

INSPECTION REPORT

St John the Evangelist Catholic Primary School

Kidsgrove, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124355

Headteacher: Mrs.H.Butters

Lead inspector: Mr M.J.Johnstone

Dates of inspection: 14.03.05 – 16.03.05

Inspection number: 267807

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: 4-11
Gender of pupils: Mixed
Number on roll: 163

School address: The Avenue
Kidsgrove
Stoke-on-Trent
Postcode: ST7 1AE

Telephone number: 01782 296736
Fax number: 01782 296737

Appropriate authority: Governing body
Name of chair of Mrs.A.Alcock
governors:

Date of previous 7th April 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated on two sites approximately one mile apart in Kidsgrove, Staffordshire. The school serves the surrounding area which consists of private and rented properties. It is smaller than average with 163 pupils on roll, including 20 children in the Reception class (the Foundation Stage). There is a grant-funded nursery on site with 16 children who attend full-time and five children who attend part-time. About three per cent of the pupils (a little higher than in most schools) have English as an additional language. Nine Traveller pupils joined the school in the autumn term. About 14 per cent of the pupils have special educational needs (a little below the national average) and two have a statement of special need. About 14 per cent of the pupils (broadly average) are eligible for free school meals. Attainment on entry is variable but broadly average. The school is involved in the national Leadership Development Strategy in primary Schools

The school was placed in special measures in June 2001. It was subsequently visited by HMI in January, May and November 2002 to assess the progress it was making. In April 2003 a section 3 inspection also deemed a section 10 inspection, judged the school to no longer require special measures since it was providing an acceptable standard of education.

INFORMATION ABOUT THE INSPECTION TEAM [- note F3]

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Mathematics; Science; Design and technology; Personal, social and health education and citizenship.
32660	Bob Adams	Lay inspector	
21450	Daniel Kilborn	Team inspector	The Foundation Stage; Information and communication technology; Geography; History; Physical education.
32207	Jennifer Thomas	Team inspector	Special educational needs; English as an additional language; English; Art and design; Music.

The inspection contractor was:

Inspire Educational Ltd.
The Coach House
132 Whitaker Road
Derby
DE23 6AP

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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES IN 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a rapidly improving school that now provides a good quality of education brought about by good teaching, teamwork, a strong commitment to improvement and highly effective leadership from the headteacher. There is good capacity for further improvement. Governance is good and the school is held in high regard by the parents. Good value for money is provided.

The school's main strengths and weaknesses are:

- Standards are well above average in English and science and above average in mathematics
- The headteacher provides very good leadership
- Teaching is good and helps pupils of all abilities and backgrounds to achieve well
- Standards in information and communication technology (ICT) are not high enough
- At all levels, relationships and care for the needs of all pupils are very good and there is a very strong commitment to inclusion
- A much-needed emphasis on raising standards in English and mathematics has meant some neglect of provision in the foundation subjects*
- Pupils' attitudes to learning and behaviour are consistently good and have a positive impact on their progress

Since the school was placed in special measures in June 2001 improvement has been very good and the rate of improvement has continued at a good pace since the last inspection in April 2003. Standards are now markedly better and the above average pupils achieve well. In 2004 the school was in the top 100 most improved schools in the country. The role of the subject co-ordinators is developing well given the heavy workload on a relatively small staff and the appointment of two newly qualified teachers. The curriculum has improved but there is still a need for further development.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools by prior attainment.
	2002	2003	2004	2004
English	B	C	A	A*
Mathematics	D	B	C	A
Science	C	B	A	A*

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

A means that the school's results were in the top five per cent of schools nationally*

Most children enter the Reception class with broadly average attainment. With consistently good teaching, they achieve well and are likely to at least reach the goals expected in all areas of their learning. **Achievement in Years 1 to 6 is good.** By the end of Year 2, standards are well above average in reading and writing. They have improved in mathematics and are now above average. By the end of Year 6, standards are well above average in English and science. As in Year 2, there has also been improvement in

mathematics and standards are above average. These findings are in broad accord with the results in the last set of national tests in 2004. In all three subjects, standards have improved markedly over the past three years. On the basis of the 2004 results, the school was in the top 100 performing schools in the country. Standards in ICT, while improving, are below national expectations at the end of Year 6. Analysis of current standards shows no significant difference in the standards attained by boys and girls. The above average pupils, those who have special educational needs (SEN), the small group of Traveller pupils and the few pupils who have English as an additional language (EAL) all achieve well.

In all year groups, pupils' attitudes and behaviour are good. **The spiritual, moral, social and cultural development of the pupils is good.** Attendance is in line with national averages and pupils are punctual.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are effective and have improved since the previous inspection. There is some very good teaching in the Reception class and in most other year groups. Teaching of English and mathematics is good and leads to good achievement. At all stages, there are high expectations of behaviour, almost all resources are used well and learning support assistants provide valuable additional support for all pupils. Teachers have very good relationships with the pupils, make learning enjoyable and expect pupils to behave and work hard. Assessment procedures are very good and information is used well to plan subsequent learning. Computers are not used enough to support learning and there are not enough opportunities for pupils to use their literacy and numeracy skills to support learning in other subjects.

The curriculum is satisfactory. There has been an understandably strong focus on literacy and numeracy and this has led to a lack of sufficient development in the foundation subjects. Provision for pupils who have SEN is good and there is good provision for personal and social education. Pupils are well cared for. Links with parents, the church and the community are good overall. The accommodation and resources are satisfactory. The split site presents significant problems of communication, organisation, time management and sharing of resources. The staff work very hard to minimise these difficulties.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The headteacher, supported effectively by the deputy and staff, provides very good leadership despite a significant teaching commitment. She has had a significant impact on school improvement. The school is well managed, teamwork is very effective and very good use is made of performance data and monitoring to bring about improvements. Governance is good. Governors fulfil their statutory duties and support the school well. They are now much more involved in the school's strategic development. Financial planning is good and linked effectively to school improvement planning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with all aspects of the school's work and are keen for their children to attend. Their only main concerns relate to issues concerning the split site. Pupils are happy to come to school and say that they feel safe and secure and are confident that they will be listened to if they have any concerns.

