

# INSPECTION REPORT

## **ST MARY'S ROMAN CATHOLIC PRIMARY SCHOOL**

Clayton-le-Moors, Accrington

LEA area: Lancashire

Unique reference number: 119659

Headteacher: Mr A Gallagher

Lead inspector: Mrs L Read

Dates of inspection: 14 – 16 June 2005

Inspection number: 267890

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 5 – 11  
Gender of pupils: Mixed  
Number on roll: 96

School address: Devonshire Drive  
Clayton-le-Moors  
Accrington  
Lancashire  
Postcode: BB5 5RJ

Telephone number: 01254 231277  
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Appropriate authority: Governing body  
Name of chair of Mrs E F Maguire  
governors:

Date of previous inspection: 15/03/1999

## **CHARACTERISTICS OF THE SCHOOL**

St Mary's RC Primary is smaller than most primary schools with 96 pupils on roll. It serves the parish of St Mary's which covers a wide and diverse area, close to Accrington. Taking into account the full range of local housing and employment, social and economic circumstances are average overall. Children joining the reception class have a range of learning experiences and attainment that are average overall for their age. The proportions of pupils with special educational needs and those with a formal statement of special educational needs are around the national average. Most of the special needs fall into the learning social or behavioural, categories with a small proportion of pupils having speech difficulties. The proportion of pupils entitled to free school meals is average. The majority of pupils are from white, British backgrounds; a very few have Asian heritage.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                |                | Subject responsibilities  |
|--------------------------------|----------------|----------------|---|
| 21199                          | Mrs L Read     | Lead inspector | English<br>Information and communication technology<br>Geography<br>History<br>Special educational needs<br>English as an additional language |
| 19343                          | Mrs M Howel    | Lay inspector  |   |
| 27240                          | Mrs V Brittain | Team inspector | Science<br>Art and design<br>Design and technology<br>Areas of learning in the Foundation Stage   |
| 29504                          | Mrs S Herring  | Team inspector | Mathematics<br>Music<br>Physical education  |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Mary's Primary is a good school.** The headteacher provides good leadership focused on high achievement. Standards are above average and pupils achieve well. Pupils' personal development is very good. Teaching and learning are good. The school is well regarded by parents and provides good value for money.

The school's main strengths and weaknesses are:

- Attainment in English, mathematics and science is above average and pupils achieve well in these subjects.
- Leadership, management and governance are good, driving the school forward successfully.
- The provision for children in the reception group is good.
- Pupils have very good attitudes to learning, very good behaviour and relationships are very good.
- There is good enrichment for the curriculum.
- There is not enough emphasis on teaching pupils about world-wide cultures.

There have been good improvements since the time of the previous inspection, especially in teaching and learning, pupils' achievements and the assessment and tracking of pupils' progress.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well throughout the school.** Standards in Year 6 are above average in English, mathematics and science. Standards in science have risen since the national tests in 2004 because pupils are now doing more practical and investigative work. The overall rise in standards over the last two years is mainly due to better teaching and more effective tracking of pupils' progress, and target setting.

Standards in Year 2 have also risen. They are above average in reading, writing and mathematics. The improvement is mainly due to improved teaching of mathematics, reflected in higher test results in 2004, and because an effective focus on reading and writing is also raising standards. Many children in the reception class make good progress and reach the standards expected of children of their age by the time they begin Year 1; those children who enter school with low levels of prior attainment often make very good progress. The pattern of national test results shows that boys do well in English when compared to the national trend. This is because teachers choose reading and writing topics to match the tastes of both boys and girls and thereby motivate them to learn. Pupils with

special educational needs make good progress because they are well taught. There is no difference in achievement between pupils of different ethnic backgrounds.

**The pupils' personal development is very good.** Pupils' spiritual, social and moral development is very good and their cultural development is satisfactory overall. Pupils have very high standards of behaviour, very positive attitudes and relationships are very good. Pupils develop a good awareness of national and local culture but do not learn enough about different cultures in British society. Attendance is above average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good and often very good for the older pupils.** Teaching in the Foundation Stage is well planned to meet the specific learning needs of the age group, including a very strong emphasis on personal development. Throughout school, lessons are interesting, driven at a fast pace and enable pupils to make good progress. For the older pupils teaching and learning are often very good. Assessment information is used well to set work at different levels of difficulty so that all pupils have the challenge or support that they need.

The curriculum is satisfactory. It captures pupils' interests and promotes skills in creative, aesthetic, physical and practical areas as well as in the academic. Planning includes good links between subjects so that learning, especially in English, mathematics and information and communication technology (ICT) is consolidated well. It is enriched well through out-of-school activities, lessons in a modern foreign language, visits and a good range of visiting specialists. Accommodation and resources are good with a well-stocked library and good hardware and software for ICT.

Staff and governors take good care to ensure the health, safety and welfare of pupils. Guidance for personal development is very well supported by teachers and through aspects of social and health education that are included across the curriculum. Pupils form trusting relationships with adults and say that they feel safe. Pupils receive good feedback and constructive advice in lessons and through marking. They know their targets for learning and evaluate their own progress effectively. This is helping them to become independent learners. Links with parents, the community and other schools are effective.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good and sharply focused on high achievement and the school's mission statement. The school's annual plan for improvement shows effectively what needs to be done. All statutory requirements are met and the governors do their work well to monitor and support the school's work.

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

The results of the parents' questionnaires and the meeting show that parents are very satisfied with the quality of education. Pupils are proud of their school and they play an active role in school development through their elected council.

## **IMPROVEMENTS NEEDED**

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

- The school now needs to include planning for multi-cultural education across the curriculum so that pupils are better prepared for life in a diverse society.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are average in Reception and above average in Years 2 and 6. Pupils achieve well throughout the school. The results of national tests taken by pupils in Years 2 and 6 are rising faster than the national trends.

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

- Children achieve well in the Foundation Stage (reception group).
- In Year 2, standards are above average in reading, writing and mathematics.
- In addition to the core subjects, standards in Year 6 are above average in history and French.
- Pupils with special educational needs achieve well in relation to their starting points.
- Pupils use skills in English, mathematics and ICT well across the curriculum.

