

# INSPECTION REPORT

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

New Mills

LEA area: Derbyshire

Unique reference number: 112904

Headteacher: Mr J Barrett

Lead inspector: L A Furness

Dates of inspection: 18<sup>th</sup> - 20<sup>th</sup> October 2004

Inspection number: 269101

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:         | 4 - 11   |
| Gender of pupils:            | Mixed  |
| Number on roll:              | 108  |
| School address:              | Longlands Road<br>New Mills<br>High Peak<br>Derbyshire |
| Postcode:                    | SK22 3BL   |
| Telephone number:            | (01663) 742 412  |
| Fax number:                  | (01663) 742 412  |
| Appropriate authority:       | The governing body                                     |
| Name of chair of governors:  | Mrs Sarah-Jayne Kenyon                                 |
| Date of previous inspection: | 19 <sup>th</sup> April 1999                            |

## CHARACTERISTICS OF THE SCHOOL

St Mary's Catholic Primary School is a small community school situated in New Mills in High Peak, Derbyshire. As the only Catholic primary school in the area it attracts pupils from a range of villages including Hayfield, Disley, Furness Vale and Whaley Bridge. Almost all pupils are of a white background and there are no pupils who have English as an additional language. One hundred and eight pupils aged four to 11 attend the school and the percentage of pupils who take up their entitlement to a school meal free of charge (1.8 per cent) is well below the national average. The percentage of pupils having special educational needs (16.6 per cent) broadly matches the national average and the percentage of pupils having a statement of special educational need (1.8 per cent) also broadly matches the national average. There are four classes; a class of Reception-age children, a class of Years 1 and 2 pupils, a class of Years 3 and 4 pupils and a class of Years 5 and 6 pupils. The class of Years 5 and 6 pupils is taught by the headteacher for two days a week and a part-time teacher for the remaining time. The class of Years 3 and 4 pupils is taught by two part-time teachers. In 2004, a high number of pupils joined the Year 6 cohort of pupils. Assessments show that the personal and academic attainment of the majority of children when they start at school in Reception mainly matches that expected for their age. However, with such small cohorts, this can vary considerably year upon year. The school achieved a government achievement award in 2001, healthy school status and a walk to school award in 2002, and an Eco school award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |              |                | Subject responsibilities  |
|--------------------------------|--------------|----------------|---|
| 8245                           | L A Furness  | Lead inspector | Special educational needs<br>Mathematics<br>Science<br>Art and design<br>Design and technology<br>Music<br>Physical education |
| 19431                          | J D Holmes   | Lay inspector  |   |
| 27677                          | D Davenport  | Team inspector | The foundation stage<br>Personal, social and health<br>education and citizenship  |
| 16761                          | M P Hemmings | Team inspector | English<br>Information and communication<br>technology<br>Geography<br>History  |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Mary's is an effective school.** By the time pupils leave school in Year 6, standards are above those expected for their age in English, mathematics and science and their achievement is good. The quality of teaching and learning is good overall and pupils have very good attitudes towards their work. The school is led and managed well by the headteacher and governors, and the school provides good value for money.

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

- By Year 6, the majority of pupils attain standards that are above those expected for their age in English, mathematics and science.
- Consistently good teaching in Reception, and in Years 3 to 6, ensures that pupils achieve well.
- Pupils in Years 1 and 2 achieve satisfactorily but more able pupils could achieve more.
- Pupils' very good attitudes and very good behaviour positively influence their learning.
- Imaginative play and outdoor provision for the Reception class are underdeveloped.
- Pupils do not know sufficiently well what are the good features of their work and how they might improve.
- A very interesting and stimulating curriculum is taught.
- Pupils' personal development is greatly enhanced by very good spiritual, moral, social and cultural provision.
- Opportunities for pupils to use their literacy, numeracy and information and communication technology (ICT) skills in other subjects are not maximised.

The school was last inspected in April 1999, when six key issues were identified. Since then the headteacher and governors have worked very hard to improve school provision and now all of the key issues identified have been rectified successfully. The school now effectively evaluates its work, accurately knows its strengths and weaknesses and is taking appropriate action to improve its identified development areas. School improvement is good overall.

### STANDARDS ACHIEVED

**Achievement is good overall.** The majority of pupils currently in Year 6 are attaining standards above those expected for their age in speaking and listening, reading, writing, mathematics and science. As the table below shows, pupils' performance in the National Curriculum tests has been consistently well above average in English and mathematics. In science, performance was much improved in 2003. In comparison with similar schools, performance was well above average in English and science, and in the top five per cent of similar schools nationally in mathematics. In 2004, similar results were attained despite the high number of pupils who joined this class during Year 6. However, caution must be attached to the comparative information of the school's test results because of the small numbers of pupils who sit the tests each year.

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | A           | A    | A    | A               |
| mathematics   | A           | B    | A    | A*              |

|         |   |   |   |   |
|---------|---|---|---|---|
| science | C | C | B | A |
|---------|---|---|---|---|

*Key: A\* – very high; 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.*

When children first start in the Reception, they display personal and academic skills that match those expected for their age. Children achieve well in the Reception class. This means that most children will exceed the early learning goals expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They are likely to attain the goals expected in physical and creative development. In Years 1 and 2, achievement is satisfactory, and although the number of pupils attaining the expected level for their age increased in 2004 from 2003, there are still concerns about the progress of more able pupils in writing, mathematics and science. The school recognises this and has put into place good strategies to improve this issue. Pupils with special educational needs make good progress in relation to their prior attainment because of the quality of support and the well-planned work that they receive.

**Pupils’ personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils have a very good understanding of right and wrong and are very sensitive to the needs of others. Pupils have a very good understanding of racial and ethnic diversity for their age. Their attitudes to work are very good and they behave very well in and around school. Attendance matches the national average and the majority of pupils arrive at school on time.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education overall. Teaching is effective and leads to a good quality of learning overall.** Teaching and learning in the Reception class and in Years 3 to 6 are good. In these classes, assessment information is used effectively to ensure good achievement and high standards. In Years 1 and 2, however, teaching and learning are satisfactory as more able pupils do not always receive work that provides them with appropriate challenge. Pupils throughout the school are not involved sufficiently in evaluating and improving their own learning. Good attention is given to the development of basic skills in English and mathematics and a very good range of extra-curricular activities enhances the curriculum. However, planned opportunities for pupils to use their literacy, numeracy and ICT skills in other subjects are not maximised. Imaginative play and outdoor provision for children of Reception age is underdeveloped. The school cares for its pupils very well. Support staff are used effectively to ensure that the differing needs of pupils are considered carefully and equality of opportunity is consequently good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** Together, the headteacher, staff and governors are committed to raising standards and they have created a positive ethos in which pupils can learn and achieve well. Governors have a good awareness of the strengths and weaknesses of the school, fulfil their responsibilities well and ensure that all statutory requirements are met.

