

# INSPECTION REPORT

**All Saints Catholic Primary School**

Glossop

Derbyshire

Unique reference number: 112900

Headteacher: Mrs M Brierley

Reporting inspector: Mr M J Johnstone  
21114

Dates of inspection: 7.2.00 – 11.2.00

Inspection number: 190354

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided R.C.
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Church Street Glossop Derbyshire
Postcode:	SK13 7RJ
Telephone number:	01457 852756
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. Father Joseph Keogh
Date of previous inspection:	18.11.96

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Malcolm Johnstone	Registered inspector	Mathematics Science Geography History Physical Education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Bernard Eyre	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work with parents?
Daniel Kilborn	Team inspector	English Information technology Art Design technology Music Under Fives Special Educational needs	Pupils' attitudes, values and personal development. How good are curricular and other opportunities?

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6-9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10-12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12-14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14-15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15-16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17-18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20-23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24-34</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Old Glossop on the border of Lancashire and Derbyshire. It is a small voluntary controlled Roman Catholic primary school for pupils aged 4-11 years old. It has 112 full-time pupils on roll divided into five classes. There is a small playgroup on the premises for children from two and a half years to school age. Taken together, pupils' attainment on entry is similar to that found nationally with the full range of ability represented. About sixteen per cent of the pupils have been identified as having special needs; a percentage that is lower than the national average. There are no pupils who have English as an additional language. About three per cent of the pupils are known to be eligible for free school meals. This is below the national average. There have been staffing difficulties and changes over the past two years. Four teachers have left and two newly qualified teachers have been appointed. The headteacher has been on long-term sick leave since November 1999. A senior teacher has been acting headteacher since that time.

### **HOW GOOD THE SCHOOL IS**

All Saints Catholic Primary school is providing a satisfactory standard of education. Disruption caused, essentially, by staffing instability has meant that progress with the action plan has been uneven. The school has maintained the strengths identified in the previous inspection and overall improvement since that time has been satisfactory. A large percentage of the teaching is at least satisfactory and almost a half is good. Improvement has been particularly marked since the acting headteacher took over in November 1999. New and established staff, with the support of the governing body, have worked hard and effectively to minimise disruption to pupils' learning. This has been largely successful. Standards remain good by the end of Key Stage 2; there are very good relationships in the school and there is a commitment to improvement. The school provides satisfactory value for money.

#### **What the school does well**

- There are very good relationships and staff work and plan well together.
- The acting headteacher has led the school well.
- By the end of Key Stage 2, pupils attain good standards in English, mathematics and science.
- Pupils are given a very good start to their education in the mixed reception and Year 1 class.
- The behaviour and attitudes of the large majority of pupils is good. In Key Stage 1 and Years 3 and 4, it is very good.
- There is a strong family atmosphere and care and consideration permeate the life and work of the school.

#### **What could be improved**

- Leadership and management in relation to the effectiveness of the monitoring of teaching and learning and the role of the governing body in holding the school accountable for its performance.
- The use of assessment to inform planning.
- At the end of Key Stage 1, in comparison with similar schools, standards in English and mathematics are not yet high enough.
- The accommodation. There is no hall. The school has limited playground space and facilities for the physical development of children who are under five.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory improvements since the previous inspection in November 1996. Key issues relating to the development of the role of co-ordinators and the monitoring of teaching have been adversely affected by changes in staffing. This has involved the reallocation of duties on a small staff. There is only one teacher in the school who was in post at the time of the previous

inspection. There has been effective monitoring of literacy by the co-ordinator and this has been extended to include numeracy. All co-ordinators currently in post have had revised job descriptions and core subject co-ordinators have had opportunities to visit classes in order to evaluate standards across the school. This is at an early stage of development. The headteacher undertook some monitoring of the quality of teaching in all classes. This has been developed more systematically by the acting headteacher to include written evaluations and constructive dialogue. Standards in music have improved, but concerns about the progress of pupils in aspects of physical education remain. This is due in large part to accommodation problems. There are now schemes of work for all subjects and these have helped teachers to plan more effectively for the development of knowledge and skills from year to year. There are sound assessment and recording systems for English and mathematics, but information is not used sufficiently to inform planning. With the more settled staffing picture and good leadership by the acting headteacher, the school is well placed to make further improvements.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	A*	C	A	A	Well above average A Above average B Average C Below average D Well below average E
Mathematics	A*	C	A*	A	
Science	D	B	A	A	

It should be borne in mind that the results refer to small cohorts of pupils and hence can vary markedly from year to year. The 1999 results were not published since only 9 pupils took the tests. The table above shows that standards were well above average in all subjects. In mathematics, the school's results were in the highest 5% of schools nationally. In all three subjects, standards were high enough to be well above those of similar schools. Inspection evidence indicates that standards for the pupils who are now in Year 6 remain high enough to be above the national average in all three subjects, but are not as high as in 1999.

In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading and mathematics were similar to the national average and in writing were a little below. In comparison with similar schools, standards were well below average and were not high enough. Evidence from the inspection indicates that standards for the pupils who are now in Year 2 have improved overall, but in English and mathematics, they are still not high enough.

Standards in information technology are in line with national expectations by the end of both key stages. In all other subjects, most of the work seen was similar to that expected for pupils' age with some good work in design and technology, music, art and swimming. Inspection of religious education and collective worship is being undertaken by a separate Section 23 inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children under five in the Reception class are happy, secure and confident. Attitudes to learning are good for most pupils throughout Key Stages 1 and 2. Most pupils are interested, concentrate well and are enthusiastic about their work. Small minority of older pupils in Key

	Stage 2 find it difficult to settle to work.
Behaviour, in and out of classrooms	Good for the large majority, Children under five, Key Stage 1 and Years 3 and 4 are very well behaved both in and out of the classroom.
Personal development and relationships	Good overall, good opportunities to take on responsibilities. Relationships very good.
Attendance	Satisfactory, broadly in line with the national average. Not as high as at the time of the previous inspection.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is satisfactory overall and has a beneficial impact on pupils' learning. Teaching is satisfactory or better in 95 per cent of lessons, good in 25 per cent and very good in a further 20 per cent. Teaching of children who are under five is very good with 70 per cent of teaching very good and none less than satisfactory. In both key stages, the teaching of literacy and numeracy is satisfactory and sometimes good. This has a good effect on the standards achieved and pupils' progress. The literacy hour is well established and a good start has been made to the numeracy hour. All teachers are enthusiastic and committed and this transmits well to the pupils. Most of the teaching provides suitable challenge for all abilities, but in a few lessons there is insufficient pace and rigour in the teaching. Assessments of pupils' progress are not used sufficiently to inform subsequent lesson planning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad and relevant curriculum that caters appropriately for all pupils. Opportunities for the development of gymnastics and dance limited by school not having its own hall
Provision for pupils with special educational needs	Good overall. Effective additional support helps pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Clear and effective codes of behaviour based in strong family atmosphere. Spiritual, moral and social development is good and cultural development satisfactory. Learning about other cultures and faiths not so strong.
How well the school cares for its pupils	Effective systems are in place and pupils are well cared for.

