

# INSPECTION REPORT

**St John's Catholic Primary School**

Great Haywood

LEA area: Staffordshire

Unique reference number: 124353

Headteacher: Mrs. R. Brookes

Lead inspector: Mr M. J. Johnstone

Dates of inspection: 07.02.05 – 10.02.05

Inspection number: 267813

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: 94

School address: School Lane  
Great Haywood  
Stafford  
Postcode: ST18 0SL

Telephone number: 01889 808190  
Fax number: 01889 808190

Appropriate authority: The governing body  
Name of chair of governors: Mr. Michael McAuley

Date of previous inspection: 22.03.1999

## **CHARACTERISTICS OF THE SCHOOL**

This small voluntary aided Catholic Primary School is situated in the village of Great Haywood to the east of Stafford. There are 94 pupils on roll including 12 children in the Foundation Stage (Reception class). The pupils' families live in mainly private housing in the village and surrounding area. The socio-economic circumstances of the pupils are favourable and most pupils enter school with above average attainment. A below average percentage of pupils are known to be eligible for free school meals. Virtually all of the pupils are of white United Kingdom heritage and there are no pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs (8%) is below the national average. One pupil has a statement of special need. The main areas of need relate to speech or communication difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	English; Information and communication technology; Personal, social and health education and citizenship; Geography; History; Physical education.
9545	Kevin Greatorex	Lay inspector	
21450	Daniel Kilborn	Team inspector	Foundation Stage; Special educational needs; Mathematics; Science; Art and design; Design and technology; 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](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</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>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16</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>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** in which standards are well above average and pupils of all abilities achieve well. Teaching and learning are good. The headteacher, supported effectively by the governors and staff, leads the school well. The good curriculum is enriched by very good additional learning experiences outside lessons. There is a clear commitment to further improvement and equality of opportunity for all pupils. The school has the confidence of most of the parents and provides good value for money.

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

- Standards are well above average in English, mathematics and science
- All pupils, including the more able and those with special educational needs (SEN), achieve well
- Most of the teaching is good, being particularly effective in Reception and Years 5 and 6
- Although improving, standards in information and communication technology (ICT) are below average by the end of Year 6 and computers are not used enough in lessons
- Attendance and pupils' attitudes and behaviour are very good
- Leadership, management and governance are good and leaders are quick to identify and tackle any weaknesses
- Standards of handwriting and presentation are variable and should be better

Since the school was inspected in 1999 the rate of improvement has been good. Standards are higher and teaching is better. The work planned for the above average pupils is now matched more effectively to their needs and they achieve well. Assessment procedures are now good in English, mathematics and science and there are now schemes of work in all subjects. While improving, particularly over the past two years, standards in ICT are still not high enough by the end of Year 6. The teaching time in Years 3 to 6 now meets national recommendations.

### 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	C	A	A*	B
Mathematics	A	C	A*	B
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**

\* Year group numbers are relatively small so that any interpretation of results must be treated with caution. In the current Year 6, for example, there are only eight pupils with one pupil representing over 12 per cent of the total.

Most children enter the Reception class with above average attainment. With very good teaching, they achieve well and most are likely to exceed the goals expected in all areas of their learning. **Achievement in Years 1 to 6 is good overall**, being very good in Years 5 and 6. By the end of Year 2, standards are well above average in reading, writing, mathematics and science. By the end of Year 6, while not quite as high as the 2004 results, standards are well above average in English, mathematics and science. With relatively small groups taking the tests results can fluctuate from year to year. However, the school has improved standards over a three-year period and results for pupils at the end of Year 6

have been above the national trend. Standards in ICT meet national expectations by the end of Year 2 but are below the standards expected nationally by the end of Year 6. Some high quality work was seen in art and design and singing. In all subjects there is no significant difference in the standards achieved by boys and girls. The above average pupils and those who have SEN achieve well.

In all year groups, pupils' attitudes and behaviour are very good overall. Pupils in Years 5 and 6 have an excellent work ethic and a strong desire to improve. **The spiritual, moral, social and cultural development of the pupils is very good.** Attendance is well above the national median and pupils are punctual.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are effective.** Much of the teaching is stimulating, enthusiastic and challenging. Teaching in the Reception class, which is very good and sometimes excellent, establishes a strong base for pupils' future learning. In Years 1 to 6 all of the teaching is at least satisfactory and much is good. Almost all of the very good and excellent teaching is in Years 5 and 6. Throughout the school, English, mathematics and science are mostly taught well. Teachers' expectations of the quality of handwriting and presentation of pupils' work are variable and should be better, given pupils' high academic standards. Although improving, teachers do not develop ICT skills systematically or use computers enough in lessons.

The breadth of curricular opportunities is good and there are very good opportunities for enrichment. Provision for pupils who have SEN is good and there is very effective provision for personal and social education. Pupils are very well cared for. Links with parents, the church and the community are good overall. The accommodation and resources are mostly good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance are strong and effective.** The relatively new headteacher provides effective leadership and has built a strong team with a shared vision and strong commitment to improvement. Given the workload on this small staff, leadership and management of the subjects are good. Teamwork is very effective and good use is made of performance data and monitoring to bring about improvements. Governors fulfil their statutory duties, support the school well and are involved effectively in its strategic development. The school runs smoothly on a day-to-day basis and spending is linked effectively to the school improvement plan.

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

Most parents hold the school in high regard and are happy for their children to attend. A significant minority of the parents who responded to the questionnaire expressed some concerns with the leadership and management of the school. The headteacher has accepted these concerns, which were focused on a perceived lack of communication and has made good efforts to improve the situation. Pupils enjoy school and feel valued and supported by all adults who work in the school.

## **IMPROVEMENTS NEEDED**

In order to improve further the school should now

- Continue to work to improve standards in ICT and use computers more in the classrooms
- Ensure greater consistency in the standard of pupils' handwriting and the presentation of their work



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

### **STANDARDS ACHIEVED BY PUPILS**

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

In the core subjects of English, mathematics and science, standards are well above average and achievement is good.