#### **Commentary**

1. When children enter the reception class, their attainment is about average for their age. However, year groups vary in the numbers of pupils who have special educational needs and in all years there is a very broad span of abilities. Children benefit from a good, practical curriculum and, overall, most meet the expected learning outcomes by the time they move into Year 1. Those who enter with low attainment often make very good progress. In personal and social development, children's attainment exceeds expectations and this lays a good foundation for attitudes and behaviour in later years. A small group of children do better than expected in language and mathematical work. This gives them a flying start to their National Curriculum studies with some pupils already working at this level on entry to Year 1.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 16.6 (14.2)    | 15.8 (15.7)      |
| Writing       | 15.3 (15.0)    | 14.6 (14.6)      |
| Mathematics   | 17.0 (15.9)    | 16.2 (16.3)      |

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

2. Standards in Year 2 are currently above average in reading, writing, mathematics and science and the improvements made last year have been sustained. In the 2004 tests, the results were above the national average and well above those of similar schools. The achievement of all groups of pupils is good. In the other subjects that were fully inspected, standards are in line with national expectations.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 28.0 (27.0)    | 26.9 (26.8)      |

|             |             |             |
|-------------|-------------|-------------|
| Mathematics | 27.8 (26.1) | 27.0 (26.8) |
| Science     | 28.8 (27.6) | 28.6 (28.6) |

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

3. Standards in Year 6 have improved well since the previous inspection. The results of the 2004 tests were above average in English and mathematics and average in science. When compared to similar schools, the results were well above average in English, above in mathematics and average in science. Improvements in the results were due to a better emphasis on writing, together with setting into smaller teaching groups for mathematics and more work on mental computation. Standards in the present Year 6 are above the national average in all three subjects. Standards in science have improved this year because the pupils have completed much more investigative and experimental work which is enriched by additional, challenging lessons. Pupils make good progress in the three key subjects and often very good progress in the older junior class.
4. Pupils with special educational needs achieve well towards the targets set in their individual education plans. They receive good support and have focused sessions to extend specific skills such as reading and spelling. Staff are incorporating different 'thinking styles' into their lessons to cater for the diversity of learning needs, especially for those pupils who learn best through a practical approach. Because of the national trend for girls to do better in English, the school has extended opportunities for non-fiction writing across the curriculum, which boys enjoy. This has proved to be successful as shown in the boys' test results. The school's system of setting learning targets year on year ensures that pupils, including the higher attaining groups and those from different ethnic backgrounds, achieve their potential.
5. Last year's targets for the Year 6 pupils were exceeded in English and mathematics. The school is well on track to achieve or exceed this year's targets, according to the very good assessments and records kept and to the work seen during inspection.
6. Standards in information and communication technology (ICT) are average in Year 6 in all aspects of the subject and pupils are very confident in using a range of hardware and software. Some recent, very good achievement is evident because a better operating system has been installed and there is improved access to computers. Because of these factors, there is very good potential to raise standards in the subject. Pupils apply their ICT skills well in other subject lessons, and have many opportunities to consolidate and extend what they learn. By Year 6, standards in history and French are above that normally seen. In the other subjects that were fully inspected, standards are in line with expectations for the pupils' age. No judgement of standards was possible in design and technology, physical education and music.
7. Skills in English and mathematics are above average and are used well to support learning in other subjects. The quality of non-fiction writing across the curriculum is of an especially good standard. Pupils gain a good understanding of local and national culture through their studies but do not learn enough about world-wide cultures in subjects such as geography, which is a major reason why standards here are lower than in history.

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

Pupils show very positive attitudes; their behaviour and personal development are very good. Pupils' spiritual, social and moral development is very good and their cultural development is satisfactory overall. The attendance rate is above the national average.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes towards all aspects of school.
- Relationships are very good.
- Pupils know a lot about their local and national culture but their understanding of the diverse range of cultures across society is unsatisfactory.

### **Commentary**

8. Pupils are positive and enthusiastic learners who hold their teachers in high regard. The strengths in pupils' personal development are seen from the early days in the reception class where children exceed expectations in their personal, social and emotional development. The atmosphere in the school is very positive and the pupils respond well to their teachers' expectations. They enjoy their school work and the extra-curricular activities provided. The older pupils take seriously the various duties they are assigned, and are keen to provide role models for the younger ones.
9. The consistently high standard of behaviour is reflected in lessons and in the pleasant social atmosphere in the dining hall. The pupils play and mix well together at breaks and lunchtime, and they co-operate very well. During the inspection there was no evidence of either bullying or racist behaviour.
10. There are very good relationships and a great deal of mutual respect between pupils and adults. During lessons, pupils listen to the views and opinions of their classmates, and they take good care of the school environment. Pupils of all ages consider the needs of others, for example, by collecting for charities and as shown in their respect for the natural world.
11. Pupils' spiritual, moral and social development is promoted very well. There are strengths and a weakness in the provision for cultural development, although it is satisfactory overall. Pupils have good opportunities to develop their self-awareness through the assessment of their own work and talents. They clearly know the difference between right and wrong; respond well to school rules and are aware of the consequences of their behaviour. As a result of the very good provision, there is a calm and orderly environment, indicating good self-discipline among pupils. Spiritual development is supported well by the school's Catholic ethos, close links with the church and good opportunities to explore the intangible elements in life such as love, truth and mystery. Pupils have good opportunities for prayer at various times of the day and for spiritual reflection and reverence on these occasions.
12. Pupils' knowledge of local and national culture is good but their understanding of the diversity of the culture of modern Britain as a whole is unsatisfactory. Pupils benefit from a wide range of visits to local museums and places of interest, and from visitors to the school. They have watched artists at work, enjoyed drama groups and met poets and musicians. However, their knowledge of other cultures through, for example, geography, music or artwork, is underdeveloped.
13. ***Attendance in the latest complete reporting year (%)***

| Authorised absence |     |
|--------------------|-----|
| School data        | 4.7 |
| National data      | 5.1 |

| Unauthorised absence |     |
|----------------------|-----|
| School data          | 0.1 |
| National data        | 0.4 |

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

14. Attendance rates have been rising steadily and are now above the national average. Parents and pupils show good support for the school through these high figures, and the school works effectively to encourage full attendance. There have been no exclusions at the school, which is a further indicator of pupils' very good behaviour and attitudes.