The school has a satisfactory partnership with parents. They are becoming increasingly involved in the life of the school. Parents make good use of the two formal consultation evenings. A number of parents give high quality support to the teachers in the 'booster' reading programme and in classroom activities. Parents help with pupils' reading by commenting on progress in reading diaries, and support work in mathematics spelling and topic work. This has a positive impact on the attainment and progress of the pupils. Annual reports have too little information on how pupils might improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The acting headteacher, new and established staff are working well as a team. Good innovations have been targeted at appropriate areas, although some are at an early stage of development. Progress has been more rapid since the staffing situation has been settled and the acting headteacher took over at the beginning of the academic year. The acting headteacher and co-ordinators have a good grasp of what needs to be done to move the school forward.
How well the governors fulfil their responsibilities	The governors are well involved in finance, premises and staffing issues. They fulfil their statutory role effectively. The governors are beginning to extend their role as critical friend and in holding the school accountable for its standards and quality of learning. This is at an early stage of development.
The school's evaluation of its performance	Satisfactory overall. Performance in English, mathematics and science is evaluated and weaknesses are targeted. The quality of teaching is evaluated, but is not focused rigorously enough on improvement.
The strategic use of resources	The governors have a good tradition of seeking best value for money when considering new developments to the buildings. The accommodation is adequate, the levels of staffing and learning resources are good and used well. Taking into account the quality of teaching, the standards and progress of the pupils and the effectiveness of management, the school provides satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Standards in literacy and numeracy.</li> <li>• The school is helping children become mature.</li> <li>• The school expects my child to work hard.</li> <li>• The school works closely with parents.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• The school is approachable.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities for physical education.</li> <li>• Leadership and management</li> <li>• Consistency of homework</li> <li>• Information about children's progress</li> <li>• Greater range of interesting out-of-school activities</li> </ul>

Inspectors agree with parents' positive views. Whilst most resources are good, the facilities for physical education are unsatisfactory. The lack of a hall does have a negative effect on pupils' progress in gymnastics and dance. There are some weaknesses in aspects of the leadership and management of the school. There are some inconsistencies in the provision of homework, but the amount is similar to that found in most schools. The annual reports do not contain sufficient information about how pupils might improve. There are two formal consultation meetings each year and teachers are available to discuss pupils' progress at any reasonable time. This is similar to the position in most schools. Inspectors consider that given the size of the teaching staff, a satisfactory range of extra-curricular activities is provided.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1 Children enter school with attainment that is similar to the national average, although the full range of ability is represented. By the age of five, most pupils attain the desirable learning outcomes in all the areas of learning and often make very good progress. Their progress in the development of physical skills is not as rapid as it might be. This is due to the lack of a large indoor space and a suitable outside play area.

2 In interpreting the school's results in national tests, it should be borne in mind that the results refer to small groups of pupils and results can vary markedly from year to year. The 1999 group of Year 6 pupils consisted of one boy and eight girls and, consequently, comparisons of performance based on gender are unreliable. There are seven boys and six girls in the current Year 6 class. Three pupils in this group have special educational needs; there were none in the 1999 group. This may well be reflected in the performance of pupils in the national tests at the end of this academic year.

3 In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading and mathematics were similar to the national average and in writing were below. In comparison with similar schools, standards were well below average in all three subjects and were clearly not high enough. In reading, the percentage of pupils attaining the average level 2 and the above average level 3, was close to the national average. In writing, the percentage attaining level 2 was a little below average, but no pupils attained the higher level. In mathematics, the percentage of pupils attaining level 2 was above average, but few pupils attained the higher level. Teachers' assessments closely matched the pupils' performance in the tests for reading and writing, but in mathematics, they overestimated the percentage that attained the higher level. This was due to a few pupils who were on the margin of level 2 and 3. Also, a newly qualified teacher, who was still coming to grips with the system, took this class. The school's overall points score is higher than in 1998, but except in writing, is not as high as in 1996. Inspection evidence indicates some improvement brought about by the literacy and numeracy strategies and school targeting of writing. Standards are close to the national average, but in English and mathematics, they could be higher.

4 In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards were well above average in all subjects. In mathematics, the school's results were in the highest 5% of schools nationally. In all three subjects, standards were high enough to be well above those of similar schools. In English and mathematics, the school has maintained the high standards of 1997, despite a drop in 1998. In science, results have improved year on year. In all three subjects, the percentage of pupils attaining both the average level 4 and the higher level 5 was well above average. The school's points score is markedly higher than at the time of the previous inspection. Teacher assessments closely mirrored test results. Inspection evidence largely concurs with this picture of attainment. Standards for pupils who are now in Year 6 are high enough to be above the national average, but not as high as in 1999. This is a larger group of pupils and has three pupils with special needs. Progress is good in Years 3 and 4, but uneven in Years 5 and 6. From September to November, Years 5 and 6 were in one large class of 38 pupils. Scrutiny of work shows that progress at that time was unsatisfactory. The class was re-organised into two age specific classes and staffing was stabilised in November. Work scrutiny and observation of lessons indicate much better progress since then. This is now satisfactory and sometimes good.

5 Appropriately challenging targets have been set and take good account of the different abilities within the group. In English, the target is for 85 per cent of pupils to attain the average level and above. This is achievable, given the current level of support available to the middle and lower attaining pupils. In mathematics, the target is for 92 per cent to attain the average level and above. This may be a little too ambitious given the number of pupils who have special needs.

