide them with very good advice and guidance about work and personal problems.
- Teachers and governors give a high priority to ensuring the health and safety of pupils.
- Staff and pupils have worked hard to gain a Healthy School Award.
- Teachers have given pupils the chance to be part of a school council.

### **Commentary**

26 The relationships between staff and pupils are very good and reflect the warm Christian nature and caring ethos of the school. Teachers know pupils and their families well and are able to talk comfortably with them about issues, such as bullying or arguing in the schoolyard. Though bullying has happened in the past it has generally been dealt with to the satisfaction of parents and pupils say that teachers and lunchtime supervisors do not tolerate it. Pupils say that they know who to go to if they are unwell or have a problem and parents say that they feel that their children are happy in school and are treated fairly by staff.

27 The school continues to take very good care of its pupils. Health and safety procedures, including risk assessments, are well established and form the basis of setting priorities for the repairs and maintenance of the school building and grounds. Procedures for child protection are in place and understood by all staff. Arrangements for first-aid and dealing with sick children are good and pupils say they know who to go to if they are sick or have an accident.



28 Pupils and staff have worked hard to gain a Healthy School award. Adults ensure that pupils have regular access to drinking water throughout the day and recognise this as vital to their concentration and mental well-being. The youngest pupils have milk and fruit each day and there is always healthy food available at lunchtimes. There are times each day when pupils engage in physical activities aimed at increasing their mental agility in order to help them concentrate on their work. The many sports activities on offer help pupils stay healthy and fit and are very popular with pupils. For example, the weekly running club meets at lunchtime and is attended by about twenty pupils who are keen to get out on the field and practise their skills. A healthy lifestyle is also promoted well through the comprehensive personal, social and health education curriculum. Pupils say that they are aware of the dangers of misusing drugs and alcohol and reiterated the phrase 'you just say no' to strangers offering gifts.

29 Throughout the school, an appropriate range of assessments and records help teachers keep track of pupils' progress and they use these effectively to set targets for pupils and individual plans for pupils who have special educational needs. These are of a high quality and pupils say that the targets are written in language they understand and that they especially like the pictures on their plans.

30 Pupils know that their views matter and are taken into consideration when teachers make decisions about the running of the school. They help devise class rules and through the school council they are encouraged to think of ways of improving provision. The school council meets regularly and it is through this forum that pupils seek the views of others and work with teachers, parents and governors to make changes to the school that are for their benefit. Pupils chuckled about the two lists that they work on; one that is reasonable and feasible and the other that they call the 'wish list' that includes things like a swimming pool. Though they do not cost out or buy the equipment pupils are proud of their involvement and take their responsibilities as council members seriously.

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

Pupils benefit from the very good links that the school promotes with other schools and the local community and from the very good partnership it has with parents.

### **Main strengths and weaknesses**

- The parent/teacher association works tirelessly on behalf of children.
- Pupils' personal and academic development are promoted through some very good links with the community.
- Very good links with local businesses give pupils an opportunity to see commerce working at first hand.
- Pupils are confident about moving to secondary school because of the very close links between schools.

### **Commentary**

31 The parent/teacher association is a busy and successful body that organises fund raising and social events for parents, pupils and staff. Through their efforts the group raises considerable funds for the school as well as money for charity and worthy causes. One reason why the group is so successful is that its members are committed to the success of the school and have the best interests of pupils at heart. Consequently money is generally earmarked for improving resources such as the outdoor area for the Foundation Stage. Recently the group has provided funds for shelving in the library and shutters in the hall.

These have helped improve the environment for children and contribute to the overall attractiveness of the school.

32 Parents appreciate the fact that they are kept well informed about school events and about their children's progress, saying that this happens from the Foundation Stage onwards. On an informal level, staff are always available at the start and end of the day to talk with parents, as was regularly seen during the inspection. Staff ensure that the parents of pupils who have special educational needs are always involved in reviewing and setting targets for their children. This willingness to listen to the views and concerns of parents is beginning to be extended more formally through questionnaires and consequently most parents feel that they are fully involved in their children's learning.