IMPROVEMENTS NEEDED

In order to improve further the school should now:

- In ICT, raise standards, develop key skills systematically across all year groups and use computers more to support work in all subjects
- Improve curricular provision in the foundation subjects, including more use of literacy and numeracy skills to support learning

* The foundation subjects are art and design, design and technology, geography, history, music and physical education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards in English, mathematics and science are very high and pupils of all abilities and backgrounds achieve well. Standards have improved markedly since the previous inspection.

Main strengths and weaknesses

- On the basis of national test results in 2004, the school was in the top 100 performing schools in the country
- Standards are well above the national average in English and science and are above average in mathematics
- Standards in information and communication technology (ICT) are not high enough by the end of Year 6
- Children are given a good start to their education in the Reception class (Foundation Stage)

Commentary

1 Overall attainment on entry to the school is broadly average. This is built on well by the good provision for children in the Reception class. They achieve well so that by the time they enter Year 1 they are on course to reach the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development.

2 Achievement is good throughout the school. By the end of Year 2, standards are well above average in reading and writing and are now above average in mathematics. This represents good progress throughout Years 1 and 2. These findings largely reflect the pupils' performance in the 2004 national tests and continue the rising trend in results since 2001. In 2004, teachers assessed standards in science at the end of Year 2 as well above average. The work pupils were doing during the inspection reflected this.

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

Standards in:	School results	National results
Reading	17.2 (17.4)	15.8 (15.7)
Writing	16.4 (17.2)	14.6 (14.6)
Mathematics	16.8 (16.4)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

3 By the end of Year 6, standards are well above average in English and science and above average in mathematics. As in Year 2, there has also been improvement in mathematics and standards are above average. These results largely reflect the pupils' performance in the 2004 national tests and also continue the rising trend in results since 2001. In comparison with similar schools, pupils do very well and progress from Year 2 to Year 6 is particularly rapid. On the basis of value added measures, the school was in the top 100 schools in the country. The school exceeded

its 2004 targets and has set realistic targets for 2005 that reflect the inspectors' view of current standards.

4 Above average pupils do well throughout the school. This is reflected in the percentage of pupils achieving the higher National Curriculum levels in the tests at the end of both Year 2 and 6. In the national tests over the past three years there has been a tendency for boys to outperform girls, although evidence from the inspection found the gap to be narrow and closing. Pupils with special educational needs (SEN) achieve well throughout the school. The small group of Traveller pupils are supported effectively where needed and they achieve well.

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

Standards in:	School results	National results
English	29.9 (26.7)	26.9 (26.8)
Mathematics	27.5 (27.6)	27.0 (26.8)
Science	30.2 (29.7)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

5 Standards in literacy are very good across the school. Pupils are usually able to read confidently a variety of texts and, particularly in Years 5 and 6, have the skills required to access the information they need quickly and efficiently. Good writing standards enable pupils to communicate with clarity and in a variety of styles, including narrative and non-narrative forms. Numeracy is also good across the school. Most pupils have the ability to cope confidently with number operations and have sound mental recall. In general, however, pupils' literacy and numeracy skills are not used enough to support work across the curriculum.

6 Standards in information and communication technology (ICT) are broadly average by the end of Year 2 but are below average by the end of Year 6. There has been good recent improvement but this has not compensated for past weaknesses in teaching and learning. Key skills have not been systematically developed from year to year.

7 There has been a justifiable and successful emphasis on raising standards in English, mathematics and science and, consequently, the development of learning in the foundation subjects has lagged behind. While the work seen in these subjects was largely similar to that expected, in most subjects experiences are sporadic with weaknesses in the systematic development of key skills from year to year. Given the very high overall standards in the core subjects, standards in the foundation subjects should be better.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes values and behaviour are good. Their personal development and overall spiritual, moral, social and cultural development are also good. Attendance is similar to the national average. The good improvements noted in the previous inspection have been built on successfully.

Main strengths and weaknesses

- Very good behaviour and attitudes are established in the Reception class
- The school sets high expectations for pupils' conduct and works hard to achieve them

- The school promotes very good relationships and racial harmony
- More could be done to promote understanding of a range of cultures

Commentary

8 Children quickly settle to learning and classroom routines in the Reception class and respond quickly to the high expectations of the teacher and classroom assistant. They quickly learn what is right and wrong and begin to cooperate effectively in groups. Behaviour and attitudes are satisfactory in Year 1 where there is occasionally some inattentiveness. In Year 2, pupils are well behaved and work diligently. Generally good and often very good behaviour and attitudes continue throughout Years 3 to 6, although the occasional inattentiveness and immature behaviour of a few pupils in Year 6 causes some disruption to their learning.

9 Pupils are interested in all aspects of school life and told inspectors that adults in school listened and responded to their views and any concerns they might have. They appreciate the school and class councils as a means of making their views known and having some say in the way the school is run. Inspectors saw feedback to classes by pupils from a school council meeting on issues relating to after school clubs, new equipment for the playground so lunches could be taken outdoors on nice days and the role of older pupils being monitors in toilet areas. Pupils are keen to take responsibility; for example, some regularly write prayers for assemblies, look after pupils with SEN during lessons and playtimes and help manage congestion near the toilets in the lunch break

10 Pupils, parents and staff report that bullying and harassment are minimal in school and are clear about what to do should it occur. Some parents reported that staff follow up any incidents diligently. Traveller pupils spoke freely to inspectors about harassment. They clearly understood the issue and how it could be applied in school as it sometimes was in their wider community. When asked for examples of harassment in this school they became very indignant that it should even be contemplated and said, 'These are all my friends.' All adults in school provide good role models for pupils in respect of conduct. They are strong in their expectations of pupils' behaviour and relationships. Parents reported this is a real strength since the arrival of the current headteacher.

11 The church's influence promotes spiritual awareness without being overt. It enables pupils to develop self-knowledge and confidence in a caring and encouraging atmosphere. There are many opportunities for reflection in personal, social and health education lessons and in assemblies and classroom prayers. Pupils are able to distinguish right from wrong; and understand how feelings can influence actions, and the need for tolerance in a community. Pupils learn about Britain's cultural heritage; for example, in history and geography but do not have sufficient opportunity to widen their knowledge and experience of other religions and cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.2
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.