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

The quality of education is good. Teaching and learning are good. The curriculum is satisfactory and well enriched. The care and welfare of pupils is good and they receive effective support and guidance. Links with parents, the community and other schools are good and make a good contribution to the pupils' learning.

### **Teaching and learning**

The quality of teaching and learning is good. There are good processes in place for checking pupils' progress and for setting targets in English, mathematics and science.

### **Main strengths and weaknesses**

- Teachers have a good range of knowledge of the subjects of the curriculum, including a good understanding of the needs of the children in the reception group.
- Teaching of the basic skills is good.
- The teachers use assessment information well to set targets for pupils' learning.
- Teachers use a good range of strategies and resources to challenge, motivate and encourage pupils.
- Teachers have high expectations of endeavour and behaviour.
- Teaching staff ensure that pupils with special educational needs are fully involved in all lessons and receive the support that they need.

### **Commentary**

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

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1         | 7         | 11   | 6            | 0              | 0    | 0         |

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

15. The teaching and learning in the reception class is good; consequently, children make good progress. There is a very strong focus on teaching personal and social skills and this is reflected in the very good behaviour and relationships seen in later years. At the same time, mathematical understanding and language are taught well through dedicated sessions and when working on creative or physical activities. The children are prepared effectively to begin the National Curriculum in Year 1. Topics are carefully planned to introduce new knowledge and understanding and also to

consolidate and enhance previous learning. The teaching assistant is very well informed and provides good support.

16. In Years 1 and 2, teachers are successful in developing a solid foundation in the core subjects. As a result, many pupils are working at above-average levels in reading, writing, mathematics and science by Year 2. A good programme of phonics (hearing and articulating letter sounds) is in place and is effective in the teaching of reading and spelling skills. An increased emphasis on writing is proving successful in raising standards. Several Year 1 pupils write independently with good spelling and accurate use of basic punctuation.
17. Overall, teaching and learning in Years 3 to 6 are good and mostly very good for the older pupils. Links between subjects are effective in consolidating learning and providing opportunities for pupils to practise their skills in literacy, numeracy and ICT. In one excellent geography lesson, for instance, learning was enhanced as pupils used their skills of speaking and listening, mathematics, writing and ICT when they conducted a survey into local issues. A new and very effective element of teaching is the attention given to the development of pupils' self-evaluation skills. Response partners help pupils to assess what is good about their work and what needs improving. Together with good feedback from teachers in lessons and helpful comments in marking of their written work, pupils know how well they are progressing and how to take responsibility for their own learning.
18. Higher attaining pupils are stretched and learn well. Those who have special educational needs have work that is accurately tailored to their targets. However, some individual and group tasks are uninspiring and involve the pupils in repetitive exercises. The school recognises the need to search out more interesting resources to improve motivation and enjoyment.
19. Expertise from outside school is used effectively to enhance teaching; for example, a drama specialist worked alongside class teachers to improve the quality of a drama lesson. Well qualified and experienced teaching assistants play a major part in supporting learning. Homework tasks are used well to extend what is learned in class or to prepare pupils for new work.
20. The checking of pupils' learning in English, mathematics and science is good and tracking records show details of each pupil's annual progress. The performance data are fully analysed to identify where extra support is needed and where pupils have talents that require further development. This essential information is used for the setting of future targets and for planning work at different levels of support and challenge. A host of awards and teachers' effective use of praise encourages pupils to try hard. Assessment in subjects other than English, mathematics and science is good; it allows subject managers to check the effectiveness of the planning and teachers to check that pupils are achieving what is expected.
21. There have been very good improvements in the quality of teaching and learning since the previous inspection. Assessments, tracking and target setting have improved very well and expectations of learning are now high. Very good relationships exist in classes, and pupils rise to the high expectations because they trust their teachers and know that help is readily available, should they need it. This is helping them to develop an intrinsic love of learning.

## **The curriculum**

The curriculum satisfactorily meets pupils' needs. Accommodation is good and there are good resources to support learning.

### **Main strengths and weaknesses**

- Curriculum planning for the teaching of basic skills is good.
- There is a good range of opportunities for enriching learning.
- The school makes good provision for pupils with special educational needs.
- The curriculum for children in the reception group is good.
- The formal planning of the programme of personal, social and health education needs to be improved.

### **Commentary**

22. The curriculum in the reception class is good and provides well for the needs of young children. This is a good improvement since the last inspection. The curriculum for Years 1 to 6 is satisfactory and meets all statutory requirements. There has been a good improvement in provision for literacy which has led to a good improvement in standards of writing through the school. Better strategies for teaching mental arithmetic have been developed and there is now a stronger emphasis on the investigative aspects of science. Strengths in the provision for reading have been maintained. The school takes care to review the topics covered in each subject each year to take account of the changing organisation of the mixed-age classes. This ensures that there is sound progression in skills and knowledge and that no work is repeated.
23. Provision for pupils with special educational needs is good. Their work is adapted well to their capabilities and they receive close and effective support from teaching assistants and also from their classmates. This ensures that the pupils are fully involved in all activities and that they make good progress towards their individual targets.
24. Provision for personal, health, social and citizenship education is satisfactory overall. Teachers plan topics in discussion time and through subject studies. Whilst this system is generally sound, the school recognises that there is a need to plan this work formally so that coverage is more secure in the future. There is also a need to emphasise multi-cultural education across the curriculum and to explore how culture and beliefs influence people's lives.
25. The enrichment of the curriculum is good. Staff give freely of their time to provide a broad range of activities outside the school day. Pupils participate in a wide range of sports, such as football, netball, cricket, athletics and basketball. They also join in after-school clubs enthusiastically. The deployment of teachers across the school effectively meets the needs of individual pupils and the requirements of the curriculum. In this small school, there is a good balance of expertise across the core subjects of English, mathematics, science and ICT, together with specific skills such as dance. Additional expertise is secured through visiting outside specialists. The teaching of physical education, music and a modern foreign language are all enhanced in this way; much of this provision is through effective links and achieved at little or no cost to the school.