33 Teachers make very effective use of the school's links with the local and wider community to promote pupils' learning through giving them first-hand experiences. They plan many visits by pupils to galleries and museums as part of their work in history, geography and religious education. For example, a visit to the Lowry Gallery helped older pupils appreciate his pictures and they learned a lot about industry and business from a visit to a nearby factory producing breakfast cereals. Field trips are used effectively to promote pupils' geography skills. A number of people from the community also make a significant contribution to pupils' learning. All of this brings the curriculum to life, so visits and visitors are the things that pupils often remember best and want to talk about.

34 Pupils in Year 6 go to visit their secondary schools whenever this is possible. Teachers from the secondary school that most pupils' transfer to visit in the summer term and this help pupils bridge the gap between Year 6 and Year 7. These procedures work well and pupils say that they are confident about making the move and already have a good idea of what life in secondary school is like.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. The headteacher provides very good leadership and senior staff lead the school well. Management is effective and the governance of the school is good. Barriers to learning caused by the increasing numbers of pupils who have special educational needs are overcome by the very good support that they receive from teachers and other staff.

### **Main strengths and weaknesses**

- The headteacher has created an effective team and staff share a common purpose.
- Staff with responsibilities manage their subjects well.
- Governors monitor the work of the school closely.
- Though co-ordinators identified the gap in attainment between boys and girls this has not yet been resolved.

### **Commentary**

35 A key strength of the headteacher's very good leadership is that she has created an effective and committed team of staff who share the same vision for the school. All staff have been delegated some aspect of responsibility for the school's work and in this way the workload is shared. The headteacher has taken into account the expertise and preference of teachers when allocating responsibilities so that teachers are able to pursue areas of interest. For example, the co-ordinator for physical education has taken on the role of being a trainer for a national sports project and other staff and pupils have benefited from this

association and knowledge. Staff know that the responsibility for curriculum innovation and monitoring lies with them. As a result, they are committed to keeping up to date through continued professional development and working with other schools to share best practice. This has helped staff create a broad and rich curriculum and use innovative approaches such as ‘multi-sensory learning’ to help pupils of all abilities achieve well.

36 Since the previous inspection the school has received an Investors in People Award. The work that staff undertook to achieve this has helped improve the quality of leadership and made the management of senior teachers more effective. For example, they now have a thorough understanding of how to evaluate the strengths and weaknesses of provision and keep a close eye on standards, the curriculum and the quality of teaching and learning. When monitoring standards they check pupils’ progress in English and mathematics against targets. However, though they make satisfactory use of the school’s data to identify gaps in teaching and learning they do not always seek the cause in sufficient depth. For example, staff know that girls outperform boys in English and mathematics but have not systematically sought the reasons for this.

37 Following criticisms in the previous report governors now take a more rigorous approach to monitoring the quality of provision. They have close links with curriculum development and senior staff are expected to keep governors up to date with any proposed changes to teaching approaches resulting from training or the school’s involvement in projects or initiatives. A number of governors work in the school and are in a good position to judge the quality of teaching and learning. However, at each meeting of the governing body the headteacher is required to provide governors with a written and verbal evaluation of the quality of teaching and learning. Governors have tackled Workforce Reforms and are up to date with all of the requirements of the first and second phases of this national initiative. They have had to be creative in the organisation of time for staff to prepare, plan and assess work and have managed this successfully. As a result, staff morale is high and standards are rising. Governors also ensure that the school fulfils all statutory requirements, such as having and implementing a race equality policy. They help shape the direction of the school and manage performance management well.

38 The school’s finances are managed efficiently and the day-to-day administration is unobtrusive, enabling teachers to focus on the quality of teaching. Governors keep a close check on the budget, which is once more in credit as a result of additional funds acquired by the school. This means that plans for continued improvement to the buildings and grounds can begin to be carried out in the near future.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)	
Total income	584,522
Total expenditure	550,985
Expenditure per pupil	2,700

Balances (£)	
Balance from previous year	- 30,952
Balance carried forward to the next	2,585

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

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

39 Provision is satisfactory overall. It is good in personal, social and emotional development because staff in the nursery and reception classes are skilled at promoting it in everything children do. Children's levels of attainment when they start in the nursery vary from year to year but generally they are as expected for their age. Induction procedures are good. Parents are given the opportunity to meet the Foundation Stage staff on a number of occasions before their children join the nursery. They appreciate the daily opportunities to see the staff as they bring their children into school.