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

- Children get a very good start to their education in the Reception class
- Standards have improved since the previous inspection
- Pupils of all abilities achieve well; achievement is very good in the Reception class and Years 5 and 6
- Standards in information and communication technology (ICT) are below average by the end of Year 6

#### **Commentary**

1 With very good teaching, children achieve very well in the Reception class and most are set to exceed the goals set nationally in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

2 In the 2004 national tests for pupils at the end of Year 2, standards were well above average in reading, writing and mathematics and teacher assessments also graded standards in science as well above average. These results also compared well with the standards attained in similar schools. Over the past four years the overall trend in results has been a little below the national trend. This is largely due to a dip in 2002. The percentage of pupils reaching the higher National Curriculum Level 3 was above the national percentage in all three subjects and indicated good achievement by the above average pupils.

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

Standards in:	School results	National results
Reading	17.3 (16.4)	15.8 (15.7)
Writing	16.8 (16.6)	14.6 (14.6)
Mathematics	17.5 (16.4)	16.2 (16.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

3 Pupils did particularly well in the 2004 national tests for pupils at the end of Year 6. Standards in English, mathematics and science were in the top five per of schools nationally and were well above those attained in similar schools. This group of pupils made good progress between the end of Year 2 and Year 6. The percentage of pupils reaching the higher national level 5 far exceeded the national percentage in all subjects. The trend in the schools' results over the past four years has been above the national trend. By the end of both Years 2 and 6, standards are higher than at the time of the previous inspection. Analysis of results over time and inspection evidence shows that there is no significant difference in the standards attained by boys and girls.

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

Standards in:	School results	National results
English	30.7 (28.9)	26.9 (26.8)
Mathematics	30.7 (26.6)	27.0 (26.8)
Science	32.0 (29.6)	28.6 (28.6)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

4 A degree of caution is required when judging current standards on the basis of past national tests since the groups of pupils taking the national tests are relatively small and results are liable to fluctuate from year to year. Inspection evidence indicates that current standards for pupils in Years 2 and 6 are well above average in English, mathematics and science and pupils of all abilities achieve well.

5 Standards in information and communication technology (ICT) have improved over the past year or so but remain below the national expectation by the end of Year 6. Standards are now broadly similar to national expectations at the end of Year 2. Pupils have underachieved in the past since experiences have been sporadic and key skills have not been developed systematically from year to year. Very good leadership of the subject and improved resources are beginning to take effect and pupils' achievements are now satisfactory.

6 In other subjects, the team saw some high quality work in art and design, particularly the work produced by pupils in Years 5 and 6 when recreating photographic images in paint. Pupils achieve high standards in singing. Literacy and numeracy skills support pupils' work in other subjects well.

7 Pupils who have special educational needs (SEN) achieve well against the targets set in their individual education plans. This is a result of the good teaching and additional support that they receive.

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

Pupils are happy to come to school and have very positive attitudes to their learning. Behaviour and the provision for pupils' personal development are very good. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- In Reception and in Years 5 and 6 there is an excellent work ethic and desire to learn
- Pupils are given very good opportunities to take responsibility and this helps them to develop very high levels of confidence and self-esteem
- The school successfully promotes very good relationships and pupils get on very well together and behave sensibly

### **Commentary**

8 Pupils' attitudes to school and their work have improved since the last inspection and are now very good. They come happily to school and are fully prepared to work hard and participate in all the activities. Children's enthusiasm is clear in Reception and continues through the school. As they grow older pupils become more confident and have high levels of self-esteem. Pupils are consistently considerate to each other. They work co-operatively and collaboratively together.

9 Behaviour has also improved since the last inspection and is now very good overall. Pupils rise to the challenge of high expectations set by the school and as a result almost all their behaviour in lessons is very good. When they come to school, in assemblies, in the dining hall at lunchtime, on the playground and in the cloakroom areas in the corridors children show that high levels of orderly behaviour are consistently achieved.

#### **Attendance in the last complete reporting year**

Authorised absence		Unauthorised absence	
School data	4.0%	School data	0%
National data	5.4%	National data	0.4%

10 Attendance is well above the national median. Registers are completed accurately and efficiently and justification sought for all absence. There is no unauthorised absence and parents are diligent in their efforts to ensure the attendance of their children at all times. Punctuality is very good. Virtually all pupils arrive on time. They come happily to school, enabling the school to make a prompt and efficient start to the school day.

11 The school provides many opportunities for pupils to take responsibility and they show that the trust is well placed. Pupils make very good progress in their personal, social and emotional development as they perform jobs within the classroom and around the school. The school council provides a voice for the pupils and good opportunities for the school to seek their views. The jobs and responsibilities all offer good opportunities for pupils to develop their social, moral and community awareness.

12 Spiritual development continues to be very good overall. The school provides many opportunities for the pupils to reflect on the world around them. Moral development has improved since the last inspection and is now very good. Pupils are confident to act consistently according to their own principles and have the ability to think through the consequences of their own and others actions. Social development continues to be good. Whole school gatherings are used well to promote all aspects of personal development. With their response to the recent tsunami disaster pupils have demonstrated high levels of responsibility towards those less fortunate. Trips and educational visits are regular and popular. They provide good opportunities for pupils to develop socially.

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

The quality of education provided by the school is good. Teaching and learning are effective overall and the school is providing a broad and stimulating curriculum. Care, guidance and support for pupils are very good. Links with the community are good and there are satisfactory links with parents.

#### **Teaching and learning**

Teaching and learning are good and help pupils of all abilities to achieve well. Assessment is good overall and the information gained is used well to plan subsequent work.

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

- Much of the teaching is stimulating, enthusiastic and challenging and has improved since the previous inspection

- Teaching in the Reception class and Years 5 and 6 is very good and sometimes excellent
- No unsatisfactory teaching was seen during the inspection
- Pupils are keen and committed learners; pupils in Year 6 are very mature and have an excellent work ethic
- Teachers do not pay enough attention to handwriting and presentation
- Computers are not used enough to support learning in other subjects

## Commentary

13 Teaching and learning in the Reception class is very good and sometimes excellent. There is very good knowledge of the curriculum and how young children learn. The love and care for the children, an excellent relationship and consistent challenge to improve, build an enjoyment in learning and sow the seeds for very good academic, spiritual, moral and social development.