12 Authorised and unauthorised absence is similar to the national average. The headteacher and governors are vigilant and thoughtful in applying the school policies for family holidays. The

school staff are committed to maximising attendance and this is reflected in the good monitoring of punctuality which is mostly good, although a small number of Traveller pupils are often late.

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	144	1	1
White – Irish	9	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
Chinese	6	0	0
Any other ethnic group	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is satisfactory with a strong emphasis on English, mathematics and science but some shortcomings in foundation subjects. The care, guidance and support for pupils are very good and the school has developed a very good partnership with parents and the community.

Teaching and learning

The quality of teaching and learning is good overall and the quality of assessment is very good.

Main strengths and weaknesses

- All of the teaching is at least satisfactory, much is good and some is very good
- Literacy and numeracy skills are well taught
- All teachers are committed to improvement and keen to improve their teaching
- Assessment is used well to plan subsequent learning
- Teachers do not provide enough opportunities for pupils to use literacy, numeracy and ICT skills across all subjects

Commentary

13 The consistently good and sometimes very good teaching in the Reception class gives children a good start to their education. The teaching meets the needs of the children very well and fosters very good attitudes to learning. The very good relationships between adults and adults and children, very good planning and good assessment and tracking of children's progress are key strengths.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (24%)	21 (55%)	8 (21%)	0	0	0

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

14 Teaching is good in Years 2 to 6 and is satisfactory in Year 1 where pupils' learning is not as rapid as in the other year groups. There is some very good teaching in most year groups. All teachers are clearly committed to the pupils and care for them as individuals. They have a strong desire to improve their own teaching as exemplified in their commitment to further training and in their positive reaction to the monitoring of lessons.

15 Literacy, numeracy and science are taught well and lead to good achievement in these subjects. There has been a strong focus on raising standards in these subjects and the good teaching is one of the main reasons for the very good improvements. Lessons in English and mathematics are structured consistently well with good opportunities for linked whole class, group and individual activities. Reading and writing are well taught and pupils develop the ability and confidence to read confidently and accurately and write with clarity in a variety of forms. Good emphasis on learning through investigation and problem solving has helped raise standards in mathematics and science. All these features have given pupils the skills and capacity to work independently and collaboratively. In general, teachers do not provide enough opportunities for pupils to use their literacy and numeracy skills to support learning in other subjects. Similarly computers are not used enough to support learning in all subjects.

16 In lessons across all subjects relationships are very good and there are high expectations of behaviour. On a few occasions, these high standards slip and the inattentiveness of a small minority of pupils is not handled so well. Expectations of what pupils might achieve are generally high although, in the satisfactory lessons, more could still be expected of the above average pupils. High expectations of presentation are reflected strongly in the neat and well-organised pupils' workbooks. Most resources are used effectively to support learning. Teachers and classroom support assistants provide valuable and effective support in lessons for the SEN, EAL and Traveller pupils. Good individual education plans for pupils with SEN plot clear and achievable steps for learning in literacy, numeracy and behaviour. Pupils with a statement of SEN are very well supported and take a full part in all activities.

17 In all lessons, learning objectives are shared with the pupils so that they understand what they are expected to learn. In most lessons these are reviewed at the end of the lesson so that pupils are able to gauge how successful they were in achieving them. The development of the correct subject vocabulary is a particularly strong feature of the teaching across the school; for example, in a Year 3 science lesson, pupils were using the words 'permeable', 'transparent' and 'opaque' correctly to describe the properties of various materials. In the most effective lessons, very good questioning and discussion prompts and probes pupils' understanding very well. This was exemplified in a very good literacy lesson in Year 5 and a very good science lesson in Year 2.

18 Assessment procedures in English, mathematics and science are very good. The use of performance data has continued to improve since the previous inspection and has highlighted key areas for development. Class, group and individual targets are set for the pupils in English and

mathematics and pupils have an excellent pupil profile that charts their achievements and sets goals for the next stages of learning. These profiles are shared regularly with the parents. Homework is set regularly and guidance on how parents can help with this is provided. Marking is good across the school and, in the best examples, helps pupils to see how their work might be improved.

The curriculum

The overall quality of the curriculum is satisfactory, although some subjects do not receive enough emphasis. Following the school being placed in Special Measures there has been an understandable concentration on improving standards in English, mathematics and science.

Main strengths and weaknesses

- Provision for children in the Foundation Stage is good
- There is good provision for pupils who have SEN, those who speak English as an additional language (EAL) and for Traveller pupils
- There has been insufficient progress in the development of curricular provision in the foundation subjects since the previous inspection
- ICT is not used sufficiently to support work in other subjects
- Staff work very hard to overcome the significant difficulties created by the distance between the school sites

Commentary

19 The curriculum meets statutory requirements, including good provision for personal, social and health education. There is appropriate attention to sex and relationships education and attention to drug misuse. The curriculum is very inclusive and provides access and opportunity for all pupils. There is a satisfactory opportunity for enrichment through learning outside the school day and participation in sport and the arts.

20 The curriculum in the Foundation Stage is planned well to meet the needs of the children in all areas of their learning. Since the previous inspection, the development of the grant-funded nursery unit attached to the school has resulted in much improved provision for children's outdoor physical development. All the required areas of learning are linked together well, good use is made of time and there is a good emphasis on language, literacy and communication and mathematics, which prepare children very well for the next stage of their education.

21 Curriculum planning in English, mathematics and science is very good and ensures progression in pupils' learning. The careful analysis of a range of high quality assessments from school and national data has contributed well to the significant recent overall improvement in the standards and achievements of the pupils. While changes of staff, the relatively high workload for subject leaders in a small school and the problems of a split site are factors, the foundation subjects have not been sufficiently developed since the previous report and key skills are not developed progressively. The school is aware of this and acknowledges this area for development in the current School Improvement Plan. The school is beginning to explore the potential of recent national initiatives to enrich learning in the foundation subjects.