40 Teaching is satisfactory overall although good teaching was observed in both classes. Care is taken to plan a wide range of stimulating activities across the six areas of learning although not enough time is planned to use the outdoor areas. Assessment procedures are sound and help to build up an informative profile of each child's achievements during the time they spend in the nursery and reception classes. Leadership and management are satisfactory. The co-ordinator works closely with all staff to ensure efficient organisation of the accommodation and resources. However, on occasions, the deployment of the support staff, particularly in the nursery, lacks focus.

41 It was not possible to make an overall judgement about provision for children's **physical development**. However, their skills in manipulating small tools, scissors and pencils develop well because of the regular opportunities they have to practise and apply them. The outdoor area for reception children is cramped, which limits the range of activities that can take place. The nursery area is more inviting and enables children to take part in a good range of activities.

42 Planning for children's **creative development** denotes a good range of activities. Although not enough teaching was seen to make an overall judgement on provision, the work on display indicates a wide range of media being used. Role play is stimulated well in the nursery where a number of efficient 'staff' in the travel agency will quickly sort out the 'customer's' holiday arrangements.

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

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

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

- Children achieve well because of the good teaching and the high expectations of all staff.
- Very good relationships exist between adults and children.
- The curriculum is planned to allow children to initiate their own activities and to make choices and decisions.
- Teachers are not consistent in checking children who call out during class discussions.

#### **Commentary**

43 Teachers and support staff in both classes treat children fairly and with respect. In this caring atmosphere children learn to socialise well, for example, by taking turns and sharing equipment. Activities are set up effectively so that children learn to choose what

they would like to do. This encourages their independence and helps them to persevere at a task until they are satisfied with the outcome. Two nursery children tried several ways of rolling their cars down a ramp until they found the best way to do it without the vehicles falling off before they reached the bottom. The positive attitudes of all staff in response to children's efforts enhances their self-esteem and spurs them on to try even harder. Behaviour management is good. Comments such as 'I like the way you are sitting and ready to listen' reinforce teachers' expectations positively and helps children to conform. However, because staff are not consistent in their approach to children who call out, that problem still remains for a minority of children. Children achieve well in this area of learning and most are on course to exceed the expected levels by the time they leave the reception class.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**

### **Main strengths and weaknesses**

- There are effective links with other areas of learning that help the development of language skills.
- Children develop their language well in individual and small group work but staff miss some opportunities to extend these skills.
- Whole-class shared reading activities are good.
- Some mistakes children make in handwriting are not put right.

### **Commentary**

44 A good feature of the teaching is that staff pay particular attention to developing children's communication skills. They ensure that almost every activity in each area of learning involves asking questions and emphasising words and names. Children are encouraged to talk about themselves and what they have done. There are times however, when staff step in too soon or accept one word answers without modelling a more appropriate reply.

45 Shared reading times are enjoyable educational experiences. Nursery children listened with rapt attention as their teacher read 'Elmer and the Stranger' with expression and suspense. Time was used well to extend children's understanding of the text, develop their early reading skills and to take part in role play. There is a strong emphasis on learning to recognise the sound of letters, beginning with nursery children and the initial letters of their names. Children are taught how to form letters correctly and regular practise ensures that they make a smooth transition from copying under what the teacher has written to having a go for themselves. However, some errors, for example, using capital letters in the middle of words and writing letters the wrong way around, although picked up by staff, still continue. Teaching is satisfactory in this area of learning and ensures that most children are on course to reach the expected standard by the end of the reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**

## **Main strengths and weaknesses**

- Teachers question children well and use a wide range of resources to develop their mathematical skills.
- Teaching provides children with good opportunities for practical work.
- Activities are not always matched to children's abilities.

## **Commentary**

46 Children achieve well when adults make learning practical and fun. For example, nursery children enjoyed correcting the squirrel puppet's mistakes as he tried to count to five. Playing in water and sand, and baking, effectively foster children's awareness of quantities although opportunities for reception children to apply their counting skills were missed as they added sweet decorations to their biscuits. Nursery children began to gain an understanding of subtraction as they sang counting songs which involved one less each time. Skilful questioning about the sequence of numbers to ten, helped reception children to increase their understanding of words such as 'before', 'after' and 'between'. At times, opportunities are missed to challenge the more able children. For example, although an enjoyable experience, higher attaining children in the nursery were not extended beyond counting to five, as they sorted numbers on the washing line and sang songs involving numbers to five, numbers they already count reliably. The overall satisfactory teaching in mathematical development ensures that children's achievement is sound and most are on course to reach the expected goals for this area of learning by the time they enter Year 1.