6 In all subjects, pupils who have special educational needs make progress that is similar to all other pupils and, where there is additional and targeted support, progress is often good. They

receive good support in the numeracy hour when working in groups. This helps them keep pace with the rate of learning of others in the class.

7 In English, in both key stages, progress in speaking and listening is good and standards are above average. In Key Stage 1, pupils listen very well in lessons, particularly to stories and introductions to the literacy hour. They develop confidence in speaking in front of others through good opportunities provided in all lessons. Good progress is maintained for most pupils through Key Stage 2. Higher attaining pupils sustain arguments well and speak clearly. In both key stages, progress in reading is mostly good. Good teaching of letter sounds impacts well on the gains that pupils make. Pupils read books that offer suitable challenge and most average and higher attaining pupils read with understanding and fluency. Pupils take books home regularly and are supported effectively by parents. This is very beneficial and impacts well on pupils' confidence and progress. Pupils who receive additional help from the Reading Partnership Scheme are well supported by the trained adults and make good progress. Pupils in Year 6 are well aware of their levels of attainment and know what they have to do to improve. This has a good effect on their progress. Progress in writing is satisfactory in both key stages and the picture is improving. Greater emphasis on writing, spelling and handwriting throughout the Key Stage is having a good effect. The emphasis on the development of grammar and punctuation in the literacy hour is proving beneficial. Most older pupils have developed distinctive handwriting styles and present their work well. Pupils advance well in writing for different purposes and extend their vocabulary well by using a dictionary and thesaurus effectively.

8 Literacy skills are used effectively in other subjects. Speaking and listening skills are developed well in discussion sessions across all subjects. Reading supports research work in history and geography. Pupils use different forms of writing to give good support to science, history, geography and religious education. Computers support literacy well and are used at both key stages in the drafting and editing of pupils' written work.

9 In mathematics, pupils make mostly satisfactory progress throughout Key Stage 1. They develop a secure understanding of place value and number operations. Pupils' mental mathematics skills are improving due to regular opportunities in the numeracy hour. Higher attaining pupils develop effective mental strategies to work out calculations. Most pupils advance well in using simple diagrams and symbols in their work. In Key Stage 2, pupils build effectively on their numeracy skills. Higher attaining pupils have a good grasp of place value and addition, subtraction, multiplication and division to two decimal places. Pupils develop a good mathematical vocabulary as they move through the school. In both key stages, insufficient opportunities are taken to encourage pupils to explain their methods and reasoning and this slows down their progress in this aspect. Pupils use their numeracy skills well in subjects such as science, history, design and technology and geography.

10 In science, pupils make satisfactory progress as they move through both key stages. Pupils develop a good general scientific knowledge and vocabulary and most progress well in their understanding of scientific concepts. Progress in experimental and investigative science is not so rapid because teachers do not give sufficient emphasis to this aspect.

11 Attainment in information technology is in line with the national expectation in most aspects of the subject and progress is satisfactory. This is a similar judgement to that made in the previous report. There are limited opportunities for pupils to experience control and modelling in Key Stage 2 and they make insufficient progress in this aspect of their work. Pupils have good opportunities to use the computer and develop their skills in other subjects and this has a good effect on their learning.

12 Standards have been at least maintained in most other subjects with some improvement in aspects of subjects. In art, at both key stages, standards meet the expectations for pupils' age with some work involving painting in the style of great artists of good quality. Work in design and technology is as expected for pupils' age at both key stages and progress in lessons is mostly good. In history and geography at both key stages, work is as expected for pupils' age and progress is satisfactory. The work and pupils' progress in music has improved, mainly due to the appointment of two teachers with specific musical expertise. The work seen in physical education is at the standard expected for pupils' age. In swimming, progress for most pupils is good, and for the pupils who

attend local swimming clubs it is particularly rapid. Concerns remain about progress in gymnastics and dance. There is no hall in the school and pupils have very limited access to a large hall at a local school.

### **Pupils' attitudes, values and personal development**

13 The school aims for pupils to develop positive attitudes to learning, to become independent learners and to show care, concern, love and respect for other people and the world in which they live. Most parents believe that the school is effective in developing good attitudes and values and this is confirmed by the findings of the inspection. Children under five in the reception class are happy secure and confident. Pupils develop well as co-operative learners with very good progress in Key Stage 1 and in the Year 3 and 4 class. They sustain involvement in a range of activities and work with increasing independence.

14 Attitudes to learning are good for most pupils throughout Key Stages 1 and 2. Most pupils are interested, concentrate well and are generally enthusiastic about their lessons. They enjoy coming to school, quickly settle to tasks, work hard and listen very well to their teachers. Relationships throughout the school are very good and this has a positive impact upon the progress made and the standards attained. Adults provide good role models and treat pupils with fairness and respect. Most pupils take a pride in their work and are very keen to share their achievements with teachers, fellow pupils and visitors. There is a small minority of pupils in Years 5 and 6 who sometimes display immature attitudes and a lack of concentration in some lessons. This has a negative effect upon their own progress and sometimes that of fellow pupils. Pupils in Years 5 and 6 have been adversely affected by the disruption caused by staff absences in the last year and by being together in a large class of 38 pupils for most of the term before the inspection.

15 Behaviour in school is mostly good in and out of the classroom. Parents' responses support this inspection evidence. Pupils play well together on the limited playground space available at break and lunchtimes. Sensible school and class rules based on Christian principles are prominently displayed in school. Pupils also behave well despite the extremely cramped conditions of assemblies where they listen well and show good respect for the occasion. When inappropriate behaviour does occur, it is dealt with well. Pupils treat resources with care and show a good respect for property. They are polite and courteous to visitors and are proud of their school. They are aware of the clear school policy and systems should bullying occur and no examples of bullying were seen during the inspection. Over the past academic year no pupils have been excluded.

16 The personal development of pupils is good. They are given good opportunities to act as monitors in class, they give out and collect in resources and books sensibly, help with apparatus for physical education and keep their classrooms well organised and tidy. Older pupils accept responsibility for younger pupils at break times and help with dining room tasks. Pupils with special educational needs have good attitudes towards their work and take part in all activities with confidence. They know that their efforts will be valued and supported by their teachers and other adults with whom they work. Some older pupils have additional responsibility as house captains and this, coupled with the house points system throughout the school, encourages personal development through achievement. Some older pupils consulted would like the opportunity to be more involved in the life of the school by more regularly participating in decision making. All would additionally welcome the opportunities for a residential experience.