22 There are specific and effective arrangements to help pupils with a range of special needs to cope with lessons. The caring and knowledgeable teaching assistants give good support to these pupils across the school. Pupils' individual needs are assessed and new

arrivals with SEN, EAL or a Traveller background are quickly integrated into school life. The school meets its statutory duties with regard to pupils with statements of special educational need.

23 Resources are satisfactory overall and have improved since the previous inspection. The resources for ICT have improved significantly. The creation of the two computer suites is beginning to have a positive impact on standards. Computers, however, are not yet used sufficiently to support work in other subjects.

24 Accommodation and staffing levels are satisfactory overall. The school has worked hard to overcome the problems associated with two buildings over a mile apart. Duplication of resources such as the computer suites, library facilities, lunches and midday supervision have all had a negative impact on the budget and slowed the rate of resource and curriculum development. The hall and tarmac play areas located at the Junior site are very small and reduce the quality of provision for the games and gymnastics aspects of physical education.

Care, guidance and support

There is good provision for the pupils' care, welfare health and safety and for support, advice and guidance. There are good mechanisms for seeking and acting on pupils' views.

Main strengths and weaknesses

- The induction arrangements for children starting school are very good
- Pupils have a very good and trusting relationships with all adults who work in the school
- Pupils have good access to well-informed support, advice and guidance

Commentary

25 Children starting in the Reception class are helped to settle quickly into school routines. This is supported very well by the on site nursery which makes transition much more smooth and trouble free. Older pupils starting from other schools are welcomed and make friends quickly. One Year 6 pupil who had arrived at school only months before approached inspectors during the inspection to tell them about how well she had been treated by staff and pupils. She described a good system of mentoring after initial introductions. The use of friendship stops in playgrounds also support new pupils arriving at school at different times of each term.

26 All adults working in school understand the basic principles and school system for child protection. There is a good and caring ethos throughout the school. Staff work hard and effectively to ensure pupils work in a safe environment. There is good support for all pupils with additional help for pupils with SEN, EAL and for the Traveller pupils. This support includes outside agencies and specialist teaching and ensures that these pupils are fully integrated into all aspects of school life. The records of the progress made by the pupils with SEN are very good. Individual education plans include measurable targets to help pupils improve and are regularly reviewed. Very good individual pupil portfolios for all pupils provide a very effective mechanism for teachers and parents to help and guide pupils in their learning. Staff know pupils and their families very well and this enables them to further support and guide them.

27 The infant site is quite limited for space externally. The only available play area is hard surface and deteriorating. Governors are rigorous in their inspections and hazards perception. Control measures are good but onerous on the pupils who cannot run freely on the site at play, as they constantly have to avoid certain areas of the playground due to subsidence. They cannot use balls at playtime due to the close proximity to the main town road.

28 The school has developed its consultation strategy well and actively involves pupils in its decisions. Class debates feed the formal school council. Pupils spoke of surveys they had participated in and described an open relationship with staff which enables them to promote new ideas.

Partnership with parents, other schools and the community

The school has improved the partnership with parents, which is now good. There are satisfactory links with the community and good links with other schools.

Main strengths and weaknesses

- Parents' responses show very high levels of satisfaction with the school
- The quality of information provided for parents is good
- Parents support pupils' learning at home and at school
- Arrangements for pupils to transfer to secondary school are good

Commentary

29 The school does all it can to ensure satisfaction and deals well with any concerns and complaints. This is evident in the very high levels of support for all aspects of the school's work at the parents' meeting and in the responses to the questionnaire sent out prior to the inspection. Parents' views are also sought both formally and informally on a regular basis. Parents also feel that the open door policy of the school is very useful in information exchange and not just limited to the academic achievement of pupils.

30 The quality of information given to parents is good. Newsletters, briefings on homework and details of community events are all regularly sent out. Reports on pupils' achievements are satisfactory but are supported very well by the excellent pupil profiles. The school also provides some training for parents to ensure they can help pupils with homework and projects. Parents make a good contribution to pupils' learning at home by hearing them read regularly and helping with projects. The links between the school and the parents of pupils with SEN are good. Parents are routinely invited to review meetings and receive a written record of the meeting if they cannot attend.

31 The school is aware of the need to continue to improve satisfactory links with the community. The school's links with outside agencies working in the wider community, for example, the Traveller support service are good. There are strong church links and initial links with local businesses are being established. There is a clear intention to build on the basic introductions that have been established.

32 Good contacts have been made with other local schools and these have led to, for example, the sharing of resources. Transfer arrangements for pupils are good. Pupils in Year 6 talk about specific, and personalised, plans already made for them to visit their new schools and how teachers from other schools visit to take lessons. Receiving schools are well briefed on the pupils' achievements prior to arrival.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is very good. Governance has improved since the previous inspection and is now good.

Main strengths and weaknesses

- The headteacher leads the school very well and has had a significant impact on school improvement
- Strategies to improve standards, raise achievement and strengthen teaching have been very successful
- The governing body is well informed and makes an effective contribution to school improvement
- Provision in the foundation subjects has not improved enough since the previous inspection

Commentary

33 The headteacher provides very good leadership. Her enthusiasm, energy and expertise enable her to provide a very good role model for staff and pupils. She is totally committed to attaining the highest possible standards and achievement in all aspects of the pupils' development and is ably supported in this work by the deputy headteacher. An effective leadership team has been created who share the headteacher's vision. Relationships are very good and characterised by mutual respect. Leadership in the Foundation Stage, English, mathematics, science and special educational needs is good. The headteacher has rightly identified strengthening the role of subject co-ordinators in the foundation subjects as an area for development.

34 Management is good. The school's strong commitment to self-evaluation has led to the development of good systems to check how well it is doing. For example, very effective use is made of performance data and the headteacher and senior staff check the quality of teaching and pupils' work systematically. A comprehensive school improvement plan provides a good blueprint for further development.

35 Performance management operates well and is bringing about improvements, such as in the teaching of writing. All staff are committed to improving their teaching and are keen to undertake professional development. Staff are deployed to make best use of their skills and expertise and the headteacher is aware of the need to reallocate subject responsibilities to provide a more even workload for all staff. Day-to-day administration is managed efficiently and staff deal very well with the challenges posed by the split site.