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

The parents are pleased with the quality of education that their children receive and feel that the staff expect their children to do their best and that, as a result, they make good progress. The pupils have very positive views about the school and enjoy taking on responsibility.

## **IMPROVEMENTS NEEDED**

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

- Improve the achievement of more able pupils in Years 1 and 2 in writing, mathematics and science.
- Develop pupils' self-assessment skills and knowledge of how to improve the quality of their work.
- Maximise opportunities for pupils to use their literacy, numeracy and ICT skills in other subjects.
- Implement an effective, imaginative and outdoor curriculum for children in the Foundation Stage.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **above those** expected for the pupils' age by the end of Year 6 in English, mathematics and science and pupils' achievement is **good**.

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

- Children in the Foundation Stage (Reception) make good progress and achieve well, particularly in their personal, social, and emotional development.
- More able pupils are challenged well in Years 3 to 6.
- Pupils in Years 1 and 2 do not achieve as well as pupils in other year groups.
- There are insufficient planned opportunities for pupils to practise their literacy, numeracy and ICT skills in other subjects.
- Pupils with special educational needs make good progress and their achievement is good.

#### **Commentary**

1. The majority of Reception-age children start school with levels of attainment expected for their age. However, this can vary considerably year upon year with such small numbers of children involved. The good emphasis placed on their personal, social and emotional development and good induction procedures mean that children settle well, feeling safe and happy, and are familiar with school routines. By the end of the year, the majority of Reception-age children achieve well and are likely to exceed the early learning goals expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They are likely to attain the goals expected in physical and creative development.



2. In 2003, Year 2 pupils' performance in the National Curriculum tests was above the national average in reading and below the national average in writing and mathematics. In comparison with similar schools, pupils' performance matched the average in reading and was well below average in writing and mathematics. In science, on the basis of teacher assessment, pupils' performance at the expected level (Level 2+) was well above the national average and the average of similar schools. Performance was in the top five per cent of all schools. However, the number of pupils attaining the higher level (Level 3) was well below the national average and the average for similar schools. Over the last three years, the trend in the school's average points has been below the national trend. Over time there has been no significant difference in boys' and girls' attainment and none were noted during the inspection.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.7 (15.7)    | 15.7 (15.8)      |
| writing       | 14.2 (14.3)    | 14.6 (14.4)      |
| mathematics   | 15.4 (17.0)    | 16.3 (16.5)      |

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

3. In 2004, standards improved in all three subjects, although there were still concerns about the number of pupils attaining the higher levels in writing, mathematics and science. Pupils currently in Year 2 are attaining standards that mainly match those expected for their age in speaking and listening, reading, mathematics and science and their achievement is satisfactory. However, in writing, standards are slightly below those expected. Apart from in reading, there is limited evidence of higher attainment in any subject. The school knows that teacher expectations are not sufficiently high and that work is not always appropriately planned for pupils who are capable of more challenging work. This is being monitored carefully by the headteacher and relevant subject leaders, and through good focused support this situation is beginning to improve.
4. In Year 6, pupils' performance in the 2003 National Curriculum tests was well above the national average in English and mathematics and above the national average in science. In comparison with similar schools, pupils' performance was well above average in all three subjects and was in the top five per cent of similar schools in mathematics. Over the last three years the school's trend in average points for English, mathematics and science broadly matched the national trend. There were no significant differences in boys' and girls' attainment overtime and none were noted during the inspection.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 29.1 (28.8)    | 26.8 (27.0)      |
| mathematics   | 29.5 (28.2)    | 26.8 (26.7)      |
| science       | 29.8 (28.8)    | 28.6 (28.3)      |

*There were 17 pupils in the year group. Figures in brackets are for the previous year.*

5. In 2004, pupils' performance was similar, despite the issue of high pupil mobility in this cohort of Year 6 pupils. More able pupils were challenged effectively, particularly in English and science. In both these subjects the target agreed for the number of pupils to

attain Level 5 was exceeded well. The majority of pupils currently in Year 6 are attaining standards above those expected for their age in speaking and listening, reading, writing, mathematics and science. Assessment data indicates that the targets agreed for 2005 will be exceeded by this cohort of pupils. This is because pupils want to learn, they are highly motivated and the good quality of teaching that they experience ensures that they achieve well. Although pupils use their good literacy and numeracy skills to assist learning in other subjects, the school knows that these opportunities are not sufficiently well planned to ensure that learning is maximised. For example, when learning about forces in science, pupils were asked to produce a line graph, when they had not previously learnt how to present information in this form.

6. In information and communication technology (ICT), the majority of pupils in Years 2 and 6 attain the expected standards for their age and their achievement is satisfactory. However, pupils' progress is inhibited by an insufficient number of computers. This makes it difficult to teach basic ICT skills and for pupils to spend sufficient time on refining and practising their learning. There was insufficient evidence to make a judgement on geography, history, art and design, design and technology, music and physical education as these subjects were sampled during the inspection.
7. The school has effective systems to analyse the performance of the pupils with special educational needs. Well-focused communication between staff and parents ensures that these pupils receive good support from teaching assistants and, as a result, pupils with special educational needs make good progress and achieve well. Good provision is made for the small number of gifted and talented pupils who have been identified. As a result, these pupils are making good progress and are achieving well.

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

The school makes **very good** provision for pupils' personal development, including their spiritual, moral, social and cultural development. As a result, pupils' attitudes towards their work, and their behaviour in and around the school, are **very good**. Attendance is **satisfactory** and punctuality is **good**.

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

- Pupils have very positive attitudes towards school and they really enjoy their activities.
- Pupils with special educational needs are fully included in the school's work.
- Relationships are very good throughout the school.
- The behaviour of pupils is very good.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

### **Commentary**

8. Pupils of all ages really enjoy school and they have very good attitudes towards their learning. These very positive attitudes have a significant impact on their overall achievement. The positive and supportive atmosphere in the Foundation Stage ensures that these youngest children settle into school quickly and soon learn the routines of the class. They play and work very well with other children and show a good level of social maturity. They enjoy coming to school, concentrate very well and persevere to complete their tasks. In Years 1 to 6, pupils work very well together and share ideas and resources willingly. Relationships are very good and pupils have a very good level of trust in the

adults who work with them. They know that if any problem arises it will be dealt with promptly and fairly. The behaviour of pupils both in class and around the school is very good, although, when some teachers spent too long talking to the pupils, some restlessness was observed. Pupils say that bullying does not occur, but if it did, they are confident that it would be dealt with quickly and effectively. No oppressive behaviour was observed during the inspection and there have been no exclusions in the recent past.

9. Pupils with special educational needs are valued and fully included in the life of the school. They have very positive attitudes towards their learning, knowing that other adults and their peers will help them if necessary. They respond very well to the effective support that they receive from teachers and teaching assistants. Due to this additional support, the achievement of pupils with special educational needs is good.
  