26. The accommodation is good and very spacious; resources are good. The recent provision of a well-resourced computer suite is enabling pupils to make better use of ICT in other subjects. The outside area is used well for a variety of sporting activities.

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

The school provides well for the care and welfare of the pupils and there is good support and guidance for their personal and academic development. The school seeks pupils' views and acts upon them.

### **Main strengths and weaknesses**

- The ethos of the school and the secure and friendly environment promotes personal development effectively.
- The very good relationships between pupils and teachers are strengths of the school.
- There are good induction arrangements for pupils starting at the school.
- Pupils have clear, helpful targets for learning and their progress is monitored well.
- Some risk assessments are in need of review and updating.

### **Commentary**

27. The pupils are known and valued as individuals by their teachers and they know that their concerns and worries will be taken seriously. Older pupils have good opportunities to develop their sense of responsibility, and the members of the school council show particularly good commitment to their duties. Other pupils act as buddies to new children starting at the school and they also help the younger pupils with their reading. The friendly and supportive atmosphere in the school helps pupils to feel safe and secure, and enables them to gain confidence in their own abilities.
28. Guidance for pupils' academic progress is good. Pupils know their targets for learning, which are kept in the front of books and displayed in the classroom for ease of reference. Pupils with special educational needs know their individual targets and these are shared with parents so that they can help their children. An emphasis on self-evaluation helps pupils to review their own strengths and to set their own targets; in turn, this extends the pupils' skills of independent learning. The headteacher and class teachers know pupils and their families well and keep a close eye on their social and emotional development. There are very good, sensitive intervention strategies in place to support pupils, where needed. At the same time, pupils who have special talents are recognised through the school's assessment systems and given appropriate challenges in their work.
29. The school has effective child protection procedures and complies with the requirements of the policy. There is a sound health and safety policy and regular checks are made around school. The headteacher and the governing body are aware that some risk assessments require review and have an action plan to address this.
30. There are well-established procedures in place for the induction of new pupils to the school. Visits are made to meet the children in their pre-school placements. Through these visits, teachers are able to develop an understanding of each child's needs and to plan how these will be catered for. Children are invited to spend some time in their reception classroom prior to starting so that they can become familiar with their new surroundings and meet the adults. Parents are very happy with these

arrangements and say their children all settle quickly and happily into the school routines.

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

The partnership with parents is good. There are good links with the church, other schools and the community.

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

- The parents are very supportive of the school's work.
- It is very easy for parents to talk to the teachers and they feel confident about doing so.
- Well developed links with the church and other local schools bring many benefits to pupils' learning.

#### **Commentary**

31. The parents who responded to the questionnaire were very supportive of the school. There was 100 per cent agreement for many of the questions, including 'teaching and progress are good', 'children like school' and 'children are treated fairly'. The parents who attended the pre-inspection meeting were equally happy with the school and the education it is providing. They are especially appreciative of the fact that teachers are willing to talk to them at any reasonable time, and very happy with the arrangements made for their children to settle in when they begin school.
32. The school consults with parents regularly and acts on the views expressed. For instance, parents said they did not like the style of the annual written reports which are now being improved. The prospectus provides parents with useful information about school activities and policies, and regular newsletters are sent home. Parents are well informed about school events and the progress their children are making. At the beginning of each term, parents receive details of the topics to be studied by their children, and of the homework timetable. The reading and homework diaries are used as a good means of two-way communication between school and home and are especially useful for working parents.
33. There are strong and well established links with the church that add to the provision for spiritual, social and moral development. Pupils see themselves as having an important role in the life of the parish and this supports their self-esteem. Staff work very closely with a local group of small schools and there are equally strong links with the local high school. As a result, pupils benefit from a variety of curriculum links and added expertise.

### **LEADERSHIP AND MANAGEMENT**

The school's leadership, management and governance are good.

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

- The leadership of the headteacher and deputy headteacher is based firmly on high aspirations.
- Governors provide active support and fulfil their statutory duties effectively.



- Good teamwork and sharing of expertise and experience add to the effectiveness of management.
- Day-to-day practice ensures that all pupils have full and equal access to all parts of school life.
- Information gathered from the school's self-evaluation cycle is used effectively to determine the priorities for school improvement.

## Commentary

34. The headteacher, staff and governors are committed to the ethos of the school; they strive for high standards and provide a caring environment where all pupils, regardless of background and ability, are equally integrated into all activities. There is strong teamwork among teachers, learning support assistants and ancillary personnel. Communication is very good and facilitates informal opportunities for monitoring alongside the established systems of looking at work, checking planning and observing lessons. Consequently, managers have a thorough overview of provision and standards in their areas of responsibility.
35. Management is good. An effective cycle of self-evaluation involves an annual audit of all areas of school life, involving all staff and taking account of parents' and pupils' views. Data from national and optional tests and teacher assessments are analysed to check the school's performance and highlight any areas that require further development. This is an effective system that underpins the constant cycle of improvement at the school. Examples of recent successes are the improved achievement in science and mathematics and the better assessment, tracking and target setting procedures.
36. Staff have regular performance reviews, through which a good programme of training and development needs is established. As a result, all staff, including the teaching assistants, are well informed and well qualified for their specific roles in school.
37. The headteacher provides good direction for all aspects of special educational needs and maintains a good overview of all elements of the provision. He ensures that teachers review pupils' progress regularly and set new individual targets. There is a thorough check of the regular assessments in all classes to ensure that all potential problems are quickly acted upon.
38. The school secretary provides good support for business and administration, allowing the headteacher to concentrate on educational matters. The accommodation and resources are used efficiently and managers check that best value for money is obtained through purchases. Taking account of the good quality of education, the good achievement, good leadership and management, together with costs that are just above average, the school provides good value for money.
39. Governors have an accurate view of the school's strengths and areas for development and governance is good. Members of the governing body have a useful overview about pupils' achievement and know how attainment patterns have improved. They have a good range of expertise and experience to help them discharge their responsibilities and are currently working through a planned programme of training so that their skills can be used to maximum benefit in governance. Governors are actively involved in the decision-making processes that lead to school improvement planning, and regularly check on the success of the work covered.