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

Provision in knowledge and understanding of the world is **satisfactory**

## **Main strengths and weaknesses**

- A good range of interesting activities are planned to promote learning in this area.
- Resources are used well to engage children's interest.
- Not enough use is made of the outdoor areas in this area of learning.

## **Commentary**

47 Practical activities are used effectively to stimulate children's curiosity and enhance their learning. In the nursery, they fill small containers with different materials and watch intently as the materials sift through their fingers. Children in reception have an early taste of being scientists as they correctly predict that sugar will dissolve in water but dried peas will not. Nursery children know that their vegetables in the school garden need water to help them to grow and reception children checked the rate of growth of their grass seeds. Nursery children say that the sensory room is one of their favourite places. Their senses are aroused as they, for example, watch the movements of the fibre optic lamp or touch the exotic materials around the room. As well as developing an understanding of their own culture as they visit the parish church, reception children learn about other world faiths such as Hinduism and Islam during the school's 'Multi-Faith Week'. Regular opportunities to use computers ensures that children in both classes make satisfactory progress in developing their information and communication technology. Although the outdoor space is used well at times, particularly in the nursery, it is used inconsistently and opportunities are missed to enhance the provision for this area of learning. As a result of the satisfactory teaching most

children are on course to reach the expected levels by the time they leave the reception class.

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

### **ENGLISH**

Provision in English is **good**

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

- Initiatives aimed at reducing the gap in attainment between boys and girls have not had a significant impact.
- Teachers plan many opportunities for pupils to speak to and listen to others.
- Assessment is good and helps pupils know what they need to do to improve.

#### **Commentary**

48 Good leadership and management means that teachers have analysed the results of national tests and are aware of the substantial gap in the performance of boys and girls over the past few years. Standards in both subjects are above average but could be higher. Having identified the gap, teachers have not systematically sought to find any specific reasons why this might be happening in this school. Money has been spent on books that are more likely to interest boys and in discussions they say that the books they read in school are often interesting, though most preferred reading information books than stories. Teachers have also worked hard to ensure that writing activities engage the interest of boys. For example, in Year 6 pupils wrote a warning poster listing safety steps to take before riding a bicycle. This was linked to the cycling proficiency training that pupils were taking later in the week and was very interesting to boys. As a result, they worked at a good pace and produced thoughtful and perceptive writing. Although these steps have had some success in the short-term they have not succeeded in raising standards and girls in the current Year 2 and Year 6 continue to outperform boys. This is a key issue for the school but effective leadership and management mean that it has the capacity to improve.

49 Standards of speaking and listening are above average in Years 2 and 6 and this represents good achievement from when pupils first enter school. This is largely because teachers plan daily opportunities in lessons and assemblies for pupils to speak and listen to others. A good feature of the initial part of many lessons is the way teachers provide stimulating activities to extend pupils' vocabulary. This is particularly evident in those classes with a larger proportion of pupils with special educational needs. These pupils are given time and support to express themselves with clarity and to understand words that are not familiar to them. Teaching assistants often use this part of the lesson to explain vocabulary to individual pupils and this ensures these pupils are fully included in the lesson. In discussion with pupils in Year 2 and Year 6, it was evident that pupils are confident when expressing their views and opinions.

50 Teaching is good overall. Teachers use the National Literacy Strategy effectively to help them plan work that is challenging for pupils of all abilities. Lower attaining pupils and those who have special educational needs are given substantial help in lessons and additional support through initiatives such as 'Early Literacy Strategy', which works well. The most able pupils have the opportunity to work at higher levels and as a result the proportion of pupils achieving a higher level in this years' tests is set to rise. As a result, pupils of different abilities have equal access to the curriculum and get a fair deal from the school. A strength of the teaching is that the quality of assessment is good. Teachers mark pupils' work and set individual targets well. In their marking, teachers take time to



give pupils praise for effort, respond to the stories they have written and explain where they are going wrong. For example, comments such as 'use adjectives to describe things' and 'much better now that you have used interesting words' help pupils understand exactly what they need to do to get better. In addition to this, teachers set targets for pupils so that they have something to aim for. Pupils are involved in the setting of targets and try hard to work towards them. Teachers gently remind pupils of their targets when they feel it is necessary, so pupils are always aware of what they need to do to improve.