10. Pupils are provided with very good opportunities for personal development. School assemblies and the religious ethos of the school play a major role in nurturing the spiritual and moral development of pupils. Time for reflection is an integral part of the daily act of worship and pupils are very conscious of those who need help. They collect willingly for a variety of charities. Pupils celebrate their personal and collective achievements with joy and pride. They clearly know right from wrong and learn to follow rules and be self-disciplined. Social development is very good through initiatives such as the 'buddies' and the mentoring system. Pupils are enthusiastic about the school council, seeing this as an opportunity to be involved in the school's work. Pupils elect the council members, who take their responsibilities seriously. Older pupils help around the school with small tasks such as preparing the hall for assembly and supervising the doors in and out of the school. They also act as reading partners with the younger pupils. Visitors are welcomed into school and pupils are very friendly and courteous towards them. Cultural development is very good. The pupils experience many visitors to the school who discuss with them local environmental issues. They visit places of interest, for example York and Chester. Very good links are made with a school that has pupils from a wider range of ethnic backgrounds, so that the pupils of this school have a better understanding of life in a multicultural society.
  
11. Attendance matches the national average and is satisfactory. Punctuality is good, with very few pupils late in a morning and therefore lessons are able to start promptly. The majority of parents support the school procedures to promote attendance and the majority conscientiously notify the school if their child is to be absent.

**Attendance in the latest complete reporting year 2002-2003 (%)**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 4.7 | School data:         | 0.4 |
| National data:     | 5.4 | National data:       | 0.4 |

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

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

The school provides a **good** quality of education. Teaching is **effective** and leads to a **good** quality of learning. Assessment is **satisfactory**. Curricular provision is **good** and the care and support given to pupils are **very good**. Links with the community and other schools are **good**.

## Teaching and learning

The quality of teaching and learning is **good** overall.

### Main strengths and weaknesses

- Good teaching and learning in the classes of Years 3 to 6 pupils result in good achievement.
- Good use of assessment information, questioning and high expectations are strong features of the good teaching in Years 3 to 6.
- Children's love for learning is fostered well in the Foundation Stage.
- Low expectations and lack of challenge are weaknesses of the teaching of Years 1 and 2 pupils.
- The interactive whiteboards are an effective teaching resource.
- Pupils are not provided with enough information, through marking and target setting, to help improve their learning.
- Teaching assistants provide valuable support and are effective in what they do.

### Commentary

12. The table below shows the quality of teaching observed during the inspection; it is good overall. As in the last inspection, all of the teaching seen was at least satisfactory and in Reception, and the classes of Years 3 to 6 pupils, teaching was consistently good. The teachers of Years 3 to 6 pupils have good subject knowledge which they use to plan appropriate activities. Activities are planned carefully for pupils at all levels of attainment. In Years 3 to 6, teachers use assessment data well so work is carefully matched to individuals' needs. This shows good improvement since the last inspection when use of assessment information was judged to be unsatisfactory. As a result, tasks are challenging for pupils at all levels of attainment, including those with special educational needs and higher attainers. Teachers' expectations of pupils are therefore high, but well focused on their ability. Expectations are rooted securely in the use of assessments carried out at the end of lessons, when a plenary session might be used to check up on what pupils have learned, or to extend learning in preparation for the next lesson. At the end of a Years 5 and 6 mathematics lesson, for example, the teacher used relevant problems to check pupils' understanding of the relationship between multiplication and division. Questioning is used well to involve all pupils and to develop their speaking and listening skills. These skills are also actively encouraged when pupils have the opportunity to discuss ideas in small groups and with 'talking partners'. Pupils greatly enjoy these opportunities to collaborate and respond maturely to their teachers' instructions.

#### **Summary of teaching observed during the inspection in 17 lessons**

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 0         | 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.*

13. The teaching of children in the Foundation Stage is good and this has a positive effect on their learning. The staff manage the children's behaviour well. Their very good relationships with the children and clearly established classroom routines underpin the staff's approach. The way that staff frequently praise children's efforts and achievements fosters children's confidence and love of learning very well. Basic skills are taught skilfully and there are good assessment procedures for tracking children's progress which staff use successfully to plan the next steps in their learning. Support staff are deployed effectively in lessons and make a positive contribution.
14. Teaching and learning of pupils in Years 1 and 2 is mainly satisfactory with some unsatisfactory features. Assessment information is not used as well as it should be and activities are often lacking in challenge. More able pupils in particular do not receive appropriate work and often they finish their work very quickly. Then time is wasted as the teacher tries to find them some other work to do. This was seen in a mathematics lesson when it was quite evident that the Year 2 pupils knew the names of two- and three-dimensional shapes and the independent activities given merely consolidated what they already knew. Good support is being given to rectify these weaknesses and improvements are being made. A good feature of teaching in this class is the use of ICT. The good use of the interactive whiteboard engages the interest of the pupils effectively. In English, mathematics and science lessons, programs were used successfully to illustrate key teaching points to the pupils. In Years 5 and 6 also, the teachers use the interactive whiteboard to enhance pupils' learning.
15. Although the use of assessment information overall is now much better than in the previous inspection, pupils are not sufficiently involved in improving their learning. Teachers mark pupils' work consistently but the comments made do not always clearly explain to pupils why their work is good or how they might improve. Pupils have learning targets but do not fully understand them and little reference is made to them during lessons.
16. Teaching provision for pupils with special educational needs is good. The teaching assistants are well briefed about their roles before lessons start. There is good teamwork between teachers and assistants, which provides a good role model for the pupils and enhances their learning. The teaching assistants relate well to the pupils and this fosters positive attitudes to learning. Pupils are given good support in tasks that are well planned to meet their needs and enable them to make good progress towards the targets in their individual education plans.

## **The curriculum**

Curricular provision is **good**. The school provides **very good** opportunities for enrichment, including **very good** extra-curricular provision. The accommodation is **very good** and resources for learning are **satisfactory**.

## **Main strengths and weaknesses**

- The breadth of curricular learning opportunities is good.
- Provision for pupils with special educational needs is good and all pupils are fully included in all that the school has to offer.

- There are insufficient planned opportunities for pupils to use their literacy, numeracy and ICT skills in other subjects and resources are limited.
- Pupils' learning is effectively enhanced by a very good range of enrichment opportunities.
- Provision for pupils' personal, social and health education and citizenship is very good.
- The accommodation makes a very good learning environment although opportunities for outdoor provision in the Foundation Stage are underdeveloped.