17 Attendance is satisfactory and has a beneficial impact on learning. The percentage is slightly below the average for primary schools and is not as high as at the time of the previous inspection. There remains little unauthorised absence. Parents are made aware of the importance of regular attendance in the annual reports they receive. Almost all pupils are punctual and lessons begin on time.

## HOW WELL ARE PUPILS TAUGHT?

18 The quality of teaching is satisfactory overall and has a beneficial effect on pupils' learning. Teaching is satisfactory or better in 95 per cent of lessons, good in 25 per cent and very good in a further 20 per cent. Teaching of children who are under five is very good with 70 per cent of teaching very good and none less than satisfactory. In Key Stage 1, almost 50 per cent of the teaching is good, much of this in Year 1. In Key Stage 2, where there are three teachers who have been in post only since the start of the academic year, teaching is satisfactory. Ten per cent of the lessons seen were unsatisfactory, but the remaining 90 per cent were at least satisfactory. Teaching was good in 28 per cent of lessons. Most of the good teaching in this key stage occurred in the mixed Year 3 and 4 class taken by the newly qualified teacher. It is difficult to judge how far the teaching has improved since the previous inspection since only one of the current teaching staff was still working in school at that time. It is clear that many of the strengths have been maintained and weaknesses in planning and classroom organisation have been successfully addressed.

19 The teaching of literacy and numeracy skills is satisfactory and sometimes good. There is little variation in quality between the two key stages. All teachers have a securely established literacy hour and are coming to grips with the numeracy hour. This is impacting well on the effectiveness of learning in both key stages. The regular and well-targeted mental session at the beginning of numeracy lessons is sharpening pupils' skills of rapid recall and having a good effect on progress. At both key stages, the sharing of literacy and numeracy targets with the class is effective in ensuring that pupils increase their understanding and know what they need to do. Teachers frequently ask, "have you met your target today?" Teachers' secure knowledge of the development of basic skills in both literacy and numeracy enables them to ask effective questions and to develop the pupils' vocabulary effectively. Phonics (reading by letter sounds and combinations) is taught well and pupils develop good competence in reading as they move through the school. Teachers are placing greater emphasis on the development of pupils' writing and spelling, but this is relatively recent and has not yet impacted sufficiently on standards and progress.

20 In both literacy and numeracy lessons, lively introductions, including the good use of resources, is effective in capturing pupils' interest and enthusiasm. In the literacy hour, Big Books are used well to maintain a brisk reading pace when the class read together. This impacts well on their confidence and enjoyment. In both literacy and numeracy, group work is usually effective in meeting the needs of different ability groups, although in a minority of lessons, this is not as effective as it might be. In the most effective lessons in both key stages, teachers' enthusiasm and planning in this aspect has a good effect on pupils' attitudes and enjoyment and they respond well to the challenge the sessions bring. This is an improvement since the previous inspection when this aspect of pupils' development was weak. Higher attaining pupils are given work that offers satisfactory challenge in most literacy and numeracy lessons and this has a good effect on their progress. In both literacy and numeracy, closing discussion sessions are used well to share ideas, evaluate the work covered and celebrate achievement. These are mostly successful and develop pupils' confidence, self-esteem and understanding well. In a minority of lessons where this is not so effective, critical appraisal is not used to show pupils how their work might improve.

21 The teaching of science is satisfactory in Key Stage 1 and Years 3, 4 and 5. All teachers have a secure knowledge and plan their work satisfactorily. Teachers provide pupils with good knowledge and develop the correct vocabulary. In this aspect of their work, teaching is effective and impacts well on pupils' progress. Overall, at both key stages, most teachers do not provide sufficient opportunities for pupils to engage in practical activities and plan their own investigations. This has a negative impact on pupils' progress in experimental and investigative science. Work in the science books of the pupils in Year 6 showed improvement in presentation and progress since November 1999. However, teaching in the lessons seen for this year group is unsatisfactory. In the two lessons seen, there is a lack of rigour and pace in the lessons and no materials and resources to provide sufficient stimulation and independent investigation.

22 Children who are under five are well taught and make good progress. Good knowledge of how young children learn, good relationships, planning and organisation are key strengths. Pupils who have special educational needs receive good levels of support in most subjects and well-targeted teaching based on objectives in their individual education plans is effective. Teaching in

information technology is satisfactory overall. Computers are used well to support learning in other subjects. There are few opportunities provided for pupils to develop control and modelling skills and progress in this area is unsatisfactory. Music and art are taught well in Key Stage 1 and satisfactorily in Key Stage 2. Teaching in design and technology is mostly good in both key stages. The teaching of history, geography and physical education is mostly satisfactory, but swimming is well taught and pupils make good progress.

23 In all subjects, at both key stages, the very good relationships, teamwork and enthusiasm of all the teachers are strengths in the teaching. They have a good effect on pupils' learning, attitudes, confidence and desire to improve. Expectations of behaviour are high in the large majority of lessons, although the inappropriate behaviour of a small minority of pupils is not always handled firmly enough. This affects the continuity of the lesson and slows down the progress of the pupils concerned. In all subjects good use is made of support staff and parent helpers. Support staff are involved in planning and understand the objectives of the lessons. This enables them to develop pupils' learning effectively and impacts well on their progress. Teachers use computers to support lessons effectively and this has a good effect on the development of skills and knowledge in connection with the lesson and also by consolidating computer skills.

24 Homework supports learning well in most subjects, but is not consistently used across all classes. The introduction of homework diaries helps parents gain a greater understanding of what pupils are learning and strengthens pupils' interest and enthusiasm. Across all subjects, the use of assessment to inform subsequent lesson planning is underdeveloped. This has a negative effect on pupils' progress since teachers do not have all the evidence at their disposal. This means that pupils are not sufficiently encouraged to overcome difficulties and move on to new learning. The quality of marking is inconsistent, varying from good with clear targets for improvement in Years 3, 4 and 6 to basic ticks with little or no comment in other year groups. Pupils respond well to the constructive marking. A pupil in Year 6 rewrote a piece of work after reading the teacher's comment because he also considered it was not his best. Presentation of work is good in Years 5 and 6, but varies and is sometimes untidy in other classes.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

25 The curriculum is generally broad and balanced reflecting the requirements of the National Curriculum. It is linked to a positive set of aims soundly based on Christian principles to help each child achieve his or her potential. Good experiences have been maintained in the foundation subjects despite an increasing emphasis on literacy and numeracy. The literacy hour is well established, a good start has been made to the numeracy hour and these coupled with a good range of learning opportunities are impacting well on pupils' learning. The quality of the provision for children under the age of five is very good with an appropriate range of well-planned learning activities firmly based on an appropriate early years curriculum. Provision for pupils with special educational needs throughout the school is good. The school's provision for the spiritual, moral, social and cultural development of pupils within its main curriculum is good overall. There are satisfactory links to secondary schools to which the pupils transfer.