36 Governors have a good knowledge of the school's strengths and weaknesses and are involved in its strategic development. This is a much improved picture since the previous inspections. They are aware of the need to broaden pupils' experiences in the foundation subjects after an understandably intensive focus on raising standards in English, mathematics and science. They fulfil their statutory responsibilities well and are beginning to hold staff to account for the standards attained. For example, their good understanding of pupil data enables them to evaluate the progress made by pupils of different abilities, ages, gender and backgrounds and to challenge staff if pupils are not making the expected progress.

37 Finances are managed well and, following the disruption to budgetary planning caused by the school being in special measures, the governors are now beginning to link spending appropriately to the school's priorities for development. They have a good understanding of best value principles. This is seen in the way the school seeks tenders, checks pupils' performance against other schools and evaluates the quality of education for all its pupils.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	430,490
Total expenditure	411,357
Expenditure per pupil	2,690.56

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	19,133

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38 Children are admitted to the Reception class in the September of the school year in which they are five. Most children have attended the grant funded Nursery unit attached to the school. All ability groups are represented on entry to the Reception class, although assessments carried out soon after children start indicate that attainment for most children is broadly average. All the children, including those with SEN or EAL and Traveller children make good progress in all areas of their development and most are likely to at least reach the goals expected in all aspects of their learning.

39 The teacher and support assistant have a good knowledge of how children learn. They have very good relationships with the children and very high expectations of behaviour. Planning is very good and the different areas of learning are linked together well in interesting and stimulating topics. Assessment procedures are very good and the information is used well to respond to individual needs. There are very good individual portfolios that track children's progress and highlight significant achievements. Resources are used very well to consolidate learning and since the previous inspection children now have access to the good Nursery outdoor play facilities.

40 In **knowledge and understanding of the world** children develop a good early understanding of the world around them; for example, by charting the daily weather conditions. They classify a range of different materials by simple criteria such as shiny, dull, rough and smooth. This gives them an early introduction to work in science. Visits into the environment to collect autumn leaves give pupils an awareness of the effects of seasonal change. They learn about various festivals such as birthdays, baptism and Christmas. They know that things change over time when learning about their own growth. In **physical development** the teacher provides good opportunities for the children to develop control skills using a variety of tools and construction toys. Pupils are good at controlling the computer mouse. They use construction toys to build structures. In the school hall they follow instructions carefully and move around the space confidently. They show good balance when working on large apparatus. They use a variety of wheeled vehicles confidently. In **creative development** children are encouraged to experiment with colour and cut and paint printing blocks to create patterns on model houses they have made. They have good opportunities to cut and paste models of teddy bears in preparation for work in design and technology. They make attractive collages from natural materials they have collected. In role-play activities, children create 'pretend' wedding ceremonies taking different parts. They have opportunity to play simple percussion instruments and know a number of songs from memory.

.PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is consistently good and helps all children achieve well
- Most children are likely to achieve the goals expected by the time they leave the reception class
- Activities are planned very well to develop children's learning in this area

Commentary

41 The positive welcoming atmosphere in the Reception class helps children settle quickly. Teaching is consistently good and activities are very well organised. This gives children confidence as they participate enthusiastically in all activities. A caring positive approach pervades the class and the teacher and learning support assistant have very high expectations of behaviour and care of equipment and resources. Children quickly learn class routines and listen and participate well in all activities. When children work together in groups, adults interact with them, continually asking well-focused positive questions that promote learning well. They are aware of the importance of taking turns and know the difference between what is right and wrong. In skilful role-play activities in the class and in assemblies, the importance of honesty and making the right choices are explored well. The very good relationships build self-esteem and develop confidence effectively. Stories and toys are used very effectively to stimulate discussion on a range of moral and social issues. There are good opportunities for children to work together in small and large groups.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is consistently good and helps pupils make effective progress
- Basic reading and writing skills are taught well
- Speaking and listening skills are given a high priority in all activities

Commentary

42 Children of all abilities achieve well in this area and are likely to attain the early learning goals. They enjoy listening to stories and are strongly encouraged to read at home and at school. Each morning the children are encouraged to look at books and share them with their friends. Many pupils talk enthusiastically about books they have 'read' and know that print carries meaning. Others recognise simple words, sounds and captions around the classroom; some are already reading simple texts with accuracy and good understanding. Children are encouraged when speaking and listening to extend their vocabulary. Adults ask questions that encourage children to think about their response and explain their answers. In reading, they are taught early reading skills including a good emphasis on learning letter sounds through a range of books and appropriate activities. Through developing their ability to discriminate between letters and learning their sounds, children are effectively developing reading and writing skills in parallel. Children are taught correct letter formation and encouraged to write simple accounts of every day and special events in their lives. A computer is used confidently to improve basic literacy skills in a variety of activity programs.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is consistently good and helps children of all abilities to achieve well

- Mathematics has a high profile in the classroom
- Activities are planned well to develop appropriate vocabulary and mathematical understanding

Commentary

43 Children achieve well in mathematics and are likely to meet the goals set for children at the end of the Reception year. Children gain good experiences of mathematics through a variety of well-planned activities and show high levels of interest and enthusiasm. Above average pupils sort, match and recognise numbers from one to twenty and are beginning simple addition. Children gain good understanding of positional language and the associated vocabulary; for example, in an activity involving the placing of objects in a suitcase, pupils were able to follow instructions to place objects next to, in the middle of and behind other objects. Children have a good understanding of terms such as *more than* and *less than* when, for example, interpreting statistics about dinner and sandwich numbers. Children know the names of basic two-dimensional shapes and the above average children recognise three-dimensional shapes. Good activities using simple coinage in the teddy bear café give children an early understanding of simple shopping activities. The classroom has good displays to stimulate discussion about mathematics.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and writing are well above average
- Assessment is used very effectively to identify and support pupils not making expected progress
- The quality of teaching and learning is good and pupils achieve well
- Pupils do not use their literacy skills enough to support work in the foundation subjects
- Computers are not used enough to support work in lessons
- The co-ordinator leads and manages the subject well

Commentary

44 Pupils make good progress in reading and writing as they move through the school and at the end of Year 2 and Year 6 standards are well above average. The school's focus on improvement in these areas has helped standards in reading and writing to rise sharply. The improvement is evident in national test results over the last few years and represents very good progress since the previous inspection. Factors that have been instrumental in raising standards have been effective in-service training, revised planning and assessment techniques, and systematic monitoring of teaching and learning.