## Commentary

17. Significant improvements in curriculum development have been made since the previous inspection. National guidance is used which has been adapted appropriately to support curricular planning and to meet the specific needs of the pupils of this school. The breadth of curricular opportunities is good. All pupils, including the Reception-age children, have the opportunity to go swimming and this contributes well to their overall physical achievements. Effective links are made between subjects such as art and design, design and technology, history and music, which pupils say make their learning interesting and fun. However, although satisfactory, there are too few planned opportunities for pupils to use their literacy, numeracy and ICT skills across the curriculum.
18. The curriculum for children in the Foundation Stage is good overall. It is clearly linked to national guidance with a varied range of practical activities planned for all areas of learning that are well matched to the children's needs. This is an inclusive school in which all pupils have equal access to all learning activities. All pupils are fully included in all aspects of school life and are well prepared for the next stages of education. The provision for pupils with special educational needs is good and the curriculum also caters effectively for pupils identified as able, gifted or talented.
19. The very good planning for pupils' personal, social and health education and citizenship permeates all aspects of the school's work. Pupils speak enthusiastically about the very good range of enrichment activities. These activities include after-school clubs, open to pupils of all ages, inter-school sporting activities and the annual residential visit for older pupils, which effectively extend pupils' interests and develop their social skills and understanding of life in a multicultural society. In addition, pupils have very good opportunities to participate in performances both in and away from school, for example singing with the Kinder Choir, working with artists and musicians and learning to play a musical instrument. These activities, together with the good range of visits and visitors to the school, very effectively enrich the curriculum and make a very positive contribution to pupils' personal development and to their overall progress and achievement.
20. Staffing levels are good and the support staff are deployed appropriately to enable those pupils with special educational needs to be taught in small groups and to receive more individual attention. This has a positive impact on their learning. Significant improvements have been made to the accommodation since the last inspection, particularly in terms of the Foundation Stage outdoor area and in the administrative and the quiet working areas. However, as it is only very recently that the school has had a secure outdoor area designated for Foundation Stage use, opportunities for outdoor provision, including the resources to develop children's physical skills, are underdeveloped. The school's indoor accommodation is bright, very well maintained and effectively enhanced by attractive displays that celebrate the pupils' achievements.

Although there is a suitable range of resources to enhance teaching and learning, resources for ICT are limited.

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

The school provides **very well** for the care, welfare, health and safety of its pupils. Pupils are given **good** academic and pastoral support, based on **good** monitoring and evaluation information. Pupils' views are sought and valued **well** and this enables them to play an active role in making decisions about their school.

### **Main strengths and weaknesses**

- Very good attention is paid to ensuring pupils' health and safety within a very caring and supportive environment.
- Pupils have very good, trusting relationships with adults in the school.
- There are very good procedures for settling new pupils into the school.
- Procedures for tracking and evaluating pupils' academic progress and their personal development are good.
- The involvement of pupils through seeking and valuing their views is good.

### **Commentary**

21. There are very good procedures in place for child protection, with the person responsible having had up-to-date training. First-aid training has been provided for all staff to enable them to deal appropriately with any accidents or emergencies that may occur. Daily routines are well planned and action is taken within school to minimise any hazards. Risk assessments are carried out as required to cover general health and safety matters and the governing body is effectively involved in this work. The school makes very good efforts to promote healthy living through its personal, social and health education and citizenship programme.
22. The very strong family ethos that is evident in the school results in very good relationships at all levels. Pupils are greatly valued as individuals and staff work very well together to support all pupils in their academic and personal development. Staff and pupils are well known to each other and interact well, both inside and outside the classroom. Because of this, pupils feel happy, confident and safe. There are very good procedures in place for introducing children into the Reception class. In the summer term, these children come into school and spend time in their classroom, ensuring that they are familiar with the environment. This helps them to settle quickly into everyday school routines when they enter Reception in September. Pupils who join other classes throughout the year are looked after very well. They have 'buddies' allocated to them who make sure they feel at home and are able to take a full part in the life of the school.
23. The school is now successful in using assessment information to inform future lesson planning and to give pupils advice, support and guidance as to how to do better, both personally and academically. This is mainly because of the much improved tracking and target-setting procedures that allow accurate information to be collected about the progress that pupils make. The use of inspection information was judged to be unsatisfactory in the last inspection. The school works well with specialist support

agencies, such as the educational psychologist and the education welfare officer. This ensures that pupils with special educational needs receive the support and guidance they need to learn and make good progress.

24. Arrangements for seeking pupils' views and enabling them to become involved in the daily life of the school are good. Discussions with pupils indicate they consider that the teachers and other adults listen to their ideas and opinions. They raise issues through the school council and become increasingly mature in the way they do so as they grow older. For instance, the council has proposed the creation of a 'holy place' in school, where pupils can go for quiet personal reflection. The school appreciates pupils' opinions and responds well to their suggestions. This makes the pupils feel valued and is successfully developing a sense of pride within themselves and of their school.

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

The school's work with parents is **good**. **Good** links are made with other schools, colleges and the local community.

### **Main strengths and weaknesses**

- The majority of parents think well of the school.
- The school effectively utilises the community, including other schools and colleges, to support pupils' learning.
- There are good arrangements in place for the transfer of pupils to the local secondary school.

### **Commentary**

25. Earlier in the year the school carried out its own survey of parental perceptions of the school which, at that time, indicated that there were no areas of concern. Using this information and that from the parents' meeting held prior to the inspection, it is evident that parents think well of the school. They appreciate the way the school tries hard to involve them with its work and activities, such as class assemblies and school performances, are very well attended. There are a good number of parents who help in school on a regular basis and who are willing to support other events, including out-of-school visits. Previous pupils and teachers of the school are invited to share their memories with the pupils, and this has a good impact on the pupils' understanding of life in the past.
26. The school provides parents with good information about the curriculum which enables them to understand what their children are doing and to help them in supporting their children's learning. A numeracy evening has been held which parents found interesting and informative. Parents have the opportunity to attend a consultation evening twice a year. Annual reports give a clear picture of what their children can do but the targets for improvement are not always clearly identified.
27. The school prospectus and the governors' annual report to parents fully meet requirements and are helpful and informative. Parents feel happy to approach the school to discuss any issues of concern. A parent new to the area was particularly pleased at the way her child was helped to settle into school. The parents and teachers association is



supportive and raises funds which are used to help purchase equipment. Recently it raised funds to replace the curtains, with a parent undertaking the task of making them in order to save money. The making of the 'story sacks' took place with strong parental support.

28. Good links exist with the receiving secondary schools, which help to promote a smooth transition and minimise disruption to the pupils' education. Good links with the local primary schools result in inter-school sporting activities, and good community involvement ensures that many visitors come into the school and pupils have the opportunity to work with people outside of school. For example, the school choir works closely with the Kinder Choir and it is actively involved in local singing projects. Very close links are established with the church and pupils attend church on a regular basis as well as for special events such as Harvest festival, Christmas and Easter. The involvement of parents, grandparents and the community in the work of the school has a beneficial impact on the pupils' learning. The school has maintained its good position in this aspect of its work since the previous inspection.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher leads the school well and is well supported by other key staff. The school is **effectively** managed and governance is **good**.