26 The school provides a broad range of opportunities which meet the interest, aptitudes and needs of all pupils. Careful analysis of test results has produced effective strategies for improvements in English, Maths and Science. This has at least maintained the high standards in these subjects when pupils leave the school. There is some difference in the performance of boys and girls in the Key Stage 1 tests for 1999, but this is due to the very small numbers of girls in the cohort. Individuals are well supported and staff know their pupils well. Individual learning plans for those pupils with special educational needs are good overall with clear targets set in literacy and numeracy. They also include strategies to improve behaviour where appropriate. Some plans, however, are too general and not sufficiently focused on small clear steps to achieve success. Non-teaching staff are well deployed across the school to support pupils. Adult helpers and parents in a reading partnership scheme give good additional support and this has a good effect on pupils' progress. The school has a clear homework policy and an appropriate range of homework is given to pupils across the school with increasing amounts for older pupils. There are inconsistencies in the amounts and regularity between classes, but overall homework makes a good contribution to

standards in reading in particular. Weaknesses in the curriculum provision relate to a lack of emphasis on using and applying investigative skills in mathematics and science at both key stages. At Key Stage 2, there are few opportunities for pupils to develop control and modelling skills in information technology. Not enough emphasis is placed on experimental and investigative work in mathematics and science. These weaknesses slow down overall progress in these subjects.

27 Implementation of the literacy strategy is successful. This is reflected in the improved Key Stage 2 test results for 1999 for English as well as mathematics and science. The provision for personal, social and health education is good overall, although there is no policy or systematic programme to warn pupils of the dangers of the misuse of drugs. The governors have made a clear statement on sex education preferring to leave this as the responsibility of the parents.

28 School assemblies are used well to promote the Catholic values of the school with Celebration assemblies providing good opportunities to value the achievements and successes of all pupils. Older pupils prepare assemblies for their class and write their own prayers and plays. These impact positively upon pupils' personal and social education by encouraging them to show initiative and gain confidence in performing in front of others.

29 The spiritual, moral and social development of the pupils is good and their cultural development is satisfactory. This impacts well on pupils' personal development, attitudes and behaviour. Outside school assemblies, pupils have opportunities to develop spiritual values through work in literacy, art, music and science. In the most effective lessons, pupils are provided with stimulating experiences which challenge their imagination. They are encouraged to value the world about them and the need for conservation. This was evident in Year 6 science lessons on the importance of conservation of the earth's finite resources. The teaching of the difference between right and wrong, moral and social education is good. The school and class behaviour codes have a high profile and personal and group targets in many lessons encourage pupils to achieve their best. Cultural development is focused mainly on providing good opportunities to study Western European art, literature and music. There are insufficient opportunities to make use of centres of differing ethnic cultures and religions in order to prepare pupils for life in a multi-cultural society. Work across the curriculum is enhanced by visits to museums, art galleries, theatres and local places of historical and geographical interest. A good range of visitors from the community supports pupils' learning about the community in which they live.

30 The range of extra curricular activities are at a level expected for a school of this size with 50 per cent of older pupils and most teaching staff involved in sport, music, chess and mathematics activities. These have a good effect on the personal and social development of pupils who volunteer to participate. There are no opportunities for pupils to participate in a residential experience away from school.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31 The school has good arrangements to secure the health, safety and welfare interests of pupils. This contributes effectively to the caring and supportive environment in the school. The strengths identified in the previous report have been maintained and weaknesses successfully addressed. There are now good written guidelines and policies for behaviour and health and safety procedures. In recent months, these have been appropriately reviewed, risk assessments have been conducted, and an appropriate action list has been produced. This includes a review of security arrangements. Although staff training in child protection has not been identified in the school's development plans, it is now recognised that changes in staffing make this necessary. There is a clear commitment to ensure that this aspect of school life has the attention it deserves.

32 The school has recently revised its behaviour policy including strategies to eliminate oppressive acts such as harassment. There are suitable rewards and sanctions that are understood by pupils. The policy is generally effective, although immature behaviour in class and over boisterous conduct at play by some older pupils sometimes detracts from this overall good picture. There was no evidence of bullying during the inspection. Pupils knew what course of action to take should it occur. There are effective measures to promote good attendance and parents have been

informed of the school's expectations in this regard.

33 Procedures for assessing pupils' attainment and progress are satisfactory overall. There are strengths in English, mathematics and science and for children who are under five, but weaknesses in other subjects. Teachers keep good reading records and diaries in which parents and teachers record significant features of pupils' progress. The school has developed useful portfolios of pupils' work in literacy and numeracy and begun to develop similar personal portfolios. These give teachers valuable information about strengths and weaknesses in pupils' work. Regular testing takes place after major units of work in English, mathematics and science. There are good procedures for children who are under five. Teachers effectively track pupils' experiences and progress towards the desirable learning outcomes and they use assessment information on entry to group pupils and meet their different needs effectively. This has a beneficial effect on their attainment and progress. There are good procedures to monitor the progress of pupils who have special needs against the targets in their individual education plans. There has been good progress in all these areas since the acting headteacher took over. The use of assessment is good for the children who are under five and for pupils who have special needs. In all other aspects, the use of assessment is underdeveloped and does not support pupils' progress sufficiently. Teachers do not make best use of the information available to plan in the medium and short term.

34 All teachers and support staff understand pupils' personalities very well and are sensitive to their individual needs. This has a good effect on the pupils' welfare and pastoral interests. The support and guidance available for pupils who have special educational needs and for those children who are under five is good and impacts well on their learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

35 The school has maintained the satisfactory partnership with parents identified in the previous report. The large majority of parents express good levels of support for the school in most areas of its work. There is some concern from a minority of parents about insecurity in the leadership and management of the school and about inconsistencies in setting homework and the lack of extra-curricular activities.