40. The main aids to learning are recognised by staff and governors and include family and community support, a good quality of teaching and a curriculum that promotes a wide range of skills, knowledge and understanding. The major remaining barrier is the uneven numbers of pupils in each age group, which means that class organisation, staffing and curriculum planning have to be reviewed each year. This is done well but leads to extra work for staff and managers. The school governors are actively promoting the school within the broader community and some success is seen with added numbers for next year.

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 340,354 | Balance from previous year          | 33,382 |
| Total expenditure          | 354,646 | Balance carried forward to the next | 19,090 |
| Expenditure per pupil      | 3,057   |                                     |        |

41. The reserves at the end of the year are broadly in line with recommendations. Part of the reserve is allocated to maintaining staffing levels in the light of fluctuating numbers at the school.

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

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

Provision for the children in the reception year is good and is better than at the time of the previous inspection. Changes in provision in recent years have been well led and managed. Good planning provides a strong early years curriculum for the reception children who learn in the same class as the Year 1 pupils. Attainment on entry shows a wide variation but overall it is average. Overall standards are average at the end of the reception year with strengths in personal and social development. Achievement is good; many children who enter school with skills and knowledge that are below average reach the expected targets by Year 1 and many who entered at average exceed expectations.

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

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

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

- Staff have high expectations of children's behaviour and endeavour.
- Children work in a calm and caring environment where there is good emphasis on the development of relationships.
- Interesting activities are promoting independent learning well.

#### **Commentary**

42. Children respond well to the good teaching and consequently show very good attitudes to their learning. They achieve well and will exceed the early learning goals in this area by the time they leave the reception class. The well ordered, daily routine enables children to feel secure. Most are confident to share their ideas, knowing that they will be valued. There are high expectations that children should be active learners and well-planned tasks enable children to explore the world around them. Daily 'free choice' activities are structured to enable children to learn independently. Children's concentration in group and class sessions is good. They listen to each other and know how to take turns in speaking. Most children persevere and stay on task when working independently at a chosen activity. They are able to co-operate when, for example, they play together in the class 'shop.'

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

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

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

- Teaching is very good and staff make the most of every opportunity to develop language skills.
- Very good use is made of assessment information to plan challenging tasks for all pupils.

## **Commentary**

43. Most children are working at the expected level, with a good number exceeding this. Standards in reading are above average. Children's achievement is good because they are well taught. Good opportunities are given each day in whole-class and group sessions for children to talk at length, for example, as they learn through play and investigation. As a result, almost all children are confident to speak in group situations and they listen well to the staff and to each other. Children enjoy listening to a variety of stories and recognise rhymes and repeating patterns. The basic skills of reading are very well taught. All children have reading books and are beginning to read simple sentences, using picture clues to help them. They are taught letter sounds and many are beginning to use these to recognise words. Reading and story books are taken home daily to share with parents and carers and this has a good impact on standards in reading. Children's writing is developing well alongside their reading and most children are able to write short pieces unaided.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Assessment is used well to build on what pupils know and can do.
- Informal opportunities are used well to develop mathematical understanding.

## **Commentary**

44. Children are achieving well and most will have reached or exceeded the early learning goals by the end of reception. Teaching is good. Although only number activities were seen during the inspection, photographic evidence and assessments from earlier this term show that children's experiences include all elements of mathematical understanding, including early measuring and shape recognition activities. They regularly sing number songs and rhymes. Good strategies are used to consolidate counting to 20 and back and most children can do this reliably. Higher attaining pupils show good understanding of 'one more' and 'one less' than a given number and almost all have begun simple addition and subtraction.

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

45. It was not possible to make an overall judgement of provision because no teacher-led activities were seen. However, children's knowledge and understanding of the world around them is at least average. Planning indicates that children experience a wide range of interesting activities to stimulate their curiosity. For example, during the topic 'Ourselves', children observed their fingertips under an electronic microscope and were fascinated with the patterns they saw. Children enjoy using large and small construction toys and can build recognisable structures and vehicles. They use computers regularly and are developing skills appropriately. Children have been growing their own plants and are encouraged to observe them regularly. They have learned that plants need water and light to grow. Children are developing a sense of awe and wonder and a respect for nature through this activity. For instance, there was great excitement in the class when a child noticed that the first bean shoot had appeared.

## **PHYSICAL DEVELOPMENT**

46. It was not possible to make an overall judgement of provision or standards because few physical activities were timetabled during the inspection and outdoor play was restricted by inclement weather. Resources include wheeled toys although there is no climbing apparatus. The present action plan includes improvements to the outdoor play area and money has been allocated for this. Planning shows that children's physical skills are developed by sessions in the hall as well as by outdoor activities. In a dance session, most children were able to move in time to the music. There are good opportunities to develop manipulative skills in the classroom using a range of tools and children's manipulative skills are average.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There is a good range of activities to stimulate children's imagination and creativity.
- Teaching in the lessons seen was good or better.

### **Commentary**

47. The children achieve well and most have already reached expected levels in this area. The good teaching enables children to express their feelings through exploring a range of media and materials, music and movement and through imaginative play. There are daily opportunities to experiment with paint and other materials. In a very good music session, the confidence and enthusiasm of the teacher transferred to the children who concentrated hard to follow the increasingly complex rhythm patterns by clapping and playing instruments. Consequently, they achieved very well. Very good support was provided for a pupil with special educational needs to encourage him to participate fully. In a dance lesson, well chosen music and good modelling of movements by staff enabled most children to express themselves rhythmically.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **good**.

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

- Standards are above average by Year 6 and the achievement of pupils is good.
- Teaching and learning are good.
- English skills are used to very good effect in other subjects.
- There is good leadership and management for the subject.

#### **Commentary**

48. Standards in Year 2 are above the national average in reading, speaking and listening, and writing. In Year 6, standards in English are above average overall. Achievement is good throughout school. In reading and writing, the test results for Year 2 in 2004 were above the national average and well above when compared to similar schools. Those for Year 6 were also above the national average in English and well above when compared to similar schools. Teachers have worked hard to improve writing and this, together with much improved assessment and target setting, led to a good improvement in the test results of 2004, which have been sustained this year. Since the previous inspection, there have been good improvements in standards, progress and in the teaching of English.