14 Teaching in Years 1 to 6 is good overall with the strongest and most effective teaching in Year 5 and 6 where all the teaching was very good and sometimes excellent. Pupils in these year groups make rapid progress and develop an excellent work ethic. Throughout the year groups, expectations of behaviour are high, although expectations of handwriting and presentation are variable and should be higher given the very high academic standards achieved. Relationships are very strong and all teachers show commitment and care for the needs of all pupils. This is reflected in the good teaching and care they give to pupils with SEN. The dedicated team of classroom assistants, who make a good contribution to the achievements of these pupils in particular, enhances this support and ensures that it is involved in all aspects of the lessons. In the lessons where the teaching is less effective, the match of work to pupils' abilities is not as accurate or challenging as in other lessons and the pace of learning slows to a satisfactory level.

### **Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	10	7	4	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.*

15 English and mathematics are mostly taught well with a high level of consistency resulting from good planning that follows national guidance. All literacy and numeracy lessons have a good structure with an effective opening whole class introduction, group and individual work that is usually matched well to pupils' abilities and a good closing whole class review session. Teaching in the other subjects seen is good. Subject links are used successfully to stimulate pupils and give more meaning to the work. In a class for pupils in Years 3 and 4, for example, pupils produced good line drawings in the style of artists in the Inca civilisation. In a lesson for pupils in Years 5 and 6, pupils used their previous artwork and music as a very effective stimulus for creative writing.

16 Good discussion is a feature of all lessons. Teachers' and classroom assistants explain what is expected clearly and pupils usually know exactly what is expected of them. Questioning of pupils is well focused and helps them to explain their thinking. In literacy and

numeracy lessons good use is made of paired discussion when a question needs a more detailed answer. Discussion, drama, role-play and teachers' generally good subject knowledge also helps pupils to develop a wide subject vocabulary and impacts well on standards in speaking and listening. Glove puppets were used very effectively in a literacy lesson for pupils in Years 1 and 2 to develop speaking skills and understanding of direct speech. Resources are mostly used well and stimulate learning effectively, although computers are not yet used enough to support learning in the classroom.

17 Assessment has developed well since the previous inspection. Marking has improved and is now more constructive and linked to the pupils' writing targets. This ensures that pupils have a good understanding of how they can improve. Assessment in English, mathematics, and science and now in ICT is good and the information gained is used well to plan the next stage of learning. The school is working on manageable whole-school systems in other subjects to plot pupils' progress more securely. Procedures for assessing the attainment and progress of pupils with SEN are good. Information is used effectively to draw up individual education plans with manageable and achievable targets. These make good contributions to the progress pupils make in English, mathematics and in their personal and social education.

### **The curriculum**

The curriculum is good and is supported by a very good range of extra-curricular activities and visits. The quality of accommodation and resources is good overall.

### **Main strengths and weaknesses**

- The curriculum is well planned using national guidance
- Provision for children in the Reception class is very good
- There is good provision for pupils with SEN
- Subject leaders have a good capacity to develop the curriculum further
- There are no systematic assessment procedures to ensure that key skills are developed progressively in subjects other than English, mathematics, science and ICT

### **Commentary**

18 The overall quality of the curriculum has improved well since the previous inspection when it was judged to be satisfactory. The school has successfully improved the resources to support the Reception children, extended teaching time in Years 3 to 6, developed schemes of work based on national guidelines in all subjects and, in the last two years particularly, improved resources for ICT.

19 The curriculum is planned well to fulfil statutory requirements and meets the needs of all pupils including those with SEN effectively. It is linked to national guidance, which provides good continuity of planning. The school is aware of the need to develop whole school systems to record pupils' progress in subjects other than English, mathematics, science and ICT. Teachers have good expertise in most subjects and curriculum leaders have a clear commitment and good capacity to raise standards further.

20 The school meets its statutory requirements for all pupils with SEN. Provision is good and the school provides an effective range of support. Specified provision in statements of SEN is implemented effectively including access to specialist staff. Individual education plans are well focused, relevant to the needs of the pupils and targets are realistic and

achievable. The school accesses a range of outside specialists linked to the local authority and withdrawal support services that focus on individuals and groups. Teaching assistants very ably support teachers, and pupils with SEN across the school.

21 The curriculum is enhanced and enriched by a very good range of experiences outside lessons. This is particularly impressive given the relatively small number of staff. Older pupils have a residential experience, which supports their academic and social development very well. Regular visitors to school and numerous focused day visits to local and regional places of interest enhance work well across a range of curriculum subjects. Regular assemblies and close links with St. John's Church make a significant contribution to pupils' very good attitudes, social and spiritual development. The school provides very effective personal, social and health education, including sex relationships and awareness of drug misuse.

22 Children in the Reception class and pupils in Years 2 and 6 are well prepared for the next stage of their education. The school has close links with the secondary school and is involved in sporting and cultural activities with other feeder primary schools.

23 There are sufficient teachers and support staff to meet the needs of the curriculum. Resources overall are good and have improved well since the previous inspection, particularly in computers and software for ICT. This enhanced provision is having a good impact upon the standards attained. Resources for the Reception class have also been improved in the physical development area of the children's learning.

24 Overall, the accommodation is good and well maintained. Garden and seating areas have enhanced the school grounds for pupils at playtime and the grassed playing area supports work well in science and physical education.

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

The school provides very good quality care, welfare, health and safety. It provides good support and guidance for pupils' academic and pastoral needs. The school is effective in taking pupils' ideas and opinions into account.

### **Main strengths and weaknesses**

- Relationships between adults and pupils are very trusting
- The school works hard to provide a healthy, safe and secure environment and child protection procedures are effective
- The school provides good support and guidance for children based on a clear understanding of their social and educational needs
- The school council gives pupils good opportunities to make their views known.
- Induction arrangements are very good

### **Commentary**

25 The school continues to promote effectively the welfare, health and safety of the pupils in a warm, caring and secure environment. In this small school all staff know the children well and are well equipped to offer good quality pastoral and academic support

when it is needed. All staff counsel pupils well, offering high quality support to those most in need. Pupils confirm that they know whom to approach if they have a problem.