36 Parents are becoming increasingly involved in the life of the school. A number give high quality support to the teachers in the 'booster' reading programme and in classroom activities. Parents make good use of the two formal consultation evenings. They are well attended and the quality and range of information shared by teachers is appreciated. When recent changes to split a large mixed Year 5 and 6 class into two age distinct units was taken, parents were involved in the consultation process. Teachers appreciated the comments made and this had a good effect on relationships. Parents help with pupils' reading by commenting on progress in reading diaries and support work in mathematics, spelling and topic work. This has a positive effect on the attainment and progress of the pupils.

37 The written reports that parents receive are satisfactory overall, although there are weaknesses. There are perceptive remarks about the attitude of the pupil to his or her own work, but they do not define what it is that needs to be improved in order to accelerate learning. Whilst the reports meet requirements to report on each subject, there is no space in the report for parents to include their evaluation of the progress that has been made.

38 Informative newsletters, including individual classroom information are produced on a regular basis. They provide a good range of information. Teachers reinforce this process by giving out information in assemblies. Homework diaries are also used to convey information to parents and for them to respond with messages back to the school. This combines to make the flow of information between home and school helpful and effective. The school brochure and the governors' annual reports meet statutory requirements. They are informative and clearly set out what it is that the school has achieved, as well as the routines to provide a secure educational environment.

39 Although there is no formally constituted parents' association, generous assistance is provided from parents in support of local, national and third world charities that the school supports.

Parents also provide assistance with the school's community initiatives, the school has a well deserved reputation for its involvement in the Glossop Carnival where parents, pupils and teaching staff work together to generate a community spirit. Parents also assist in the school's work amongst the elderly and infirm.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40 The leadership and management of the school is satisfactory overall, although there are weaknesses. The school has explicit aims and values related to the Roman Catholic faith and to the development of each pupil's full potential. These are reflected in the work of the school. There is a good ethos characterised by a strong family atmosphere and care and consideration of others.

41 There have been staffing difficulties and changes over the past two years. The headteacher has been on long-term sick leave since November 1999, four teachers have left and two newly qualified teachers appointed. Bearing in mind the size of the teaching staff, these have been significant factors in the development of the school and have led to some disruption in pupils' learning. A significant minority of the parents expressed some concerns about the leadership and management of the school. These were mostly related to staff changes and the absence of the headteacher.

42 The school is now in a much more settled period and pupils' progress is at least satisfactory and often good. The pace and appropriateness of change has been more rapid and focused since the acting headteacher took over in November 1999. There is a clear commitment to improvement, good relationships and equality of opportunity. The acting headteacher provides clear direction for the work and development of the school. She leads by example and motivates the staff well. All staff work effectively as a team and reflect on their teaching and the quality of learning. Lesson review sheets in all teachers' planning files encourage them to reflect on the successes and failures in lessons. The development of procedures for monitoring and evaluating teaching was a key issue in the previous report. Bearing in mind the 50 per cent teaching commitment of the headteacher, a satisfactory programme of monitoring started after the previous inspection, but was curtailed by absence and staff changes. There has been good monitoring of the literacy hour involving the co-ordinator, literacy governor and local education adviser. A similar system has begun for numeracy. These have been effective in developing aspects of teaching, including writing and mental mathematics. The acting headteacher has implemented a much more systematic and structured programme. This involves written evaluations of lessons observed and follow-up discussion of strengths and weaknesses. This is beginning to have a good effect on teachers' self-evaluation of their strengths and weaknesses and is improving the overall quality of teaching. Most systems are at an early stage of development and are not yet sufficiently rigorous.

43 All staff, except the newly qualified teacher, have responsibility for more than two curriculum areas and most co-ordinators are new to the posts. They are becoming involved in the monitoring of teachers' planning and key co-ordinators have had some time to visit other classes in order to access standards and teaching in their areas of responsibility. This is at a very early stage of development. Evidence points to this aspect of their role being underdeveloped prior to the start of the academic year. They were not allocated budgets in order to gain experience of management of finances and prioritising need. This now happens and is effective in involving all staff in seeking value for money.

44 The school has identified appropriate targets and is beginning to review progress towards them more effectively. The National Curriculum assessments together with results of the school's own testing in English and mathematics have identified weaknesses in writing and mental mathematics. These have also shown that standards by the end of Key Stage 1, in comparison with similar schools, could be higher. Improvements are coming about in these areas as a result of targeted planning. Good target setting for classes in literacy and numeracy throughout the school and the introduction of targets for individual pupils is a promising recent initiative and is beginning to impact on pupils' progress. There is a satisfactory school development plan that identifies appropriate priorities linked to the action plan from the previous inspection. This has been shared with staff and governors, but they have not been sufficiently involved in its development and review. There is no evidence of shared ownership and this limits its effectiveness.

45 The governors work through a suitable arrangement of sub-committees and fulfil their statutory responsibilities well. They keep a watchful eye on the school budget through monitoring of regular printouts. The governing body is effectively involved in issues and developments associated with staffing, buildings and finance. It has a good tradition of always seeking best value for money in these areas. The governors with responsibility for literacy, numeracy and special needs are regularly involved in school life and have a good overview of developments in these areas. All governors are allocated responsibility for a curriculum area, but this has not been sufficiently developed. The role of the governing body as critical friend and in holding the school accountable for its standards and quality of teaching is underdeveloped. Over the past three months, the governing body has received a much more detailed analysis of pupils' performance in the most recent National Curriculum assessments and the school's own testing. This has been successful in raising their awareness of the effectiveness of the school.

46 All teachers are appropriately qualified and, as a team, they have sufficient expertise and experience to meet the needs of the curriculum. New staff and newly qualified teachers receive good support from experienced colleagues. Staff share their expertise effectively and work well together. Additional staffing support is used well to support the school's staffing difficulties and has helped minimise disruption. Support staff and other adult helpers give effective support and have a good impact on pupils' progress. All staff and some governors have attended an appropriate range of in-service training programmes, including that for the national literacy and numeracy strategies. This has helped to ensure a good start to these initiatives. Professional development is well based on needs identified in the school development plan. The school secretary is efficient and provides a reassuring first point of contact. Routine tasks are suitably deflected from the senior management. Recommendations of the most recent audit report have been met.