49. Speaking and listening are well taught throughout the school and consolidated in all other subjects. Consequently, learning is particularly good and pupils become confident speakers and attentive listeners. They engage in drama work enthusiastically; portraying characters well through improvised speech, expression and action. Reading is taught effectively and parents make a good contribution to learning by encouraging their children to practise their skills at home. The full range of reading strategies is taught, which means that pupils learn to remember whole words and effectively use their phonics skills (hearing and articulating letter sounds). They also use the meaning of the text and their knowledge of grammar to read new words which support their progress very well. In a Year 2 lesson, pupils compared versions of a traditional tale, saying which they preferred and justifying their views with examples from the text. In Years 3 to 6, reading skills are used very effectively in research and pupils experience a good range of work of significant and popular authors.
50. Teachers have worked hard to improve writing. Classrooms are rich in reference material, such as word lists and prompts about grammar and punctuation, which are used well during lessons. Fiction writing shows good attention to setting, characters, plot and ending, with a good awareness of the intended audience. For example, older pupils wrote stories for the infants, paying good attention to style and language. Non-fiction writing is good for purpose. Pupils in Year 1 independently record their observations of plants; most include logical spelling, capital letters and full stops. Those in Years 3 and 4 know how and when to use formal or informal styles in their letter writing, and older juniors produced reports on 'Tudor Life' that were of a particularly good standard. The older pupils develop a sophisticated style that includes extended, detailed sentences and imaginative vocabulary.
51. The quality of teaching across the school is good and teachers have good levels of expertise in the subject. Lessons include a good balance of direct teaching and independent work. There is some good demonstration of writing; for example, in a very good Year 1 lesson, the teacher provided a useful model by showing pupils how to rehearse their sentence out loud and then to check their writing to make sure it made sense. This was very effective in promoting skills of self-evaluation at this early stage. Subsequently, some good standards were seen during the independent work session. In the junior classes, very good attention is given to drafting, evaluating and improving work. Pupils have response partners to help them identify what is good in their work and what needs improving. Marking is of good quality; it provides praise and useful pointers for development. Detailed assessments of pupils' work result in targets for learning which provide good, clear guidance for them and a considerable amount of challenge for the higher attaining pupils. The presentation of work is good overall and, by Year 6, most pupils write in a neat, joined style. There is good use of ICT for writing, drafting, editing and presenting work and for practising spelling.
52. Lessons cater well for pupils who have special educational needs and consequently they make good progress. Teaching assistants engage with pupils, helping them to answer questions during whole-class teaching time and supporting their independent work. Tasks are adapted to ensure success and teachers provide a good amount of support material to help pupils work independently. The school has a good variety of strategies to boost learning where needed. These include short, focused sessions in reading and writing for infant pupils and special programmes devised to meet specific needs for the juniors. As a result of these measures, pupils who experience some slowing in their learning often move back on track to meet their targets. There is no difference in achievement between pupils of different ethnic groups.

53. Leadership and management are good and typified by very knowledgeable and inspirational practice. All staff endeavour to create a stimulating environment through displays of books and pupils' written work. Resources are good overall for a school of this size. The main library has a comprehensive range of fiction and non-fiction material that pupils can borrow. Some older pupils organise the lending service at lunchtimes and this helps to provide an extended opportunity for browsing and reading. This group is also involved in the choice of fiction and non-fiction material, which ensures that books appeal to both boys and girls and suit the age group.



## Language and literacy across the curriculum

54. Pupils' literacy skills are above average. Throughout the school, the pupils' literacy and language skills are consistently very well applied and improved in other subjects. Skills in speaking and listening are enhanced through class discussions. Pupils often undertake research using both printed and electronic sources of information. Writing in other subjects is a particular strength. Pupils record their findings well using a variety of genres, such as reports or recounts. This is an especially good feature of the work, particularly in history and geography.

## French

55. The teaching of **French** to Year 6 is an example of the school's enrichment of the curriculum. Pupils have some good experiences of the language and are developing fluency in their speech. The lessons include a series of fun activities in addition to more formal learning, and are much enjoyed. Teachers' expectations are high, and pupils are expected to follow instructions in the language of the lesson and to build up speed in articulation and accuracy in pronunciation. As a result, standards in speaking and listening in a modern foreign language are above that normally seen in primary schools. The lessons provide a very good basis and motivation for work at secondary level.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils have good opportunities to use and develop their skills through investigating problems.
- The school has worked hard to improve pupils' mental computation.
- There are good procedures for assessing pupils' progress.

### Commentary

56. Standards are above average in Year 2, as they were at the last inspection. In the recent National Curriculum tests, all pupils reached at least the average level, and over a quarter of pupils exceeded it. Standards are above average in Year 6. This good improvement since the last inspection is due in part to improved assessment procedures which set targets for individual pupils' improvement. The added emphasis on the oral and mental starter to lessons is another factor behind the improvement.
57. Achievement is good in Years 1 to 6 because a good range of work is planned to cover all aspects of the subject. Pupils' progress accelerates in Years 5 and 6 where teaching is often very good. The work is suitably challenging, and 'booster' lessons are organised for those pupils who are identified as needing extra help to reach the standard expected. Junior pupils are taught in three sets, based on attainment. The smaller groups enable better support from the teachers and promote learning well. This is especially important for those with special educational needs and helps them to achieve their targets. The higher attaining pupils benefit from an accelerated pace of learning, especially in the mental arithmetic sessions.

58. Teaching is good overall. The current emphasis on solving problems is successful in improving standards. In a very good lesson, the less confident pupils were given good support to help them work out a problem practically, whilst higher attaining pupils were successfully challenged to create a formula to find the answer. Teachers are taking good opportunities to use ICT to enhance learning; for example, by using the interactive whiteboard to illustrate a problem or using a floor robot to illustrate turning through different angles.
59. The subject is led and managed well. A thorough analysis of test results is being used effectively to identify areas for development. This has been successful in improving opportunities for solving problems and improving the provision for mental mathematics. Frequent checks show that boys and girls and children of different ethnic groups achieve equally.