## Language and literacy across the curriculum

51 Pupils make good use of their language and literacy skills in all lessons and in their day-to-day interactions with other pupils. In many lessons, and for homework pupils read books, articles and websites on the Internet to research facts and information. They enter into debate and discussion in religious education and personal, social and health education lessons. Pupils' books show that they write for many reasons. Whether it is the recording of a scientific experiment or a fairly detailed plan for design and technology, pupils see the importance of reading and writing to their success in school and beyond.

## MATHEMATICS

Provision in mathematics is **good**

### Main strengths and weaknesses

- Pupils achieve well because of the consistently good teaching.
- There is a strong emphasis on pupils applying their mathematical skills.
- Good opportunities are provided for pupils to work together to solve mathematical problems.
- Boys do not perform as well as girls.

### Commentary

52 Current standards are above average in Year 2 and Year 6 and have been maintained since the last inspection. However, by the end of Year 2, the number of pupils reaching the higher levels in the 2004 national tests was well below those reached in similar schools. This cohort had more pupils with special educational needs than is usual for the school. Nevertheless some pupils reached the higher levels in reading, writing and science. As a result of the diligence of the co-ordinator, this issue has been addressed with just over a third of the class reaching the higher levels in the 2005 tests. Work is now matched to pupils' abilities with the added challenge for the more able.

53 Teaching is good overall with consistently very good teaching in Year 6. A particular strength in most lessons is the way that teachers keep everyone involved and thinking. Once a new skill has been learned pupils are expected to apply it in real situations. The strong emphasis on investigational mathematics has not only helped to make the subject enjoyable but also helped pupils to set about solving problems logically. Their ability to co-operate in pairs or groups to investigate a problem is very good. They share ideas and equipment very well and listen to each other's suggestions. The independence they are given contributes significantly to extending their thinking and reasoning, which in turn affords teachers good assessment information on which to plan the next stage of learning. A feature of a very well taught lesson in Year 6, was the teacher's judgement in when to offer help and when to stand back. As a result, all were succeeding and many were working towards becoming independent learners. Teachers' own very good use of mathematical language ensures that pupils also apply it when they talk about mathematical concepts. Pupils in Year 4 talked with understanding about the 'origin' when plotting their co-ordinates onto a grid and pupils in Year 6 confidently explained the difference between pi and pie in mathematical contexts.

54 Leadership and management are good. The effective monitoring and evaluation by the co-ordinator has helped to improve the quality of teaching and raise achievement, particularly by the end of Year 2. The school is proud to have gained the 'Basic Skills

Quality Mark' for its work in mathematics. The co-ordinator is aware that the issue of girls consistently out-performing than boys still needs to be addressed. The increased use of information communication technology in mathematics has gone some way towards narrowing the gap but there is still work to do there.

## **Mathematics across the curriculum**

55 The promotion of mathematics to support learning in other subjects is satisfactory. It is best in science when, for example, pupils use a range of graphs to record the information from their investigations.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- Pupils achieve well because of work set at correct level.
- There is good development of pupils' investigative skills.
- Marking is always positive but it is not used consistently to challenge all pupils.
- There is good identification of areas for development.

### **Commentary**

56 Pupils of all attainment levels achieve well because work is set at the correct level to meet their needs. Higher attaining pupils are challenged sufficiently and those who have special educational needs receive good quality support which results in them making good progress throughout the school. During the inspection period there was no significant difference in achievement levels of boys and girls though girls' written accounts of experiments were occasionally more detailed and better presented than boys'.

57 The quality of teaching and learning is good and consequently standards of attainment are above average at the end of Year 2 and Year 6. Teachers plan lessons well. There is a good mix of teacher input and pupils' 'hands on' investigation skills. As a result, pupils have a very good understanding of life processes and living things but their knowledge and understanding of materials and their properties is not quite as well developed. In Year 2 pupils show much better than expected levels of understanding about living things. Teachers use questioning very effectively to assess what pupils understand and they build on this to develop learning. This was evident when pupils in Year 2 explained in detail how plants grow and identify parts of their bodies including the heart. They observe and record their work. Few suggest how they could improve their work. They identify different materials but understanding of how materials change is not as well developed as other areas. Pupils describe simple circuits. As they move through the school, pupils build well on their previous knowledge. By the end of Year 6, they carry out complex investigations using a variety of methods including electronic microscopes. There is very good understanding of why investigations should be repeated to validate results. Pupils describe the functions of major organs and have good knowledge of food chains. There is good use of scientific vocabulary. Pupils separate materials using sieves and filters. They record their results using block and straight-line graphs. Pupils have satisfactory knowledge and understanding of solids, liquids and gases. In physical processes pupils have good knowledge and understanding of forces including gravity.