47 Improvements have been made to the accommodation since the previous inspection. The school now has a well-used library area and improved toilet facilities. The building is clean and well maintained. The school still has no hall and this has a negative effect on pupils' progress in physical education. The outdoor playground space is barely adequate and limits opportunities for the children who are under five to progress in aspects of their physical development.

48 The quantity and quality of learning resources have improved gradually since the previous inspection and are good in most areas. The ratio of pupils to computers is satisfactory and close to the national ratio. They are used well by all teachers across most subjects. Due to lack of storage and playground space, there is a lack of large play apparatus for children who are under five and this again puts limits on their physical development.

49 Additional funds for the professional development of staff and for pupils who have special needs have been properly accounted for and the finance committee carefully monitors spending. The reasonable budget reserve of six per cent has been appropriately allocated for staffing support. The accommodation, staffing and learning resources are used well. There is a need for the governors to more closely monitor the effectiveness of the headteacher and teaching staff and keep a more watchful and critical eye on standards. Taking into account the good standards at the end of Key Stage 2; the mostly satisfactory teaching and progress; the good ethos in the school, and the need to build on new initiatives, the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50 In order to improve standards and the quality of education the school should now:  
(It is recognised that several recent and relevant initiatives have been taken. It is important that these are consolidated and developed)

- 1 improve the leadership and management of the school by;
  - a) developing a systematic programme to more rigorously monitor and evaluate the quality of teaching and learning,
  - b) developing the role of the curriculum co-ordinators in order to give them a greater insight into standards and the quality of teaching across the school,
  - c) developing the role of the governing body as critical friend and in holding the school accountable for standards and the quality of education.
  - d) ensuring that all staff and governors have greater ownership of the school development plan by involving them more in its production and evaluation of its progress.

(These issues are discussed in paragraphs 42, 43, 44, 45, 75 and 98)

- 2 improve assessment procedures and make greater use of assessment in both key stages by;
  - a) planning regular opportunities to assess the pupils' understanding as they work,
  - b) making more use of this information to plan pupils' work,
  - c) in the marking of pupils' work include more comments indicating how they might improve,
  - d) developing whole school assessment systems for subjects other than English, mathematics and science.

(These issues are discussed in paragraphs 24, 33, 68, 80, 92, 98 and 103)

- 3 improve standards in English and mathematics at Key Stage 1 by;
  - a) in English, building on recent initiatives to extend the range of writing experiences and the quality of handwriting and spelling,
  - b) in mathematics, encouraging pupils to discuss their work and providing more opportunities for using and applying mathematics.

(These issues are discussed in paragraphs 3, 7, 9, 19, 60, 64 and 73)

- 4 continue to seek ways of improving the accommodation  
(This issue is discussed in paragraphs 47)

**51 In addition to the key issues above, the following less significant weaknesses should be considered for inclusion in the action plan:**

a) develop more effective strategies to deal with the small minority of pupils in Years 5 and 6 whose immature attitudes to work have an adverse effect on their learning; (paragraphs 14, 23 and 32)

b) develop a programme to teach the pupils the dangers of drugs misuse. The school has no drugs awareness programme; (paragraph 27)

c) in information technology at Key Stage 2, ensure pupils have more opportunities to develop control and modelling skills; (paragraphs 11 and 95)

d) at both key stages, plan a greater emphasis on the development of investigation in mathematics and science; (paragraphs 9, 10, 21, 26, 69 and 76)

e) improve the quality of reports to parents by including more information on how pupils might improve their learning. (paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19.5	26.8	48.8	2.4	2.4	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		112
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		18

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	93.3
National comparative data	94.1

#### Unauthorised absence

	%
School data	6.5
National comparative data	5.4

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	13	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	11	11	13
	Total	14	14	16
Percentage of pupils At NC level 2 or above	School	82	82	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	12	12	11
	Total	15	15	14
Percentage of pupils At NC level 2 or above	School	88	88	82
	National	82	86	87

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	1	8	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	7	8	8
	Total	8	9	9
Percentage of pupils At NC level 4 or above	School	89	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	7	8	7
	Total	8	9	8
Percentage of pupils At NC level 4 or above	School	89	100	89
	National	68	69	75

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	110
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y[ R ] – Y[6]**

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	20.36
Average class size	22.4

#### **Education support staff: Y[ R ] – Y[6]**

Total number of education support staff	2
Total aggregate hours worked per week	32.0

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/1999
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	£
Total income	168101
Total expenditure	172433
Expenditure per pupil	1512
Balance brought forward from previous year	15561
Balance carried forward to next year	11229

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	112
Number of questionnaires returned	40

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	23	7	0	0
My child is making good progress in school.	60	30	10	0	0
Behaviour in the school is good.	58	38	2	2	0
My child gets the right amount of work to do at home.	38	45	12	5	0
The teaching is good.	58	33	8	0	2
I am kept well informed about how my child is getting on.	30	55	10	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	28	2	2	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	45	48	3	4	0
The school is well led and managed.	45	33	15	7	0
The school is helping my child become mature and responsible.	63	33	4	0	0
The school provides an interesting range of activities outside lessons.	35	43	13	5	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

52 Children move into the reception class in the September of the year in which they are five. At the time of the inspection, there were 10 children under five in the reception class. The attainment of children on entry to the reception is broadly average, although the full range is represented. On entry to formal schooling, most children have attained the desirable outcomes in all areas of learning and some achieve levels that are above. Progress for all pupils is mostly good and sometimes very good. The provision for the under fives in the reception class is a strength of the school.

53 Children's attainment in the personal and social area of learning is above average on entry to formal schooling and they make very good progress. This is due to the very good teaching in this area of their learning. Children are happy, secure and confident. They develop very well as co-operative learners playing well together with construction apparatus and old artefacts related to work on toys. Teachers provide good resources and opportunities to develop children's social skills and encourage them to join with others in imaginative play. A good balance of structured free choice and teacher-directed activities is planned. Children learn to share and make choices during play and when working with others in the home corner. They set up role-play activities such as shopping and dressing in character. They quickly settle into their new surroundings and become familiar with the routines of the class. They benefit from being involved with older pupils in the class and fully engage in all class activities with enthusiasm. Teachers involve all children under five in shared literacy and numeracy lessons and this develops their speaking and listening skills effectively. Children behave very well and show respect for their teachers and other adults. The very good relationships at all levels in the class have a positive effect upon children's progress. The teachers' enthusiasm transfers well to the children and helps them develop confidence and self-esteem. They constantly reinforce the development of independence and a positive attitude to learning and this has a marked effect on children's progress.