45 Pupils in all year groups are given good support in organising their writing through the use of story frames, visual prompts and shared or guided planning. By the end of Year 6, pupils successfully adapt their writing for different purposes and audiences. For example, one pupil began a journalistic account; "Details are emerging of the appearance of a white whale," while another pupil started a biography about Martin Luther King with the words; "For years we have wasted earth's valuable resources." In addition, Year 6 pupils use different language connectives, such as *although*, *similarly*, *nevertheless*, *consequently*, to

structure an argument. In all year groups, handwriting is good and pupils present their work very well.

46 Most pupils are enthusiastic about reading. They talk about their favourite authors, express opinions about characters, plots and settings in stories and above average pupils explain how writers create suspense by using short sentences and dramatic vocabulary. Phonics is taught well throughout the school and pupils are largely successful in using letter sounds to read unfamiliar words.

47 Standards in speaking and listening are good. Pupils express their views confidently and listen attentively to others. "Talking partners" are used in most lessons and enable pupils to successfully rehearse ideas before contributing to class discussion.

48 Assessments in the pupils' profile books are very well used to identify any pupils who are not making expected progress. As a result, additional support is targeted for these pupils, for example, through the "daily diary" system. Marking in books generally tells pupils what they do well and what they need to do next to improve their work.

49 Teaching in English is consistently good and all pupils, including those with SEN, Traveller pupils and pupils with EAL make good progress. Lesson planning is securely based on the National Literacy Strategy. Learning objectives are shared with the pupils at the start of lessons and reviewed at the end. Teaching assistants provide good support for pupils and contribute effectively to the high standards. All teachers have high expectations of pupils' work rate and behaviour and relationships are good. Teachers' high expectations have a positive effect on pupils' progress as most try hard to meet them. Pupils enjoy their lessons and generally work hard. Teachers' subject knowledge is good. For example, teachers make very explicit the structure and main features of different genres of writing and effectively demonstrate specialist techniques such as active and passive voices, complex sentences and conditional clauses.

50 While the use of interactive whiteboards by teachers has brought an exciting new dimension to the start and end of lessons, the pupils have few opportunities to use computers in lessons. In particular, little use is made of individualised learning programs for pupils of lower ability to practise skills in spelling, reading comprehension and writing.

51 The co-ordinator has very good subject knowledge and has worked determinedly in recent years to raise standards. Systematic monitoring of pupils' work, regular lesson observations and very good analysis of assessment information have enabled difficulties in pupils' learning and weaknesses in colleagues' teaching to be pinpointed. The whole school approach to improving sentence construction by focusing on sentence starters, connectives and clauses has been particularly successful. The school is continuing to target speaking and listening for improvement in order to ensure progression in the development of key skills.

Language and literacy across the curriculum

52 Since being in special measures, the school has understandably focused on raising standards in English. As a result, pupils have had too few opportunities to write extensively and to conduct research in the library and on the Internet in other subjects, such as religious education, history and geography. Pupils are now well placed to use their very good reading and writing skills to support work across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and helps pupils of all abilities to achieve well and attain high standards
- Emphasis on investigative mathematics has helped improve standards since the previous inspection
- In all year groups, markedly more pupils are reaching the higher National Curriculum levels
- Assessment is used well to track pupils' progress and identify strengths and weaknesses in learning
- In subjects other than science, pupils' good mathematical skills are not used enough to support learning in other subjects

Commentary

53 Standards are above average by the end of Years 2 and 6 and have improved since the previous inspection. They are higher than the standards attained in the 2004 national tests where they were average. This is the result of good teaching, effective analysis of strengths and weaknesses in national and school-based tests and a much greater emphasis on pupils' use and application of skills to problem solving activities. More pupils are now reaching the higher National Curriculum levels. Subject leadership and management are effective and are strongly supported by the headteacher. The joint co-ordinators have identified the right priorities for development and are clearly committed to further improvement. There has been some good monitoring of teaching, scrutiny of work and use of assessment that has improved the quality of teaching and learning.

54 By the end of Year 2, most pupils develop good understanding of place value in numbers up to 100 and the above average pupils up to 1000. They know the main properties of two and three-dimensional shapes and list results from a variety of activities in simple tables, charts and graphs. The above average pupils are able to extract and interpret this information successfully. By the end of Year 6, most pupils use their understanding of place value to multiply and divide whole numbers and decimals by up to 1000. They calculate fractional and percentage parts of quantities and measurements and are able to work with negative numbers. The above average pupils are able to check their results to see if they are sensible and draw simple conclusions of their own giving an explanation of their reasoning.

55 Teachers provide good opportunities to develop skills across all aspects of the subject and there is an appropriate balance of work in using and applying mathematics, number, shape, space and measures and data handling. The National Numeracy Strategy is firmly embedded and lessons have a consistent structure. As a result of regular whole class oral activities, pupils develop reasonably quick recall of basic number facts. In some lessons, opportunities are missed to encourage discussion of the different strategies used. The main class activity includes good direct teaching, dialogue and questioning that deepens pupils' understanding. Group and individual work is usually well matched to pupils' abilities, although on a few occasions some activities are either too easy or too difficult for the pupils.

56 Teachers emphasise the correct mathematical vocabulary and, by end of Years 2 and 6, pupils use the correct terminology. For example, in a Year 2 lesson pupils use the vocabulary associated with work on multiplication and division correctly and in Year 6, pupils use reflex, obtuse and acute correctly when working with angles. In all year groups, there are good opportunities for pupils to use and apply their skills to problem solving; for example, in Year 3 pupils were encouraged to use Venn and Carroll diagrams to help solve a problem. Across all year groups everyday problems involving money are set and these encourage pupils to use and apply their good number skills.