58 Very occasionally group sessions lack structure and as a result a little time is lost. Resources including computers and computerised microscopes and sensors are used effectively to develop learning. There are high expectations of good behaviour and pupils respond very well, showing very good and at times excellent attitudes to learning. Assessment procedures are good and pupils know how they are progressing as they

evaluate their own targets. Marking is always positive and is particularly good when pupils have made a mistake. However, there are missed opportunities to challenge the higher attainers by asking questions such as 'What happens if you change ...?' or 'Is there another way to do this?'

59 There has been good improvement in science since the previous inspection. The leadership and management of the subject are now good. The subject leader has carried out good quality monitoring and has identified that the area of materials and their properties is not quite as well developed as other areas in the subject. She is putting in place strategies to improve the situation. There is a good quality curriculum in place, which puts a strong emphasis on developing investigative skills. Science is well linked to other areas of the curriculum; particularly mathematics, English, information and communications technology and design and technology.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**

### **Main strengths and weaknesses**

- Though teachers make effective use of up to date resources they have not been in place long enough to have raised standards.
- Good use is made of a well-qualified teaching assistant to promote pupils' learning.
- Teachers make good use of information and communication technology to teach other subjects.

### **Commentary**

60 Good leadership and management have led to considerable improvements to the school's resources since the previous inspection. Governors have spent money on up to date resources, such as interactive whiteboards and a suite of computers and staff have had training to use these and are familiar with the school's software and hardware. Computers in classes are used each day and pupils say that they get plenty of opportunities to work in the suite to practise and learn new skills. All of this is helping pupils to achieve well but current provision has not been in place long enough to have raised standards overall. Consequently, pupils in Year 2 have the skills expected for their age. They use computers to communicate and share information as text, pictures and simple graphs. All pupils know how to enter, save and retrieve work and are keen to talk about how they use information and communication technology at home and school. Though they know how to make floor robots move by pressing keys they do not know how to program them to move in a set direction. By Year 6, most pupils are working at the expected level. They know how to use multi-media presentations, spreadsheets and databases and talk fairly knowledgeably about sensing physical data using information and communication technology systems. An increasing number of pupils have the confidence and skills necessary to work at a higher level and as this number increases in each year group the school's capacity for raising standards further is good.

61 Teaching is good overall. Information and communication technology is now an integral part of the teaching and learning. Teachers are confident when teaching information and communication technology and make good use of the interactive whiteboard to teach whole class groups. They share the objectives of the lesson with pupils so that they know what is expected of them and how well they have succeeded. In lessons,

teachers and teaching assistants assess what pupils know and can do through careful questioning and from observing how well they work on computers. This enables staff to intervene and help when necessary.

62 One of the key reasons why teaching is effective is that teachers throughout the school make good use of the time and talents of a well-trained teaching assistant. Once teachers have demonstrated skills or explained tasks to pupils they work in small groups to practice and consolidate what they have learned. This method works well. Pupils benefit from the extra attention they get in small groups and as a result they make good progress. For example, pupils in Year 5, quickly grasped the sequence of controls needed to carry and drop stones to make a bridge using a computer program. As a result, a number of pupils were able to go on to programme more difficult tasks.

63 Pupils say that working with computers is one of the things that they best like about school. The after-school club is so popular that numbers have to be limited and year groups rotated so that all pupils get a fair chance to take part. Pupils' enthusiasm is evident in the way that they approach their work and settle quickly to tasks. When using computers they are quick to help one another out and are extremely keen to learn.

## Information and communication technology across the curriculum

64 Teachers make good use of information and communication technology across the curriculum and consequently pupils develop skills at the same time as they learn about other subjects. This was evident in Year 2, where pupils had researched facts about the Great Fire of London on the Internet and then went on to write pertinent questions about the fire in English lessons. In this situation they had learned to use a search engine because they needed to seek facts for their history topic.