### **Mathematics across the curriculum**

60. Pupils' mathematical skills are above average for their age and are well applied in other subjects. Pupils in Years 3 and 4 realise the importance of measuring ingredients accurately for cooking. Year 6 pupils take their pulse after periods of exercise and draw a line graph of their results in science, and work out formulae for spreadsheets in ICT.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average by Year 6.
- The teachers have been successful in raising achievement through an increased emphasis on investigation work.
- There are good systems in place to assess and track pupils' progress through school.

### **Commentary**

61. Since the last inspection, there have been good improvements in provision and this has enabled standards to rise above average in the present Year 6. The 2004 test results were average when compared with schools nationally. This year, the attainment is better, with all pupils working at the expected level and almost half working above it. A similar, improved pattern of attainment in Year 2 reflects above average standards this year. All pupils achieve well throughout the school, including those with special educational needs and from minority ethnic backgrounds.
62. Teaching is good and has improved since the last inspection. Lessons are well planned to build on earlier experiences and provide interesting activities. Investigation plays a large part in the curriculum, which is helping pupils to act and think as scientists. Year 2 pupils are learning about the need for a fair test and, with support, are beginning to eliminate variable factors that might jeopardise the reliability of results. The completed work of older pupils shows that they plan and carry out their own investigations, recording results and reaching their own conclusions. Confident teacher subject knowledge and well chosen resources

underpin learning well. Teachers across the school use assessments effectively to plan appropriate follow on work and to track the progress of individuals.

63. Leadership and management of science are good. Since the last inspection, clear areas for improvement and strategies have been put in place to raise standards further. These include:

- the raising of staff confidence in the teaching of science by in-service training;
- more effective assessment systems and analysis of test results to see where pupils need extra help or challenge;
- better target setting so that pupils know what is expected;
- more time for the subject leader to provide support and guidance for teachers in class.

Specialist teaching from the high school during the summer term provides good enrichment to the curriculum for pupils in Years 5 and 6.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good.
- Improved resources provide better access to computers and more flexible use of ICT.
- There is good use of computers to support work in other subjects.

### **Commentary**

64. Attainment is currently in line with expectations by the end of Years 2 and 6 and pupils' achievement is now good. It has improved recently because better resources have been introduced and teachers have developed a broad and well-planned curriculum. Since the last inspection standards and teaching have improved very well. By Year 6, pupils word process, organise and present data, know how to generate a series of control instructions and produce their own multimedia presentations.

65. Teachers are confident in their knowledge and understanding of the subject and their expectations are high. A specialist teaching assistant makes a significant contribution to learning and the services of a technician help to keep the hardware and software operable. Work is presented in interesting ways and this promotes enthusiasm and positive attitudes. In a good Year 6 lesson pupils were given the task of producing multimedia presentations for an audience of younger children. This was part of a longer-term project and pupils had made good use of text, sound and graphics to design their slide show. The good support and questioning, and the interesting nature of the activity, all ensured a good pace to learning.

66. Pupils collaborate very well in this subject, sharing ideas and equipment sensibly and helping to troubleshoot problems that arise. The Internet policy ensures pupils' safety and they know very well about the dangers of revealing identities or communicating with unknown persons.

67. The leadership and management are good. The subject has a high profile in school and the good location of the suite enables pupils to use it on request during other

subject lessons. Assessment is used effectively to track pupils' progress and to check that the curriculum is suitably planned.

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

68. Pupils' ICT skills are average for their age and are applied well in other subjects. Teachers often link the ICT skills being taught to subject studies, making learning meaningful. For example, Year 3 pupils were using a new word processing program to write thank you letters which linked well with their English work. Computer-generated graphs are much in evidence and pupils' work on spreadsheets also links well with mathematics. Peripheral hardware equipment is used to support learning well. For example, Year 1 pupils used an electronic microscope independently to examine plants and sound sensors were used by the juniors when investigating noise levels. Pupils frequently carry out research, using CD-ROMS and the Internet; Year 6 pupils, extended their historical enquiry skills by scanning information about the Victorians. The digital and video cameras are used very well by staff and pupils to record and evaluate work.

## HUMANITIES

### Geography

Provision in geography is **satisfactory**.

- Teaching includes a strong emphasis on local studies and fieldwork.
- Pupils have good opportunities to practise their literacy, numeracy and ICT skills.
- Pupils do not have enough opportunities to extend their knowledge of cultures around the world.

### Commentary

69. Pupils' achievement is satisfactory overall but is good in the older junior class. Standards are broadly average. Provision and standards were not reported at the previous inspection so no judgement of improvement can be made.
70. Mapping skills are well developed. Pupils in Years 1 and 2 follow simple routes and maps and those in Year 6 are confident in reading world maps and using grid references. The pupils' work includes a good emphasis on investigating the local area. Infant pupils contrast their home town with Chester, comparing, for example, the physical aspects of the canal and the River Dee. There is a good emphasis on fieldwork, with pupils developing a good understanding of environmental issues such as air and water pollution. Year 6 pupils had conducted a traffic survey, identified issues from their results and, in an excellent lesson, invited adults into school to collect their opinions. A vast amount of information was gathered, much of it recorded on the laptop computers and video camera, so that it could be collated more easily.
71. Teaching is good. Lessons are very interesting and include work which offers a satisfactory level of challenge or support to pupils at different stages of learning, including those with special educational needs or the higher attaining pupils. As a result, pupils achieve satisfactorily. Good links with other subjects enhance learning. There are, for example, good opportunities for discussion and debate and for practising different kinds of writing that develop pupils' literacy skills well. The use of tables and graphs, together with mapping work develops pupils' capabilities in numeracy effectively. The extensive use of the Internet for research and the digital and video cameras for recording information from fieldwork investigations extends pupils' skills in ICT well.
72. The leadership and management of the subject are satisfactory. There is a good, useful scheme of work based on the latest national guidance. This concentrates well on the development of enquiry skills as well as knowledge. There are not enough opportunities however, for pupils to investigate the similarities and differences between different cultures around the world and how cultural factors influence daily life. Assessments of pupils' work are satisfactory and enable teachers to identify which pupils need extra support or additional challenge. They also allow the subject manager to monitor standards since they provide a clear picture of progress across each aspect of geography.