57 All teachers use resources such as number fans, number sticks and the new interactive whiteboards effectively to develop understanding. Work is neat and well organised and reflects the teachers' high expectations. Marking is good and shows pupils how their work might be improved.

Mathematics across the curriculum

58 Pupils' good knowledge and skills support work well in science. Data handling skills, including the creation and interpretation of tables, charts and graphs and measuring skills are used well, for example, when investigating which materials are attracted by a magnet and when reading temperature changes from a thermometer in investigations into the effects of heat and cold on certain substances and materials. However, the use of pupils' mathematical skills to support work in other subjects is not well developed.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards are well above average by the end of Years 2 and 6
- Teaching is good and sometimes very good
- There is good emphasis on investigative science
- Pupils enjoy learning and record their work carefully
- Pupils acquire a very good knowledge across all aspects of the subject

Commentary

59 Standards are well above average by the end of Years 2 and 6 and pupils of all abilities achieve well. Standards have improved significantly since 2001 and the number of pupils reaching the higher National Curriculum levels has increased markedly during this period. This is largely due to consistently good teaching, effective leadership and management and use of assessment and tracking of pupils' progress to identify priorities for development.

60 Pupils show fascination, interest and enjoyment in the subject and present their work in a consistently neat and organised way. This reflects the enthusiasm of the teachers for the subject and their high expectations. There is good attention to scientific enquiry; for example, through opportunities to learn from observation and first-hand experiences. Teachers have good subject knowledge and use a good variety of teaching strategies and resources, give clear explanations and instructions and use discussion and questioning effectively to take pupils' forward in their scientific thinking. In a Year 6 lessons, for example, paired discussion was successful in generating good ideas about the nature of various forces and how they act on objects. Lesson planning includes clear learning objectives and these are referred to as the lessons proceed and used well to assess pupils' progress. Any additional adult support is used well to support the SEN pupils and bring them more fully into all activities.

61 By the end of Years 2 and 6, pupils have developed good enquiry skills and have very good knowledge of life processes and living things, materials and their properties and physical processes. In Year 1, pupils describe and respond orally and in simple descriptions and tables to simple features of objects, living things and events they observe. Pupils in Year 2 develop a good knowledge of friction and test its effects on a model car moving down different surfaces. They develop good understanding of prediction and fair testing during the investigation.

62 Pupils in Year 3 have very good knowledge of what makes healthy teeth, the forces at work when working with springs and magnets. Pupils in Year 4 have a very good knowledge of the

human skeleton and how the muscles work. In Year 5, pupils have good understanding of healthy eating factors and life cycles and know the basic scientific principles associated with sound. In Year 6, pupils have very good knowledge and understanding of electrical circuits and are able to predict and test what will happen prior to testing them with buzzers, lights and switches wired in. They have a very good knowledge of micro-organisms and have conducted good investigations into the separation of materials; for example, they set up an investigation to test whether the temperature of the water would affect the rate at which sugar dissolves.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Although recent achievements are good, standards are below average by the end of Year 6
- Regular use of the computer suites is improving pupils' skills
- The behaviour and attitudes of the pupils in the computer suites are good and time is used well
- Computers are not used enough to develop learning in other subjects

Commentary

63 The development of the computer suites over the past few years is beginning to have a positive impact on pupils' confidence and standards. Pupils in Year 2 have the skills expected for their age and use a range of different programs and equipment. Standards are improving throughout the school and by Years 3 and 4 pupils achieve standards broadly appropriate for their age, although the impact of the improved facilities have not yet worked through the school. Pupils in Year 6 have satisfactory word processing skills and competently research the Internet but they lack some skills, particularly in the control and modelling aspect of the subject.

64 Teaching and learning are consistently good in the lessons seen. Teachers have improving subject knowledge and, when using the new interactive whiteboards in Years 3 to 6, confidently demonstrate new skills to pupils. For example, in a lesson in Year 5 the teacher showed pupils how to create and use a branching data-base and in Year 6 pupils are shown how to create spreadsheets from data they have researched themselves. Pupils with SEN are supported well and make progress similar to other pupils. There are new assessment procedures to monitor and track pupils' progress and skills in ICT but their use in planning is at the early stages of development and has yet to have a full impact on pupils' achievements. Pupils enjoy their computer lessons and attitudes are good. While some pockets of good work were observed during the inspection, computers are not yet used enough to develop and support learning in other subjects.

65 Despite the departure of the ICT coordinator the momentum for improving facilities and pupils' standards has been continued well by the headteacher, who has a clear vision for the future development of the subject.

Information and communication technology across the curriculum

66 Lack of facilities in the past and the cost of duplication as a result of the two sites have meant that the computers available have been mainly used for basic skills work. Some good work was seen in mathematics in Year 2 when pupils created graphs and in Year 5 when pupils frame questions for a geography project. While there is now a whole school

awareness of the need to use computers to support work across a range of subjects, this is not yet effectively or systematically embedded in the curriculum.

HUMANITIES

67 In history and geography, as well as in music, art and design and design and technology, the standard of work was mostly as expected for pupils' ages with some pockets of good work. These findings are similar to those of the previous inspection in 2003. From the scrutiny of past work, it is clear that key skills have not been developed systematically from year to year. In the work available for scrutiny there were too few examples of pupils using their literacy, numeracy and ICT skills to develop learning in the subjects. Leadership and management of the subjects have lagged behind while the school has concentrated much of its efforts on raising standards in English and mathematics. The school is aware of need to focus developments on these subjects and has begun to address the issue.

68 Owing to timetable arrangements only one lesson in history was seen in Year 3 and a part lesson in geography in Year 4. It is not, therefore, possible to make a secure judgement on the quality of the overall provision in the two subjects. Comments on the two subjects are based on these lessons, scrutiny of pupils' work and discussion with pupils and teachers.

69 In **history** by the end of Year 2, pupils have a sound knowledge and understanding of aspects of the past beyond their living memory as when comparing old and new objects. Pupils are beginning to place historical events in order, as exemplified in their writing about the Christmas story and the Great Fire of London. They know that museums often contain objects and information about the past. Pupils in Year 5 have a sound understanding of life in Ancient Greece and are aware of many of the differences between lives then and now. Pupils in Year 6 have good understanding of the development of travel and transport since the World War Two and know about the lives of some famous people from the past such as Martin Luther King. Teaching in the one history lesson seen was very good and the teacher skilfully used role-play to explore the reasons for conflict between the Romans and the Celtic tribes.