### **Main strengths and weaknesses**

- The headteacher shows clear vision and is committed to ensuring that pupils' achieve well
- Monitoring and evaluation procedures are greatly improved since the previous inspection.
- The good governing body supports and challenges the headteacher and is involved well in school improvement.
- The monitoring and evaluation roles of subject leaders, other than English and mathematics, are insufficiently developed.
- Financial management is very good.

### **Commentary**

29. Leadership and management have improved considerably since the previous inspection when they were judged to be unsatisfactory. All the key issues have been rectified well and the leadership and management of the school are now firmly focused on improving provision in this school. The headteacher provides good direction and he successfully encourages all staff to work together well as a team, where staff are able to contribute their ideas knowing that their opinions are valued.
30. Monitoring and evaluation procedures are good. Test data is rigorously analysed and strengths and weaknesses identified. These weaknesses are then documented appropriately as development areas in the school improvement plan, which is a useful tool to drive school development. The checking of pupils' work and of teachers' planning alongside regular observations of lessons is a strong feature of the English and mathematics subject leaders' work. A timetable for monitoring and evaluation is in place so all know what is expected throughout the year. Teachers receive regular feedback information about what is working well and about how to improve the quality of teaching

and learning in their classrooms. This information then becomes the focus of the next round of monitoring and evaluation activity, or if appropriate, become objectives for performance management. Performance management is seen to be an integral part of improving the quality of teaching and learning. Through these monitoring and evaluation activities the leadership of the school is very aware of what needs to be done to improve teaching and learning in Years 1 and 2 and effective strategies have been put into place which are beginning to impact on the achievement of pupils in these year groups.

31. The governors are now much more involved in strategic planning and their monitoring arrangements are much more thorough than at the time of the previous inspection. There are good systems in place to check upon the work of the school, linking financial planning, curriculum development and school improvement together. Governors have a good understanding of strengths and weaknesses and have assumed their role of support and challenge well. The governors, headteacher and English and mathematics subject leaders work together well as a team, ensuring that any necessary improvements happen. However, the monitoring and evaluation roles of the subject leaders of other National Curriculum subjects are developed less well and this has been identified by the school as an area for development.
  
32. Financial management is very good. Careful, regular checking of finances ensures the governing body is able to take action very quickly if any projected shortfalls in finances are anticipated. For example, by regularly checking income against expenditure it was possible to avoid a possible redundancy, which would certainly have had to happen if early action had not been taken. Although the balance carried forward appears to be more than is considered to be appropriate, this figure includes targeted funding to provide specialist teaching in ICT. Also, some of the money is earmarked to manage the government initiative of managing workload reform. Best value principles are considered well, with the governors evaluating carefully the impact of spending decisions on pupils' achievement.

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 368,743 | Balance from previous year          | 42,366 |
| Total expenditure          | 360,045 | Balance carried forward to the next | 51,063 |
| Expenditure per pupil      | 2,400   |                                     |        |

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

**AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is good. Most children start school with levels of attainment typical for their age, although this can vary considerably with such small cohorts of children. All children, including those with special educational needs, achieve well because of the good teaching and support that they receive. The quality of teaching has improved since the last inspection when it was judged to be satisfactory. Although it is early in the school year, evidence shows that most children are likely to exceed the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They will attain the goals expected in physical and creative development.

Leadership and management are good. Very good induction procedures and information to parents ensure that the children settle quickly into school routines. The staff and adult helpers work very well with the children and successfully create a safe and secure learning environment which contributes positively to the children's learning. The well-planned curriculum provides a varied range of practical activities that are well matched to the children's needs. Work is regularly assessed, progress is recorded well and the information is used effectively to plan future work. Very recently the accommodation has been extensively improved and the school is now in a position to greatly improve the outdoor provision it offers these young children.

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

Provision for personal, social and emotional development is **very good**.

### **Main strengths and weaknesses**

- Personal, social and emotional development is promoted very well in all areas of learning.
- Good teaching promotes very good attitudes to school and to learning.
- Children work and play very well together.
- Behaviour is very good because relationships are very good.

### **Commentary**

33. The provision for children's personal, social and emotional development permeates all areas of learning. Teaching is good and the children achieve well, attaining standards above those expected for their age. They are very happy to come to school and are well cared for and supported in a safe and secure learning environment. The children settle quickly into school life and follow well the established routines as they check themselves in for morning registration. They have coped very well with the disruptions that the recent building work has created. The children work and play very well together and behave very well because of the very good relationships they form with adults and with each other. They are developing good personal skills and independence as they get changed for physical activities, take turns and handle equipment and resources with care. Good, lively teaching fosters enjoyment in learning and praise is used very well to boost the children's confidence and self-esteem. As a result, the children show very good attitudes in lessons, listen attentively, follow instructions carefully and concentrate well on their activities.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching is good and language skills are promoted at every opportunity.

- Role-play activities are currently underdeveloped.
- Good emphasis is placed on the teaching of letter sounds and letter formation through a good range of well-planned activities.
- Children have very good attitudes to their work because it is interesting and fun.

### **Commentary**

34. The quality of teaching is good and the varied range of practical activities effectively promotes language skills across all areas of learning. As a result, the children achieve well and early indications are that the majority of children are likely to at least meet the expected standards, with a significant number exceeding them, by the end of their Reception Year. Speaking and listening skills are developing well through the good opportunities provided for the children to speak about their work and personal experiences such as their holiday diaries. Most children speak clearly and confidently, using a good range of vocabulary to show their understanding of, for example, autumn and harvest time. They quickly learn words to poems and songs, which they perform with obvious enjoyment. However, play activities to further enhance language skills and opportunities for imaginative play are underdeveloped. Children listen to stories with interest and enjoyment and show a good understanding of the main points. They have made a good start on learning to read and spell as they recognise letter sounds and shapes and simple rhyming words and incorporate these into their writing activities. All children show very good attitudes to learning which they find interesting and fun because of the teacher's lively delivery and good use of resources. The well-briefed teaching assistant contributes well to the children's achievement as she successfully encourages them to use and extend their language and literacy skills in other areas of learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good with a well-planned range of practical activities to engage the children's interest.
- Children greatly enjoy their work and show good levels of concentration.
- Children have a sound mathematical vocabulary, which they use well in number and shape work.

### **Commentary**

35. Most children can accurately count numbers to 10 with a significant number working to 18 and beyond. They show a sound understanding of concepts such as 'one more than' and 'one less than'. Most children enjoy counting activities and are beginning to accurately add together two numbers to 10. Well-planned practical activities, such as the comparison of different sized objects help to develop the children's understanding of 'longer' and 'shorter' and the number rhymes and games used to consolidate learning, motivate the children well. During a shape activity, children showed good levels of concentration as they accurately named two-dimensional shapes such as circle, square, triangle and rectangle. They then used these shapes to make robot pictures. Overall, teaching is good and the support staff contribute positively to the children's mathematical development. As a result, the children achieve well.