26 All staff continue to be aware of their roles and responsibilities in respect of child protection issues. They understand the need for vigilance and the steps to take if suspicions are aroused. Staff seek to identify potential hazards in order that remedial action can be undertaken. All equipment is checked and tested regularly to ensure that it is fit for its purpose. All staff continue to be safety conscious and watch for the security of the children.

27 Effective mechanisms take account of the ideas and opinions of the pupils. The school council is instrumental in providing the opportunity for pupils' views to be considered by the staff. Recent consultations have enabled pupils to be influential in the provision of equipment. In addition, they are encouraged to raise funds to assist in the provision of resources. Induction arrangements are very flexible and suit very well the various needs of the children.

### **How well does the school work in partnership with the parents?**

The school has satisfactory links with parents. Links with the community, other schools and colleges are good overall.

### **Main strengths and weaknesses**

- Parents are supportive of the school and contribute well to their children's learning
- The school makes very good use of the local community to support learning
- There are good transfer arrangements at the end of Year 6 when pupils move to their next school
- A significant minority of parents has some concerns about aspects of communication between school and home

### **Commentary**

28 Most parents are supportive of the school and its work and believe it has many strengths. However, some parents who responded to the questionnaire expressed concerns about the quality of the information they receive regarding their children's progress. They also have apprehensions about approaching the school, they believe the school does not seek their views enough and they think there is some bullying in school.

29 There was no evidence of bullying during the inspection and there are very clear procedures to deal with it should it happen. A group of older pupils spoken to during the inspection were adamant that there is no oppressive behaviour or bullying and that the school is a peaceful community.

30 The school is conscious of the views of parents and is anxious to address any concerns. The school is planning to widen the use of questionnaires to canvass and consider parents' opinions. The headteacher now makes sure that she is out on the playground to greet parents and pupils at the start and end of the school day.

31 The information provided for parents is satisfactory. General information and regular newsletters give them useful information about the school and its organisation. The most recent annual reports to parents on their children's progress contain some good information about what the pupils know, understand and can do but do not contain targets for improvement. They also report on the core subjects clearly, but the information about other

subjects is in many instances repetitive and impersonal. The school plans to address these shortcomings in the next set of reports. Parents of pupils with statements of SEN are appropriately involved in annual review meetings and the school seeks the views of parents and carers for reviews of individual education plans.

32 Parents are encouraged to become involved in the life of the school and many respond positively. They are a considerable help around the school as well as on school outings and visits. The Parents, Teachers and Friends Association is very active. It organises many fundraising and social events in support of the school. The school values highly the support and contributions made by all parents and members of the community that enhance the children's learning and development.

33 The school has maintained very good links with the community. Links with the local church are particularly strong. Visitors are used well to enrich the pupils' learning. In addition, outings and educational visits are used effectively to promote pupils awareness of the outside world. Links with the schools to which the pupils transfer at the end of Year 6 are good and prepare pupils well for the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are good. The governors support the school well and fulfil all their statutory duties. The headteacher and all staff are committed to further improvement.

### **Main strengths and weaknesses**

- There is a very strong family ethos in the school
- The headteacher and staff work very well as a team with a clear commitment to improvement
- School self-evaluation is good and has a positive impact on further improvement
- The governing body contributes well to the development of the school

### **Commentary**

34 The relatively new headteacher knows the school's strengths and areas for improvement well and has a clear commitment to high standards. She leads the school well and is not complacent about the current very high standards, seeking to add to the pupils' successes. She has been successful in creating a strong and enthusiastic staff team who are good role models for the pupils. They share a common purpose and make a very effective contribution to the school's aims and values. Very good relationships between staff and between staff and pupils have been established and these underpin the strong family ethos that is a significant strength in the school. The headteacher has accepted the concerns of some parents with regard to a perceived lack of communication and has made good efforts to improve this. She is a visible and approachable presence in the playground as parents bring in their children and in the afternoon when they are collected. Annual reports are being improved and there are plans to make use of regular parental questionnaires.

35 Management is good. The school is very aware of the need to become a self-reviewing school. This is reflected in the good school improvement plan and a strong focus on professional development. Given the time constraints on a small staff and a headteacher who teaches two days a week, the systems to monitor strengths and weaknesses in pupils' learning through data analysis are good. There is also some good monitoring of teaching with time being made available for key subject co-ordinators, as well as the headteacher, to observe other teachers teaching their subjects. This has helped subject leaders gain an effective overview of standards in their subjects. It has identified key strengths and some areas for development, for example, the overuse of worksheets in



Years 1 and 2. The agenda for improving teaching now needs to focus on taking the satisfactory teaching to the next level in order to maximise the learning potential of all the pupils.

36 The management of SEN is good. The coordinator meets with class teachers regularly in order to review pupils' progress and plan the way forward. Systems for keeping and updating paperwork are well organised and readily accessible. The school runs well on a daily basis, financial management is good and is linked effectively to the needs of the school.

37 Governance is good. Most governors are relatively new and are led by an experienced and committed chairperson. Governors have a good grasp of the strengths and weaknesses of the school through dialogue, planning and policy making. They are well informed and have good input into the school improvement plan. Some governors have seen the teachers teach and are regular visitors to the school. This gives them good insight into pupils' achievements and the quality of teaching. They operate through a sensible committee structure. Governors have a good understanding of best value principles and are developing their strategic role at a good pace. All statutory duties are met.

### **Financial information**

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

Income and expenditure (£)		Balances (£)	
Total income	257,334	Balance from previous year	10,010
Total expenditure	273,423	Balance carried forward to the next	-16,090
Expenditure per pupil	2,737		

38 The deficit carried forward is due to claims not yet received from the DFES formulae capital building fund

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

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

39 Children enter the Reception class with attainment that is above average. At the time of the inspection, 12 children were attending full-time and three part-time. Children are admitted to the Reception class in the September of the year in which they attain their fifth birthday. Children are admitted part-time in the term following their fourth birthday. Very good induction procedures result in children quickly settling into school routines. They are very well prepared for their work on the National Curriculum when they start in Year 1. Most children have attended a pre-school group which has prepared them well for work in the Reception class.