## HUMANITIES

65 *The school has a religious character and consequently religious education was inspected and reported on separately.*

66 It is not possible to make an overall judgement on provision in geography and history as no lessons were seen. Teachers' planning was looked at, discussions held with pupils and samples of work analysed. Pupils say they enjoy both subjects, particularly when they are a focus of the school's creativity weeks. They speak with enthusiasm about visitors to the school or field trips to relevant places of interest. One pupil in Year 6, referring to a visitor who had been a child in the area during World War II, said 'It helps your imagination, you can put yourselves in their shoes'. Pupils apply their literacy skills well in both subjects. Pupils in Year 2, for example, write a rhyming poem using their work about a seaside resort as a stimulus and Year 6 pupils become journalists as they write an exciting and informative report about the Persian War.

67 In **geography**, Year 2 pupils understand that their own immediate locality differs from that of an island in the Outer Hebrides, and further afield, an island in the Caribbean. Pupils in Year 6 make comparisons between the local area, Zambia and modern Greece. They use the technical language associated with the features of rivers with confidence and accuracy.

68 In **history**, pupils in Year 2 use their information, communication and technology skills to find out about Florence Nightingale's work during the Crimean war. Year 6 pupils follow their own particular interests in the ancient Greeks as they compile individual folders of stimulating work produced both at home and in school. They also have a wealth of information about Britain during World War II, including original documents and photographs.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69 In art and design, design and technology, music and physical education insufficient work was seen to form firm judgements about provision. These subjects were sampled by observing a small number of lessons, talking with pupils about their work and looking at books and displays.

70 In **art and design**, pupils use a range of media and techniques to produce pictures and models. Pupils in Year 1 and 2 talked about the pictures they had created using paint, pens and computers and about the models they had created from clay. Older pupils benefit from working with a local sculptor and created models of a high quality. Much of the work in art and design supports pupils' learning in other subjects.

71 In **design and technology** the curriculum includes opportunities for pupils to work at food technology and to incorporate their skills in science and information and

communication technology. Throughout the school pupils work involves designing, making and evaluating products, though it is the making that pupils insist they most enjoy. Pupils in Year 2 were very keen to explain how they designed and made puppets. Discussion with Year 6 pupils showed that all elements of making and designing are fully understood. Learning in both subjects is enhanced in the school's 'Creativity Weeks'.

72 The **music** curriculum includes performing, composing and listening to the work of modern and classical composers. Pupils in Year 6 talked knowledgeably about composing music using computers and about adding a soundtrack to a video as part of a music project. They have preferences for different styles of music but all said that they enjoy performing in school concerts and in projects such as the 'One Voice' programme where they sang with other local schools. A significant number of pupils benefit from expert tuition and learn to play string, wind and percussion instruments. Pupils hear music in assemblies and it also forms part of the everyday background to learning in a number of classes. Pupils say that they enjoy this and that it has a good effect on their creativity and concentration.

73 Pupils say that they enjoy **physical education** lessons and are very proud of their successes in tournaments and leagues. A number of pupils have represented the county and school teams have recently gained trophies for netball, football and swimming. All teachers are trained and up to date with sporting initiatives and techniques for teaching and they also use physical education to promote pupils' personal development through encouraging pupils to consider what it takes to be part of a team. Pupils know that determination and performance are important but they also have a good sense of sportsmanship. The curriculum is enriched by a wide range of after-school activities that are very popular with pupils of all ages. Pupils in Year 6, talked enthusiastically about expressive dance, athletics and cross country running. They know that exercise and sport are good for the heart and help build fitness and stamina.

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

74 The school's provision for promoting pupils' **personal, social and health education and citizenship** was sampled by talking with pupils and observing a small number of lessons. The programme of work reflects the outcomes described in *Every Child Matters*; it focuses on being healthy, staying safe, making a positive contribution to the community and learning to manage money. In discussions pupils talked about the dangers involved with smoking and the misuse of drugs and alcohol and the advantages of healthy eating and exercise. The school teaches sex and relationships education as part of the programme and aspects of reproduction and growing up are covered in science lessons and in the programme for health education. Parents feel that their children gain confidence and maturity during their time in school and say that the curriculum is part of the everyday life of the school and reflects its Christian nature.



## 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	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
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	2
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).*