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

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

### **Main strengths and weaknesses**

- Children's curiosity is stimulated well by a good range of practical activities.
- Teaching is good and children achieve well.
- More adult intervention is needed when children use the computer.

### **Commentary**

36. Good teaching and well-planned practical activities stimulate the children's curiosity and develop their observational skills well. As a result, the children make good progress and achieve well. They learn about the local environment through visits and visitors, observe the building work in progress and develop their understanding about personal growth through a visit by a mother and her new baby. All children have a secure understanding of the changing seasons and they confidently discuss the work of the farmer and changes to the environment during autumn. Children's work with construction kits and games introduces them effectively to modelling and making structures. However, although most children show appropriate 'mouse' control when using the computer, more adult intervention is needed to ensure that all children access the programs correctly.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children enjoy the activities planned for them.
- There needs to be a greater emphasis on the development of skills during physical education lessons.
- Outdoor provision is underdeveloped.

### **Commentary**

37. Children enjoy their physical activities and participate enthusiastically in them. They develop their manipulative skills well through their regular access to construction materials, and writing, painting, cutting and sticking equipment. All children go swimming in their Reception Year and this effectively enhances their physical development. They use space effectively to jump, jog and run and they stop and start well at given signals during physical education lessons. However, the teacher's planning does not allow for the progressive development of physical skills and time during lessons is not always used to the best effect. As a result, the children do not achieve as well as they could in this area of learning. Teaching and learning are satisfactory. The outdoor area is currently underdeveloped and, consequently, the children have limited opportunities to develop further their physical skills by using large play and climbing equipment and wheeled toys. However, the school has plans to develop this area in the near future.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good and resources are used well.
- Children enjoy their creative activities, which are appropriately linked to other areas of learning.
- Opportunities for imaginative play are limited.

### **Commentary**

38. Children enjoy the good opportunities provided to draw, paint and make pictures and models from a variety of media. The children's work is often related to other areas of learning as, for example, they record the recent building work through sketches and paintings, make collage self-portraits and construct suitable homes for hedgehogs. Children enjoy music and achieve well because they are well motivated by the good lively teaching and the good use of resources. Singing is tuneful and enthusiastic and the children are developing a good sense of rhythm as they add accompaniments with a variety of percussion instruments. However, opportunities for imaginative play are limited as the class has only recently moved into this room and clearly defined imaginative play areas have not yet been established.

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

### **ENGLISH**

The provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils currently in Year 6 are attaining standards that are above those expected for their age and their achievement is good.
- Although standards in writing in Years 1 and 2 are improving, the pupils do not achieve as well as those in Years 3 to 6.
- Pupils have very positive attitudes to the subject, which contribute well to the good progress that they make.
- Marking does not indicate clearly to pupils how they might improve their work.
- There are insufficient planned opportunities for pupils to practise their literacy skills in other subjects.
- Leadership and management are good and have a positive effect on the standards that pupils attain.

## Commentary

39. Standards in speaking and listening, reading and writing are above age-related expectations for the majority of pupils in the current Year 6, which shows that they achieve well. In Year 2, the majority of pupils are attaining standards that mainly match those expected for their age in speaking and listening and reading and their achievement is satisfactory. However, in writing, standards are slightly below those expected. To improve the quality of writing of pupils in Years 1 and 2 the school has been working closely with a literacy consultant from the local education authority. As a result, a variety of strategies have been put into place. These have included using a range of writing frames to improve the formation and structure of sentences, and starting joined handwriting in Year 1. Pupils have more opportunities to write at length and the group writing activities are now more focused. However, some of the writing activities given to pupils, particularly higher attaining pupils, are not challenging enough.
40. Teaching overall is good. Teachers of Years 3 to 6 pupils plan their lessons well, so that activities build effectively on previous work. Consequently, pupils' literacy skills are progressively developed. These activities are also well matched to the pupils' different abilities so that all are appropriately challenged and achieve as well as they can. During the introductions to lessons, there is good interaction, with a balance of contributions from the teacher and pupils. Questioning is used well to involve all pupils and develop their speaking and listening skills. These skills are also actively encouraged by pupils having opportunities to discuss ideas in small groups and with 'talking partners'. Consequently, pupils are confident when speaking both in small groups and to larger audiences. Teachers have high expectations of pupils' performance and good skills in explaining ideas so that pupils are clear about what they are to learn. This was evident in a lesson for pupils in Years 5 and 6 in which they made good progress in their ability to improve their written work by editing it. Pupils enjoy their written work and are provided with good quality opportunities to experience a wide range of genres. During discussions, they suggested story writing could be made more interesting by them being given the chance to write, at length, using their own ideas as a starting point. The teaching of Years 1 and 2 pupils is mainly satisfactory and, consequently, pupils do not make as good progress or achieve as well as pupils in Years 3 to 6, where the teaching is more focused on pupils' prior attainment.
41. Teachers give pupils many opportunities to read for different purposes and, in so doing, enable them to develop their reading skills well. They are encouraged to select information books from the library to research information for their work in history and geography, and are given time to read for pleasure. As a result, pupils talk enthusiastically about their favourite authors and books. The school is obviously helping pupils to develop an enjoyment of reading. Teachers do not always use marking effectively to suggest to pupils how they might improve the quality of their work. Teaching assistants give good support and play an important role in the progress made by pupils, particularly those with special educational needs. Opportunities to use ICT are satisfactory.
42. The subject leader makes a valuable contribution to pupils' achievement and the standards they attain. The strategies she has helped implement, to improve teaching and learning in Years 1 and 2, are beginning to prove successful in raising achievement. For example, reading attainment has improved considerably since 2003 when they were too few pupils attaining the higher level. In 2004, the number of pupils attaining the higher level exceeded the national average. The monitoring of the subject leader is good and it has enabled her to create a useful action plan to further improve provision through the school. The curriculum is good, and

assessment procedures are thorough, giving a clear picture of individual pupils' attainment and the progress they make as they pass through the school. Pupils show a great deal of enjoyment in their literacy work, responding very positively in all lessons. Their behaviour is very good, which helps them to concentrate on their activities and have a high work rate. They present their work very well, which shows they take pride in what they do. These attitudes make a positive contribution to the standards they achieve. There has been good improvement since the previous inspection.