### History

Provision for history is **good**.

## Main strengths and weaknesses

- Standards in Year 6 are above average.
- The history curriculum and its enrichment are good.
- Teaching is good.
- Good links with literacy, ICT and art promote learning well.

## Commentary

73. Pupils achieve well and standards are now above average. No reporting was made for provision or standards at the previous inspection and so improvement cannot be judged.
74. Teaching is good. Teachers plan lessons very well and provide interesting experiences for their pupils. For example, a visit to the museum enhanced the work on the Egyptians and allowed pupils to handle artefacts. The well-planned curriculum has a strong emphasis on historical enquiry, interpreting different sources of evidence and detecting bias. Teachers provide opportunities to study each topic in depth and include practical experiences. This adds considerably to the pupils' interest and satisfaction. In Years 1 and 2, pupils develop a good understanding of the passage of time and how things change. For example, they put transport in order of use from the horse to the space rocket. By Year 6, pupils know how to use a range of sources, including artefacts, books, documents and electronic information to find out about the past. In one very good lesson for the older juniors, they gathered evidence, discussed their different interpretations of it and decided what additional information they needed to make an accurate conclusion about events.
75. The subject makes a good contribution to pupils' social and moral development through comparison of everyday life in the past with the present, contrasting how poor and rich families lived. By studying the work of famous people, they also come to appreciate how people in history still influence our lives today. Links with art are good; for example, by creating portraits of Henry VIII pupils increased their knowledge of costume and fashion of the Tudor age. Writing is especially good in this subject with detailed recounts of events such as the loss of King Henry's ship, the Mary Rose. A good amount of research is completed using the Internet and CD ROMs, with pupils downloading text and illustrations to support their work.
76. The subject is well led. A new system of assessment enables teachers to track pupils' progress and the manager to check on the effectiveness of the teaching.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. **Art and design** and **design and technology** were sampled during the inspection. One lesson was seen in each subject, both involving junior pupils. Teaching and learning were satisfactory in both lessons. No overall judgement about provision in the subjects is possible and there is insufficient evidence to judge changes since the last inspection.
78. It is clear from teachers' planning and pupils' work that the full range of aspects is taught in both subjects and statutory requirements are met. In design and technology, pupils investigate commercial products before designing and making

their own. Year 3 and 4 pupils showed that they understood the criteria needed for a successful money container when they experimented with different designs, using paper for 'mock-ups.' Pupils produce design sheets to illustrate their intentions and are learning to evaluate their own and their classmates' work critically. Photographic evidence and designs show that skills, such as joining materials, are being developed appropriately and pupils experiment with different methods. The finished products on show were of average standard.

79. In art and design pupils have a wide range of experiences in two and three dimensions and standards are broadly average. Sketchbooks are used well to try out ideas. The work of known artists is used in all year groups to learn about different techniques. For example, Year 1 pupils experimented with Van Gogh's painting style to create self-portraits of a good standard. However, there are insufficient opportunities for pupils to explore the work of artists around the world. Observational drawing is developed across the school and sketches of shoes by older pupils show good attention to detail, with the use of pencil shading to add depth. In the lesson seen, pupils were developing their skills of self and peer evaluation appropriately when judging the quality of their clay pots.
80. In both subjects, relevant links are made to other curriculum areas to extend and enhance learning. For example, designing and making battery-powered lights used pupils' knowledge and understanding gained in their electricity topic in science. There is little evidence, however, of pupils studying the cultural influences in art around the world.

## **Music**

81. It is not possible to make an overall judgement on provision in music as only one lesson was observed. Discussions with pupils, and evidence from school documentation show that pupils take part in a suitable range of musical activities. In a satisfactory lesson in Years 3 and 4, pupils enjoyed singing and clapping in time to traditional singing games. Pupils showed positive attitudes and confidence in performing their favourite chant for the rest of the class. The school uses outside specialists well; for instance, visitors from the local music service work alongside teachers in class to improve their expertise and run musical workshops for pupils in school. Pupils experience music from other cultures to some extent but this aspect of the curriculum is not well enough developed.

## **Physical education**

82. It is not possible to make an overall judgement on provision as only one lesson was observed. Discussions with pupils and staff and school records indicate that pupils take part in a good range of physical activities. Older pupils participate in a wide range of sports, both in lessons and after school. There are regular swimming lessons; all the pupils in the current Year 6 can swim to the standard expected and many have progressed past this and are learning survival techniques. In a good dance lesson in Year 1, the quality of pupils' movement was considerably improved by the enthusiastic participation and demonstration of the teacher and support assistant. In a well-attended dance club after school, pupils showed obvious enjoyment in learning the routines and this contributed well to their fitness. The school arranges a good level of contribution from outside skilled professionals. This was seen in an athletics session where the expertise of the coach helped to improve pupils' skills in long jump and shot put.

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

83. Provision for personal, health, social and citizenship education is satisfactory overall and this is supported by the very good relationships in the school. The annual visit from a health promotion group provides a valuable input to important aspects, such as alcohol and drugs misuse. The school takes good advantage of specific events, such as the recent general election to raise pupils' awareness of democracy and the responsibility of being a citizen. The governing body has taken the decision not to teach sex and relationships education in school, but the visiting school nurse talks to Year 6 pupils about personal development and health issues in the summer term. Topics are generally planned at the teachers' discretion and covered in discussion time and through subject studies.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>3</b>     |
| How inclusive the school is  | 3            |
| How the school's effectiveness has changed since its last inspection | 3            |
| Value for money provided by the school                               | 3            |
| <b>Overall standards achieved</b>                                    | <b>3</b>     |
| Pupils' achievement  | 3            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>2</b>     |
| Attendance.  | 2            |
| Attitudes  | 2            |
| Behaviour, including the extent of exclusions                        | 2            |
| Pupils' spiritual, moral, social and cultural development            | 4            |
| <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                           | 4            |
| Enrichment of the curriculum, including out-of-school activities     | 3            |
| Accommodation and resources  | 3            |
| Pupils' care, welfare, health and safety                             | 3            |
| 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                 | 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).*