40 Teaching is consistently very good and sometimes excellent. Planning is very good and areas of learning are linked together well. Every opportunity is taken to maximise the learning potential in all the activities and children of all abilities are effectively challenged. The high expectations and excellent relationship between the teacher and the pupils inspire confidence and develop children's independence well. There is a high degree of sensitivity to the needs of all children. Assessment is good and information is used very well to plan work that meets the needs of all the children and moves learning on at a rapid pace. Provision has improved since the previous inspection.

41 In **knowledge and understanding of the world** children develop good understanding of early scientific ideas, for example, when predicting which containers are liable to sink or float. Topics on the weather and work in the school and local environment give children the foundations for work in geography. Pupils know about the importance of a healthy diet and the purpose of the human skeleton. They know about the characteristics of various sea creatures. Children are beginning to understand that things change over time and know the significance of various events and festivals such as Baptism and the Chinese New Year. They have regular opportunities to work on simple computer programs. In **physical development** the teacher provides good opportunities for the children to develop manipulative skills using a variety of tools and construction toys. They have regular sessions in the school hall where they follow instructions carefully and move with good control in a variety of activities on the floor and apparatus. Music is used very well to develop dance. Pupils are good at controlling the computer mouse to place items in their correct position on the screen. Provision for outdoor play has improved since the previous inspection and children now have opportunities to develop control and confidence, for example, when playing on a selection of wheeled vehicles and play apparatus. In **creative development** children work with a wide range of materials and create good paintings, collage and models of sea creatures and puppets. They design and make Chinese fans and simple money containers. They use a good range of percussion instruments to accompany their singing. They know and sing a variety of songs in support of work in literacy and numeracy.

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

Provision is **very good**.

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

- Teaching is very good and children achieve very well

- Most children are likely to exceed the early learning goals
- Children develop self confidence and enjoyment in learning

### **Commentary**

42 The positive and exciting learning environment in the Reception class develops children's personal qualities very effectively. They maintain concentration very well and listen attentively to what others have to say. They work well in groups and independently and have an increasing awareness of the needs of their peers. Children behave very well and know the difference between right and wrong. The teacher provides very good opportunities to select and use resources independently. Children are trusted to do things for themselves and take on responsibility, for example, when tidying away their own equipment and collecting their mid-day snacks from the school kitchen. They are keen and interested learners who are excited by new experiences. A caring and positive approach underpins all that happens in the Reception class.

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

Provision is **very good**.

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

- Teaching and learning are very good and almost all children are likely to exceed the early learning goals
- Children make rapid progress in developing early reading and writing skills
- Good opportunities are taken to develop language in play activities
- Activities are imaginative and enjoyable

### **Commentary**

43 Teaching is consistently very good and children of all abilities make rapid progress. Very good opportunities for children to communicate thoughts, feelings and ideas to the teacher and to each other help children develop self-confidence and very good speaking and listening skills. Children participate with confidence, enjoyment and excitement in all the activities provided. The development of early reading and writing skills and a love of books has a strong focus in all the teaching. There is a quiet reading area with a good range of appropriate books and a writing area with stimulating resources that encourage the children to write for a range of purposes, for example, they write their names, greeting cards to their parents and simple menus. There is a strong emphasis on developing phonics and links between reading and writing. Above average children are able to read and spell simple monosyllabic words and most children recognise most of the letters of the alphabet and the sound that they make when reading. Children are good at learning the meaning of new words and develop a very good vocabulary, for example, one child in the correct context used the word 'evaporation'. The above average pupils know the difference between a fiction and a non-fiction book. The development of literacy skills is interwoven into all activities in all aspects of the children's learning and prepares them very well for work in Year 1.

### **MATHEMATICAL DEVELOPMENT**

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

## **Main strengths and weaknesses**

- Teaching is very good and children make rapid progress
- Almost all children are likely to exceed the goals expected in this area of learning
- The teacher makes good links between literacy and numeracy

## **Commentary**

44 By the end of the Reception year almost all the children will have exceeded the goals expected in this aspect of their learning. All children count to 20 and many count beyond this, some to 100. They know odd and even numbers and are aware of the concept of most and least. They recognise all coins and are given practical experience in handling and using them. They are able to add simple monetary amounts such as  $5p+5p+2p$  accurately. They develop a very good mathematical vocabulary, including the use of everyday words to describe position. They are encouraged to become problem solvers and thinkers, for example, the mathematics table has a wide selection of mathematical puzzles and games that encourage children to recognise and recreate simple patterns and sequences. Children are consistently challenged through good questioning and discussion. Good links are made with work in literacy and these add excitement and interest in learning, for example, the story of Jack and the Beanstalk was used very effectively with a mathematical activity. The children were set the challenge of looking around the school to find the giant's hidden coins and then encouraged to name them as they discovered them. Children recognise common two and three-dimensional shapes and know, for example, that a triangle has three sides. They similarly describe other simple geometric shapes.

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

### **ENGLISH**

Provision in English is **good**.

## **Main strengths and weaknesses**

- Standards are well above average and pupils of all abilities achieve well
- Teaching is good overall; it is very good in Years 5 and 6
- Pupils have very good attitudes to work and are keen to succeed
- The subject is well led and managed
- Handwriting and presentation are variable and should be better
- Computers are not used enough in lessons

## **Commentary**

45 Standards have improved since the previous inspection and are now well above average by the end of Years 2 and 6. This reflects the pupils' performance in the 2004 National Curriculum tests. Teaching is good and pupils of all abilities achieve well. Teaching is particularly strong and effective in Years 5 and 6 where pupils make rapid progress. The successful implementation of the National Literacy Strategy has given the teaching greater consistency and helped improve standards. All lessons have good opening whole-class introductions where learning objectives are shared and clarified. Group work is usually matched well to pupils' abilities and lessons have a good closing recap session.

46 At all stages, the good opportunities provided for pupils to develop speaking and listening skills, for example, through discussion, drama and role play, have had a positive impact on

standards, which are now well above average in this aspect of the subject. By the end of Year 6, most pupils listen carefully and speak confidently in a wide range of contexts. They listen carefully and respectfully to others and convey their own ideas thoughtfully and clearly.