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

43. There are too few planned opportunities for pupils to practise and refine their literacy skills in other subjects. Pupils have opportunities to use their research skills to find out about different periods in history, such as daily life in Ancient Greece. They write accounts of their investigations in science and make accurately labelled scientific diagrams. Pupils are able to develop their speaking and listening skills during class discussions and when they report back to the rest of the class about what they have learned during the lesson. However, these activities are not focused on developing specific literacy skills and the school acknowledges that this is an area for development.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils currently in Year 6 are attaining standards that are above those expected for their age and their achievement is good.
- In Years 1 and 2 more able pupils do not achieve as well as they should.
- Pupils are not involved sufficiently in evaluating their own learning.
- Planned opportunities for pupils to use ICT in this subject or for them to use their numeracy skills in other subjects are insufficient.
- Leadership and management are good.
- End of year assessment information is used well to inform future learning.

### **Commentary**

44. The majority of pupils currently in Year 6 are working at levels above those expected for their age and their achievement is good. Pupils have a good knowledge of number facts and they use a good range of strategies for solving number problems. The majority understands how the inverse of multiplication or division can help them to solve number problems. In the National Curriculum tests for Year 2 pupils in 2003, performance was below the national average and the number of pupils attaining the higher level was well below both the national average and the average for similar schools. Strategies were put into place to rectify this and in 2004 all pupils attained the expected level (Level 2+). However, there were still concerns with regard to the number of pupils attaining Level 3. The school identified that the level of challenge has not always been appropriate in the class of Years 1 and 2 pupils and day-to-day assessments were not effectively informing future learning. Careful monitoring of this by the subject leader is showing that progress is being made and the grouping arrangements now in this class are more appropriate to pupils' needs. However, there is still work to be done to ensure that pupils' achievement is as good as that in Years 3 to 6. Pupils currently in Year 2 are working at levels



expected for their age and achievement is satisfactory. Pupils who have special educational needs achieve well. This is because of the good support that they receive. For example, those who have specific mathematical difficulties are given individual support so that they build up confidence and skills in small steps.

45. The quality of teaching and learning is good overall. It is good in Years 3 to 6 and satisfactory in Years 1 and 2. In the good lessons, teachers demonstrated a good command of the subject and this helped them to give clear explanations to pupils. Lesson planning is effective. Teachers always insist on high standards of behaviour and because of this, and pupils' very good attitudes to work, they are productive and enjoy their work. ICT resources are used well by all teachers to facilitate learning but there are too few planned opportunities for pupils themselves to use this resource. Throughout the school the feedback given to pupils is satisfactory but insufficient to help them to understand fully how to improve their work. For example, the marking of books is largely restricted to comments such as 'well done' or relies on ticks or crosses. There are missed opportunities to highlight successes. This is particularly the case in problem-solving work, where such comments would be useful. Although pupils have learning targets, pupils do not fully understand them and little reference is made to the targets during lessons.
46. Leadership and management are good. The subject leader has worked hard to improve provision since the previous inspection and good improvements have taken place. More rigorous monitoring and evaluation procedures are in place and assessment information is used now more effectively to inform future learning. Thorough analysis of end-of-year assessment information has resulted in gaps in pupils' learning being identified. This information has then been incorporated into teachers' planning.

### **Mathematics across the curriculum**

47. There are satisfactory opportunities for pupils to apply their mathematical skills in other subjects. In science, for example, they use graphs, charts and tables and they measure using a range of units. However, these opportunities are not specifically planned for, and this results in sometimes a mismatch between the expectations of the science curriculum and the data handling skills of the pupils.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils' performance in the Year 6 National Curriculum tests is above the national average.
- Good teaching in Years 3 to 6 results in pupils achieving well.
- There is good emphasis on investigative and experimental science.
- Rigorous tracking and target-setting systems are not in place.
- Pupils do not clearly understand what are the good features of their work and how they might improve.
- Teachers do not systematically plan how pupils' developing literacy, numeracy and ICT skills might be used in this subject.

## Commentary

48. Pupils' performance in the Year 6 National Curriculum tests in both 2003 and 2004 was above the national average. Results in 2004 indicate that more able pupils are challenged well. Pupils currently in Year 6 are attaining standards that are above those expected for their age and achievement is good because of the good teaching that occurs in Years 3 to 6. There is a good emphasis on developing the skills of investigation and experimentation in these year groups. In Year 2, pupils' performance in 2003 was well above the national average for the number of pupils attaining the expected level (Level 2) but was well below the national average for the number of pupils attaining above the expected level (Level 3). The school was quite rightly concerned about this apparent lack of challenge for more able pupils and has put into place good strategies to improve upon this. In 2004, again performance was very good in relation to the number of pupils attaining Level 2 and there was an increase in the number of pupils attaining Level 3. This indicates that the school's strategies are beginning to have an impact on the learning opportunities of pupils who are capable of higher attainment. Pupils currently in Year 2 are attaining standards that broadly match those expected for their age and achievement is satisfactory. Pupils who have special educational needs achieve well. This is because of the good support they receive, particularly from the teaching assistants.
49. Teaching is good overall although there is a difference in the quality of teaching in Years 1 and 2 to that in Years 3 to 6. Good teaching is exemplified by good questioning and clear explanation skills were seen in a good lesson for Years 5 and 6 pupils. The teacher's good subject knowledge enabled her to effectively explain the difference between a prediction and a hypothesis. Good progress was made as pupils learnt the difference between these two skills, having the opportunity to apply their learning in planning an investigation of air resistance. In Years 1 and 2, teaching is mainly satisfactory. Throughout the school, pupils' knowing about how well they are doing is an area for improvement. Written marking does not clearly show pupils what are the good features of their work and how they might improve. Pupils are not involved in evaluating their own learning and comments made by teachers do not always relate to developing scientific thinking. Although pupils do have opportunities to use their numeracy skills in this subject, teachers do not plan systematically to use these skills, which results sometimes in pupils being asked to record information on graphs with which they are not familiar. Opportunities to develop pupils' literacy and ICT skills are not maximised in all classes.
50. It is not possible to make an overall judgement on leadership and management as the subject leader has very recently taken up this post. She is enthusiastic, has good ideas and provides a good model for teaching to other members of staff. The scheme of work is based on nationally produced guidelines, which ensures continuity of learning throughout the school. However, although regular assessments are made of pupils' learning, there is no tracking or target-setting system in place to ensure that all pupils make appropriate progress. Provision in this subject has improved since the previous inspection and overall improvement is good.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

### Main strengths and weaknesses

- The curriculum is broad and balanced, covering all aspects of the subject.
- Pupils have very good attitudes to their work.
- Insufficient numbers of computers limit the time that pupils have for the hands-on experience needed to improve their basic skills.
- The use of a specialist teacher once a fortnight enhances teaching and learning.
- There are not enough opportunities for pupils to use ICT to support learning in other subjects.