70 In **geography** by the end of Year 2, most pupils show a satisfactory knowledge of the local environment through a "Where I live " topic. They compare different types of houses and dwellings and create diagrams of their own homes. Pupils in Year 4 compare a village in India with Kidsgrove and are aware of differences in religion, clothes, food and climatic conditions. In Year 6, pupils are aware of how climatic conditions can change the features of places and affect the lives of human and animal habitations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71 One lesson was seen in art and design and one in design and technology. One full lesson and one part lesson were seen in music. In addition, inspectors looked at the work that was available and spoke to pupils about their work. There is insufficient evidence, therefore, to make a secure judgement on the quality of the overall provision in these subjects.

72 In the one **art and design** lesson seen and in the scrutiny of pupils' work, standards were broadly in line with national standards. Pupils throughout the school experiment with a range of techniques and materials; for example, pupils in Year 6 use paper to make masks

representing different cultures, Year 5 pupils make good observational drawings of natural objects using pastels, chalks, pencil and water colours, Year 4 pupils study aboriginal art and create their own images with dots and Year 3 pupils use fabrics, wallpapers, animal patterns and wax rubbings to explore pattern. Discussions with pupils indicate that opportunities to appraise the work of famous artists and to use information technology in art and design are limited. Pupils are beginning to use sketchbooks appropriately to plan their work, experiment with different techniques and record visual images.

73 The work seen in **design and technology** is similar to that expected for pupils' ages. In the one lesson seen activities were linked well to work in music as pupils used a variety materials and techniques to make their own musical instruments. Pupils were engrossed in the activities and worked together well sharing ideas. There was good emphasis on health and safety issues that might arise and good discussion to focus pupils' on improvement. There was good support for SEN pupils with the classroom assistant being careful to allow the pupils to do things for themselves.

Scrutiny of pupils' work shows pupils in Year 2 have designed and made attractive finger puppets from a variety of materials. Pupils in Year 3 have designed pizza toppings in food technology and pupils in Year 4 have designed and made money containers. Pupils in Year 6 have made good quality slippers showing effective use of stitching and other joining techniques.

74 In **music**, pupils' experiences are enhanced by the school choir, instrumental tuition for violin, clarinet and flute, opportunities to perform in concerts, and visits from professional musicians. Standards are broadly in line with national standards. In a very good lesson in Year 5, pupils identified repeated patterns in different pieces of music and accompanied songs with un-tuned musical instruments. They analysed and compared sounds and maintained their own part while performing with others. The pupils' enjoyment and enthusiasm were clearly evident and they made good use of specialist vocabulary such as *ostinato*, *pentatonic scale* and *canon* when talking about their work. Discussions with pupils and a scrutiny of classroom displays indicate that pupils' progression in notation and their knowledge of famous composers is limited.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are enthusiastic and try to do their best
- Teachers have good class control and insist on high standards of behaviour
- The accommodation particularly in the Juniors building places restrictions upon some activities

Commentary

75 Two lessons were seen in physical education, one in gymnastics in Year 3 and one in games in Year 4. In these aspects of the subject standards are similar to those expected nationally. Pupils of all abilities, including those who have SEN, achieve satisfactorily. Pupils in Years 3, 4 and 5 have opportunities to go swimming during the academic year and most pupils achieve the national 25 metre standard by the time they leave.

76 In the lessons observed the quality of the teaching was satisfactory. Lessons are effectively planned to take account of the small space available both in the hall and on the

outside tarmac area. Teachers are actively involved in lessons and model good techniques. They insist upon high standards of behaviour and a very high priority is given to health and safety instructions because of the limited space available. Good use is made of pupils to demonstrate teaching and coaching points and this enables all pupils to improve their performance. The whole school commitment to inclusion ensures that pupils with specific physical needs take part in all activities at their level and they receive good support during physical activities. On a few occasions, instructions are not clear enough to ensure maximum participation in all the activities. Despite the limited space available the good, new resources for gymnastics are used creatively to meet the gymnastic requirements of the physical education curriculum.

77 Pupils in Year 3 engage enthusiastically in vigorous warm-up activities and demonstrate appropriate control and awareness of others when moving around the hall and when working on apparatus. They are encouraged to transfer their floor exercises onto the apparatus where they create balance and travelling sequences at different heights. In Year 4, pupils achieve appropriate levels when using a hockey stick to control a ball. They work well cooperatively in pairs and groups when passing and moving around the playground. Pupils are beginning to understand simple tactics and that good ball control enables them to improve their chances of winning. Pupils listen well to instructions and are keen to improve their performance. Out of school football activities organised by Stoke City Football Club and a rugby club organised by a member of the governing body contribute well to the standards attained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77 One full lesson and one part lesson in **personal, social and health education** were observed during the inspection. The school places a high priority on this aspect of pupils' development. There is a strong emphasis on building self-esteem, relationships, respect for the feelings and beliefs of others and pride in achievement. These qualities are developed throughout the curriculum and in specific lessons, class councils and circle times. They are reflected in pupils' very good relationships, desire to improve, good behaviour, politeness and thought for the needs of others. The school has appropriate policies on sex and relationships education, racial harmony and child protection and these are followed through in the work of the school.

78 In the full lesson observed for pupils in Year 5 good use was made of role-play to promote discussion and understanding on the theme of temptation. Activities were linked well to work in religious education with stories on this theme read in the introduction to the lesson. Role-play activities linked to real-life situations; for example, taking ice creams from a shop and discovering you have no money to pay for it led on from the stories successfully reinforcing the debate. In an activity for pupils in Year 3, good discussion of the difference between wants and needs and associated feelings was developed well. In science, in topics on healthy eating and the importance of exercise and a healthy lifestyle pupils' learn how to make informed choices. Opportunities for pupils to serve on class councils and take responsibility for a range of jobs around the school develop early ideas of citizenship effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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