47 Reading is taught well with a strong and appropriate emphasis on phonics (letter sounds). This helps the younger pupils particularly to read unfamiliar words successfully. Pupils enjoy reading and are supported well by parents. The reading diary is used well for parents to comment on progress. Pupils in Years 3 to 6 read widely and by the end of Year 6 most pupils read fluently, accurately and with good expression. They express a preference for certain authors and styles. They know, for example, what a biography and autobiography are. They are able to select essential points and use inference and deduction. They retrieve and collate information from a range of sources, including the Internet.

48 Pupils are given good opportunities and taught well to write in a range of styles and for different audiences. Teachers make good use of the texts that they read as models for the pupils' writing. By the end of Year 2, the writing of the above average pupils is well organised and ideas are sustained in extended pieces of work. In the work done by all pupils, there are examples of poetry, the writing of instructions, diary accounts and recipes as well as stories. Across all year groups, teachers apply a clear structure when teaching pupils to organise their writing. Story writing frameworks are used well for this purpose. By the end of Year 2, most pupils have a good knowledge of punctuation and the above average pupils use speech marks with reasonable accuracy in their writing.

49 In all year groups, there is good emphasis on providing cross-curricular material and learning experiences that give a context for pupils' writing. By the end of Year 6, average and above average pupils are able to use complex sentences with connectives and accurate punctuation. Vocabulary choices are imaginative and ideas are developed in interesting and thoughtful ways.

Spelling is taught regularly and standards are above average by the end of Years 2 and 6. The teaching of handwriting and expectations of presentation are variable across the school and, as a result, standards are not high enough given pupils' standards and achievements in other aspects of the subject. Some pupils are still not writing in a fluent, joined and legible style in Year 6.

50 Assessment is good and information is used well to inform subsequent learning. Pupils have their own writing targets and this offers additional challenges for them. This strategy could be usefully extended to the provision of reading targets that direct pupils to particular authors or genre. Marking has improved since the previous inspection and includes constructive comments to show pupils how their work might be improved. Across all aspects of the subject more use should be made of computers in lessons, for example, to help pupils draft and re-draft their work.

51 With the effective support provided by classroom assistants, pupils with SEN achieve well in English and are able to access all the activities planned. They are fully involved in whole class discussions, group activities and review sessions at the end of lessons.

52 The subject is well led and managed overall and the co-ordinator has a good overview of standards and the quality of teaching across the school. Regular book trawls are conducted and are used to identify strengths and weaknesses in pupils' learning. In terms of assessing handwriting and presentation, however, these have not been rigorous enough to iron out inconsistency. Good use is made of data from national and school based testing in order to improve standards further. All teachers have been observed teaching

and, as well as identifying key strengths, this has picked up on areas or improvement, for example, more constructive marking that helps pupils improve their work. This is now being addressed successfully.

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

53 Pupils' use of language and literacy across the curriculum is good overall. Pupils very good speaking and listening skills lend effective support to work across all subjects. Good discussion extends learning effectively in subjects such as mathematics and science. Pupils' very good reading and writing skills support work in subjects such as history and geography well.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils of all abilities achieve well
- By the end of Year 6, standards have improved markedly since the previous inspection
- Teaching and learning are good
- Information gained from data analysis is used effectively to bring about improvement

### **Commentary**

54 The school has been successful in maintaining the very high standards identified at the time of the previous inspection. By the end of Years 2 and 6, standards are well above the national average. This reflects the pupils' performance in the 2004 national tests. Pupils of all abilities, including the above average pupils and those who have SEN, achieve well. Pupils in Years 5 and 6 achieve particularly well due to consistently very good teaching. When analysed over a three-year period, there is no significant difference in the standards achieved by boys and girls.

55 Pupils are particularly adept in their use and understanding of number, for example, in the opening sessions of most lessons, pupils have rapid recall of basic addition, subtraction and multiplication facts. By the end of Year 2, almost all pupils have a very good understanding of place value (how the position of a number affects its value) and number patterns. They use simple fractions that are several parts of a whole. Pupils use pictograms and tally charts to record and interpret data on the probability of certain numbers occurring when a die is thrown. Most pupils recognise the characteristics of common two and three-dimensional shapes and use standard and non-standard units to measure length, capacity and time.

56 In Years 3 to 6 teachers build successfully on these good foundations and by the end of Year 6, most pupils use effective written methods to multiply three digit numbers by two digit numbers including decimals. Pupils have a very good understanding of negative numbers, ratio and proportion and draw and extract information from a variety of mathematical tables and graphs. Pupils have good understanding of shape and use nets to create a variety of solid shapes. They understand rotational symmetry and calculate the areas of regular and irregular shapes. They have very good understanding and knowledge of mathematical processes that they apply successfully to a variety of problems.

57 Teaching is good overall with very good teaching in Years 5 and 6. Teachers' enthusiasm for the subject successfully encourages pupils to develop very good attitudes. Teachers have high expectations of behaviour and good subject knowledge. These strengths result in orderly lessons, a

very good work ethic and the teaching of the correct subject vocabulary. The structure of the National Numeracy Strategy is well embedded in the teaching and leads to a consistent approach. Mental skills are developed well through short sharp lesson introductions. Group work is largely successful. Where it is best, the teacher and classroom assistant spend good quality teaching time with a target group while keeping a good overview of the groups working independently. Tasks are usually matched well to the different needs of the pupils so that pupils of all abilities are suitably challenged. In a small minority of lessons, the instructions given to pupils prior to group work are not always clear and some time is wasted in getting started.

58 The subject is well led and managed. The co-ordinator is knowledgeable and has been successful in improving provision in the subject. Through good analysis of pupils' performance in national and school based tests he has identified areas for improvement, for example, the need for more investigative work. He has seen other teachers teaching the subject and this has given him a good overview of standards and the quality of teaching.

### **Mathematics across the curriculum**

59 Pupils' very good mathematical knowledge and skills are used effectively in support of other subjects. In science, for example, pupils use measuring skills successfully and graph results of various investigations. Measuring skills are also used well in design and technology, for example, when making nets for money and jewellery boxes. In ICT, pupils use their mathematical knowledge to produce spreadsheets to record costings for party foods and school uniforms.

## **SCIENCE**

Provision is **good**.