### **Commentary**

51. The majority of pupils in Years 2 and 6 reach the expected standards for their age and their achievement is satisfactory. The curriculum is planned well so that all aspects of the subject are covered satisfactorily. Pupils enjoy ICT and speak very enthusiastically about the work they have done. The way that teachers encourage pupils to work collaboratively in pairs at the computers makes a good contribution to their personal and social development and this collaboration has a positive impact on the progress pupils make.
52. Although teaching and learning are satisfactory, pupils' progress is inhibited by an insufficient number of computers. This makes it difficult to teach basic ICT skills and for pupils to spend sufficient time on refining and practising their learning. However, teachers do try their best to overcome these difficulties and, in so doing, enable pupils to make at least satisfactory progress. Teachers have secure subject knowledge and explain, as well as demonstrate, new ideas and techniques clearly and precisely. Consequently, pupils are clear about what they are to learn and what is expected of them. Lessons are planned well to maintain the pupils' interest and concentration, and activities are often linked to their own experiences. This was evident in a lesson for pupils in Years 3 and 4 about learning how to use the 'cut and paste' commands to create a variety of invitations for friends and family. A specialist teacher working with pupils on a regular basis enhances provision effectively. This was seen to good effect when her teaching led to Years 5 and 6 pupils making good progress in understanding how to use a graphics-modelling program, to create a plan of their classroom. Two classrooms have been fitted recently with interactive whiteboards, which teachers are beginning to use well to enhance pupils' learning.
53. Leadership and management are satisfactory, with the subject leader having created a good, focused action plan for taking the subject forward. The school is currently exploring ways of providing more computers in classrooms to enable pupils to use ICT, when they want, as a means of developing their learning in lessons, independently of the teacher. Also the school knows it needs to improve its assessment and record-keeping procedures as it does not as yet have a clear picture of pupils' attainment, or the progress they make throughout the school. Overall, there has been satisfactory improvement since the previous inspection.

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

54. There are not enough opportunities for pupils to practise and refine their ICT skills to support and enhance work in other subjects. However, there are some good examples of pupils using the Internet well as a means of researching information, particularly in science and history.

Pupils are also able to use their word-processing skills to help add interest to their writing in English, for example by changing font style, size and colour.

## HUMANITIES

There was insufficient evidence to make a judgement about provision, standards, achievement or teaching and learning in **geography** or **history**. Discussing work with pupils and looking at their books and displays indicate that there is good curricular provision in both subjects, so that all pupils experience a broad range of relevant and interesting experiences. Visits to places of educational interest, as well as a residential stay for older pupils, are used well to provide further significant learning opportunities. For instance, in history, pupils have visited the Deva Centre and Manchester Museum. In geography, pupils have made good use of the local heritage centre to develop their knowledge and understanding of the environment in which they live. Leadership and management are secure but monitoring procedures are underdeveloped, and so there is a lack of a clear picture of the quality of education, in both subjects, throughout the school. Assessment procedures are at an early stage of development and do not yet provide teachers with sufficient information about pupils' attainment and the progress they make. Pupils have opportunities to employ their numeracy skills in geography when using co-ordinates in their map work, and in history when sequencing chronological events on a timeline. There is some use of ICT to enhance pupils' work in these subjects, for example, researching information on the Internet, but the school recognises that the planned use of literacy, numeracy and ICT skills is an area for further development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgements in provision, standards or achievement are made in **art and design**, **design and technology**, **music** and **physical education** as these subjects were sampled during the inspection. However, it is evident that these subjects are used well to provide pupils with the opportunity to develop their creativity, and programmes of work are in place to ensure that learning is continuous throughout the school.

55. Pupils speak very enthusiastically about their **art and design** and **design and technology** activities. It is evident that pupils have good opportunities to use a range of different materials, including paint, collage, wood and clay. Older pupils show a good understanding of the work of different artists, including Van Gogh, Picasso and Andy Warhol. In design and technology, pupils have made a range of different objects, such as picture frames, shelters and chairs. Sometimes their design and make activities are linked to other subjects of the National Curriculum. For example, Years 5 and 6 pupils have made pots and masks in response to their history topic of Ancient Greece.
56. **Music** is given a high status in the school. All pupils all have the opportunity to play a musical instrument and specialist teachers and visiting musicians greatly enhance music provision. The school choir is very good and pupils' singing is of a high standard. Choir members say how much they enjoy this activity and singing practices are seen to be fun occasions. Pupils' spirituality and their social development are advanced through their singing performances, for example at the Christmas performance, the harvest festival and singing with other choirs in the area. The subject leader strongly influences the quality of singing in this school.
57. Good opportunities are provided for pupils to develop their physical skills. Pupils throughout the school say they thoroughly enjoy **physical education** lessons, having regular games lessons outside in the playground, gymnastic lessons in the school hall and all pupils in the school have swimming lessons. Therefore, by the time pupils leave

the school in Year 6, they are all able to swim at least 25 metres. There are good opportunities provided for the pupils to attend after-school sporting clubs, for example football, netball and cricket, and football coaches from a local football club provide specialist coaching sessions for interested pupils. All clubs are well attended.

58. Leadership and management of these subjects are satisfactory. All the subject leaders have good ideas for their subject and know what they want to do to improve provision. However, their monitoring and evaluation roles, although satisfactory, are not developed sufficiently well and they have not had the opportunity to thoroughly check provision. The school is aware of the need to improve this aspect of their role and the recently produced yearly monitoring timetable identifies when this is to happen. Resources overall are good in these four subjects.

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

Personal, social and health education and citizenship were sampled and, as no lessons were seen, it is not possible to make an overall judgement on provision or teaching and learning. However, it is evident that this area of learning permeates all aspects of the school's work and contributes in great measure to the pupils' very good attitudes, behaviour and personal development. A well-planned programme of work provides support for pupils' developing awareness of citizenship, healthy and safe lifestyles, personal growth and relationships. This includes teaching pupils about sex and relationships, the dangers of drugs, and racial equality. Learning is promoted well across most areas of the curriculum, through assemblies and through the school council, which enables pupils to have an active role in the development of the school. The very good range of after-school clubs, pupils' participation in sporting and musical activities, and visits and visitors to the school further enhance pupils' personal development. Thinking of the needs of others is further promoted through, for example, the 'buddy' system, the distribution of harvest hampers within the community, and the pupils' awareness of those less fortunate than themselves as they raise money for local and national charities. The very good relationships between adults and pupils enable pupils to openly discuss and resolve issues and concerns important to them. Within the school's very caring ethos, pupils feel valued and gain in confidence and self-esteem. As a result, they become caring, mature and responsible young people who are well prepared for life beyond the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

|  |          |
|--|----------|
| <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  | 4        |
| 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  | 4        |
| How well the curriculum meets pupils' needs                      | 3        |
| Enrichment of the curriculum, including out-of-school activities | 2        |
| Accommodation and resources                                      | 2        |
| Pupils' care, welfare, health and safety                         | 2        |
| Support, advice and guidance for pupils                          | 3        |
| How well the school seeks and acts on pupils' views              | 3        |
| The effectiveness of the school's links with parents             | 3        |
| The quality of the school's links with the community             | 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).*