### **Main strengths and weaknesses**

- Standards are well above average and all pupils achieve well
- Teaching and learning are good overall
- The subject is very well led and managed
- Some work is untidily presented

### **Commentary**

60 The school has been very successful in improving the standards identified at the time of the previous inspection. Standards have consistently risen over the past four years. The 2004 National test results indicated that standards by the end of Year 2 and Year 6 were well above the national average and a very high percentage of pupils attained the higher levels. These very high standards are reflected in the work pupils were doing during the inspection. Pupils of all abilities, including the above average pupils and those pupils who have SEN, achieve well as a result of good teaching.

61 The emphasis teachers place on an investigative approach has enabled pupils to achieve a good understanding of the processes involved in their science work. By the end of Year 2, pupils have good knowledge of the main parts of the body and know that a skeleton supports these. When investigating forces by pushing and pulling wheeled vehicles, pupils apply the principles of fair testing very well. They measure and assess the growth rate of plants when designing their own experiments to test the impact of light and water deprivation. They cooperate very well in groups and in pairs when sharing ideas and resources. Pupils in Year 4 successfully conduct experiments to filter solids and have very good understanding of a range of different materials and their purpose. Pupils use terms like "conductor" and "insulator" when testing materials in electrical experiments and have

good knowledge of safety rules related to electricity. Pupils in Year 5 and Year 6 build successfully upon the good science base established from the Reception class onwards and have a very good understanding of a range of scientific principles. They are given good opportunities to design and construct their own experiments, for example, when identifying ways of altering the volume and pitch of objects in work on sound.

62 Across the school, pupils have very good attitudes to their science work and record their findings accurately using standardised scientific methods. On occasions, however, their very good English skills are not reflected sufficiently in their standards of recording, presentation and handwriting, which is sometimes untidy.

63 Teaching is good overall across the school and teachers carefully plan and assess pupils' work. They have good subject knowledge and significant features of the lessons seen are the consistent emphasis on an experimental investigative approach to work, good use of the correct scientific vocabulary and a high expectation of behaviour. This results in a very good learning ethos. Resources are good and are used well in all lessons. Questions in whole class or group sessions are open ended and pupils are consistently challenged to make their own predictions of outcomes. Pupils' very good mathematical skills are used well in a range of scientific activities as when measuring temperature and distance or timing the duration of experiments.

64 The subject is very well led by an enthusiastic coordinator who has carefully analysed past results and assessments, improved resources and attended courses to improve subject expertise. She has a clear vision for the development of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**, having improved markedly over the past year.

### **Main strengths and weaknesses**

- Standards are below the national expectation by the end of Year 6 since key skills have not been developed systematically from year to year
- Resources and teachers' expertise has improved over the past two years
- The subject is led very well by the relatively new co-ordinator
- Computers are not yet use enough to support learning in classrooms

### **Commentary**

65 Standards are improving and are now better than at the time of the previous inspection. By the end of Year 2, pupils are working at the nationally expected level, although standards remain below national expectations by the end of Year 6. Prior to the new co-ordinator taking over, key skills were not developed systematically from year to year and this was the reason for the low standards and underachievement.

66 The subject is now being developed well by the knowledgeable and enthusiastic co-ordinator who took over responsibility just over a year ago. There is now a scheme of work following national guidelines and all year groups have regular teaching of key skills with more effective use of the computer suite. Planning is consistent and ensures that all elements of the curriculum are covered.



Improved resources have also improved standards, for example, Year 5 and 6 now have an interactive whiteboard and all classes have had additional computers. The computer suite now includes a designated computer for use with SEN pupils. All teachers have had the national training programme but they say this has been of limited value. The current training taken by the co-ordinator is proving more beneficial since it is tailored to the specific needs of the staff. This is beginning to improve expertise and confidence in teaching the subject.

67 By the end of Year 2, pupils have now had experience of using the Internet to find out information, for example, they have worked on a simulation program linked to the growth of plants. Most are able to use the keyboard and mouse successfully to access the program with the above average pupils able to do this with minimal help. Most are able to organise and classify information to present their findings. They use a programmable toy to plan and give simple instructions to make things happen.

68 By the end of Year 6, standards are improving due to the very good teaching by the co-ordinator. Pupils now have opportunities to use ICT to present information in different forms. They are able to add to, amend and combine different forms of information from a variety of sources. They have produced simple multimedia presentations and access the Internet regularly to research information for history topics. In a very good lesson for pupils in Years 5 and 6, pupils worked productively to design a spreadsheet with costings for a party. The teachers' very good knowledge and infectious enthusiasm for the subject were key factors in the success of the lesson. The correct technical vocabulary was introduced and reinforced throughout the lesson. There have been few opportunities for pupils to develop understanding of the control and modelling aspect of the subject and pupils have little experience of, for example, programming a video recorder and using a tape recorder or digital camera.

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

69 There are some examples of pupils using classroom computers to support work in other subjects. In the class for pupils in Year 1 and 2, pupils with SEN were seen to be using computers for consolidating work in literacy. Discussion with pupils indicates that they use the Internet to gather information for subjects such as science, history and geography when working in the suite. In the Year 1 and 2 class pupils were observed using a science program on plants. However, in most classrooms computers are not yet an integral part of lessons.

### **HUMANITIES**

70 No lessons were seen in history and only one lesson was seen in geography. It is therefore not possible to form a secure overall judgement of provision in the two subjects. In both subjects, pupils' work was sampled, teachers' planning scrutinised and discussions were held with pupils. On the basis of this evidence, overall standards are similar to national expectations for pupils' ages with some examples of good quality work seen in both subjects. This represents reasonable improvement since the previous inspection.

71 Both subjects are planned in a cycle of topics using a good scheme of work that meets National Curriculum requirements. Cross-curricular links are planned in order to give the work greater interest and meaning. In **history**, for example when studying the Greek civilisation pupils used mapping skills to locate key features, art and design skills to illustrate their work and research skills to find key facts about the topic. A similar range of skills is used in the current topic in Years 5 and 6 on the Indus Valley civilisation. In Years 1

and 2, pupils have acquired a good knowledge of the toys used in late Victorian times and are able to identify similarities and differences between toys then and now.

72 In a good **geography** lesson for pupils in Years 3 and 4, the good subject knowledge and enthusiasm of the teacher led effectively to pupils' enjoyment and understanding of the impact of weather on the environment. Maps and other resources, including experiences gained from an earlier visit to a residential outdoor centre were used well to extend learning. Across the school mapping skills are developed well. Pupils in Years 1 and 2 draw picture maps of their route to school with significant landmarks included and in Year 3 to 6 maps of different scales are introduced. These include local and national maps which pupils in Years 5 and 6 use to plan journeys within the United Kingdom.

73 In both subjects, visits to places of historical or geographical interest add a further dimension and interest to learning. In geography, for example, pupils in Reception, Year 1 and 2 spend time studying features of the school and village environment and in history visit a local toy museum. Older pupils visit Llandudno to study a contrasting environment.

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

74 Owing to timetable arrangements no lessons were seen in **design and technology** and only one in **music**. It is not therefore possible to make a secure judgement on provision in these two subjects. Work seen in design and technology, coordinator interviews and a review of planning indicates that work is securely based on national guidance. Pupils are encouraged to design before they make and evaluate their finished product. Pupils in Year 5 and Year 6 produce good quality containers for different purposes and use their good mathematical skills well to make nets for three-dimensional designs. Pupils in Years 1 and 2 gain good experience in designing, making and evaluating work on different model vehicles using a range of materials to construct a chassis to which they add wheels and axles. These are attractively decorated using a variety of collage and art materials.

75 In **music**, pupils sing very well and are given good opportunities to sing in class and school assemblies. They know a range of songs and hymns from memory. They sing in time and enthusiastically and accurately follow instructions to improve their performance. In Year 2, pupils maintain a steady beat and perform patterns of simple parts with appropriate rhythmic control. In the good lesson seen taken by a visiting specialist teacher, pupils had good opportunities to play a range of tuned and untuned percussion instruments to accompany their singing. Older pupils have the opportunity to play keyboards and the violin and are again supported well by a visiting specialist teacher. Additionally, the school has a teacher who is a trained musician. He contributes significantly to work in music across the school.

76 One full lesson and one part lesson were observed in **physical education** and both these were gymnastic sessions; as a consequence, it is not possible to make a secure judgement on the quality of overall provision in the subject. Findings are based upon a scrutiny of teachers' planning, discussions with pupils and evidence from the one full and one part lesson observations. All elements of the physical education curriculum are covered in a series of units of work on gymnastics, games, athletics and dance. Pupils in Years 3 to 6 have the opportunity to go swimming and school records indicate that most pupils are able to swim the recommended minimum of 25 metres by the end of Year 6.

77 Brief observation of a lesson for pupils in Years 1 and 2 indicates that pupils are confident when using large apparatus and working at different heights. They work quietly and productively devising a sequence of movements. Encouragement is given to work to

improve their performance and at the end of the session pupils are taught to put away their equipment quickly and safely. In a very good lesson for pupils in Years 5 and 6, planning was good and the activities were well structured with a vigorous warm-up activity, a skill development session and a closing down activity. There was good emphasis on self-appraisal and all pupils were actively involved in the lesson. The pace of learning was good and assessment was used effectively to plan subsequent learning; for example, pupils completed their own evaluation sheets after the lesson. These were to be used to improve their movement routines in the next lesson. The pupils showed good technique on floor exercises that they were putting together in a sequence and transferring to large climbing apparatus.

78 The recent acquisition of a large fixed climbing frame with ropes and ladders and in-service training by a local education authority on how best to use it has had a good impact on teachers' confidence and extended pupils' learning in the subject. Extra-curricular games activities, for example, in football, rugby and netball help develop pupils' skills and enjoyment effectively as well as having a good effect on their social development and well-being.

## **Art and design**

Provision is **good**.

### **Main strengths and weaknesses**

- Standards are high and pupils achieve well
- Pupils are given good opportunities to study and paint in the style of great artists
- Planning is based effectively on national guidance
- There are no whole school systems to assess pupils' progress

79 Standards are above average in Year 2 and Year 6. Teaching in the two lessons observed during the inspection was good. Teachers have good subject knowledge, lessons are well planned, securely based on national guidance and a good range of resources is readily accessible to pupils. Pupils in Years 1 and 2 carefully design images in the style of local artist Clarice Cliff. They draw on card and paper and print very effective repeat patterns from polystyrene tiles they have etched. Pupils choose appropriate sized brushes for finer design work and mix their own colour effectively. They use the computer to design and colour their own work. They produce good quality self-portraits in pencil and chalk after studying the work of Renoir, Picasso and Paul Klee. Pupils in Years 3 and Year 4 create a variety of good quality repeating pattern pictures in collage, paint and print with their own potato cuts. They compare Inca and Aboriginal art and link them well to work in history and geography when creating their own pictures in these styles. Pupils greatly enjoy their art lessons and cooperate very well when discussing techniques and sharing from a good range of resources.

80 Some high quality paintings and collages by Year 5 and Year 6 pupils are displayed to good effect and demonstrate movement and colour and contrast texture and feeling well. The after-school Art Club makes a good contribution to the standards attained and very creative three-dimensional "garbage gobblers" enhance work well on the environment. The subject is led and managed competently.

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

81 Specific lessons in the **personal, social and health education** are not a consistent feature across the school and tend to be integrated with work in religious education. It is not possible therefore to make a secure overall judgement on the quality of provision in the subject. Pupils' personal and social development is central to all that the school does. Pupils are taught to feel positive about themselves, to work hard and to respect the views of others. The very good attitudes and behaviour of the pupils and the high level of maturity shown by pupils in Years 5 and 6 reflect this.

82 Pupils in Years 3 to 6 have good opportunities to participate in the school's decision making process through the school council and are given responsibility for a variety of tasks around the school. Children in the Reception class, for example, go to the school kitchen to collect the midday snack with instructions from the teacher. The school is currently working on a Life Educational Programme which deals sensitively and at an appropriate level with sex education issues. The importance of a healthy diet and a healthy body is explored effectively through science topics and physical education lessons.

## 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	2
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>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	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	3
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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