54 Language and literacy are very well taught and children make very good progress. By the age of five, most children express themselves effectively and are well launched into early reading and writing. Their involvement in the class literacy hour has a positive effect upon their learning. Children listen attentively to the teacher in story sessions and are encouraged to talk about pictures and stories read to them. They make up simple stories in their role play and write simple sentences about their lives outside school. All pupils enjoy looking at books and handle them carefully. They understand that words and pictures carry meaning. Most recognise their names as when using a tick list after using the computers. Most pupils produce recognisable drawings and make good attempts at writing. Reading is very well taught. Teachers involve children in activities that encourage them to become confident readers. They emphasise effectively the sounds of patterns of letters in familiar words. Average and above average readers read simple texts and use the pictures to help their understanding. All children accurately retell traditional nursery rhymes and stories. Teachers encourage children to contribute to whole class story writing sessions and successfully develop a good vocabulary of letter sounds. They often act as scribes for children to record their stories. They teach letter formation well and encourage pupils to hold a pencil correctly. This has a good effect on children's progress in these areas. Most children browse and enjoy the wide range of books available to them in the classroom and take books home regularly. Parents support children at home with their reading and this has a beneficial effect on their confidence and love of books.

55 Mathematics is well taught and children make good progress. They meet the desirable outcomes relating to number, pattern, shape and reading and writing numbers. Teachers plan frequent opportunities for children to count and most children count to ten and beyond accurately. They sort simple numbers and match numbers to objects correctly. Average and higher attaining pupils add and subtract from numbers up to ten and use terms like 'more than' 'less than'. All pupils are benefiting from the numeracy hour lessons and are familiar with counting games and number rhymes. Teachers make very good use of number resources such as a large ladybird containing smaller ladybirds. This makes a significant impact on pupils' interest, enthusiasm and understanding. Teachers plan a wide range of different mathematical experiences. These enable children to match and use real money to solve shopping problems and identify basic two-dimensional and three-

dimensional shapes. Activities are very well focused on pupils' stage of development. Good assessment and tracking of pupils' progress informs lesson planning well. A positive feature of literacy and numeracy lessons is the setting of targets enabling pupils to know what they should achieve. Good discussion at the end of lessons as to whether targets have been met, consolidates and reinforces the learning very well.

56 Teaching in knowledge and understanding of the world is good and children make good progress. By the age of five, most pupils attain the desirable outcomes in this area of learning. They develop an understanding of the difference between old and new in their study of toys. Opportunities to explore a good range of toys from the past helps the children to gain good insight into how the lives of children in the past differed from their own. When cooking, teachers provide good opportunities for children to observe changes in materials. They provide a wide range of different materials and fabrics to give children opportunities to construct large collages. Children use construction sets to make their own models. When using the computer they use a mouse to control a cursor effectively and access a variety of software correctly to extend their literacy and numeracy skills. Teachers plan a good programme of visits to extend knowledge and understanding of the locality and the environment. Pupils remember well a recent museum visit to look at toys. A variety of exciting experiences are provided and a very good range of resources is easily accessible to children. These make a significant impact on learning.

57 Attainment in the physical area of learning is broadly average. Teaching is good and children meet most of the desirable outcomes and make good progress overall. There is a lack of appropriate outdoor facilities for physical play. The school's accommodation severely limits this area of children's learning with only the small playground and the field in good weather available. Despite this, teaching staff plan well within the limitations of the accommodation and provide some good opportunities for physical development. In the playground, children learn to throw and catch a ball. They generally move confidently and develop co-ordination and control when moving fast, slow, forwards and backwards. They respond quickly to the clear instructions given by their teachers. They are encouraged to make good use of the limited space available and show imagination in their movements. Most children develop good hand-eye co-ordination by cutting out accurately and building structures with construction apparatus. Good opportunities are provided for children to use appropriate resources and materials. All children handle crayons, paint brushes and artefacts well. In response to music and when singing nursery rhymes, most children clap in time and show good control when using instruments.

58 Children make good progress in creative development and, by the time they are five, they reach the desirable outcome expected. They play imaginatively in the role play areas and make up simple stories about their play. They use their knowledge of familiar nursery rhymes to retell them through drawing and early writing. They show increasing ability to use their imagination through art, music and when using construction apparatus. They explore colour, shape and texture through painting, collage, drawing and manipulating a variety of materials. Children use musical instruments well and sing a good number of songs from memory. They use sand, water and construction apparatus imaginatively. A feature of the activities is the positive way children co-operate in sharing resources, taking their turn and listening to others. Teaching is good. The teachers make skilful interactions with the children to help develop understanding and key skills. Good use of questions in group and whole class sessions help focus the children on their tasks and what they should achieve. Good feedback is given to children and a careful record is made of their progress.

## **ENGLISH**

59 The results of the 1999 National Curriculum tests indicate that, at the end of Key Stage 1, pupils' reading is in line with national averages, but writing is below. Compared with similar schools, overall standards in English are well below the national average. Inspection evidence indicates that some pupils underachieved in their results due to a very small number of girls in the cohort and the inexperience of the teacher in a school experiencing disruptions in its staffing. Standards in English at Key Stage 2 in 1999 were well above the national average and very high compared with similar schools. .

60 Standards at Key Stage 1 have been maintained in reading. In writing they have improved for pupils who are currently in Year 2, but could still be higher. Improvements are due to a clear school commitment to raise standards and the good impact of the literacy hour. Standards at Key Stage 2 have been largely maintained and the school is on course to meet its target in English. Over the current school year, progress for pupils in Key Stage 1 is good and in Key Stage 2 it is good in the Year 3/4 class. In Years 5 and 6, overall progress is satisfactory. This is due to breaks in continuity of learning as a result of organisational and staffing changes over the past year.

61 By the end of Key Stage 1, standards in speaking and listening are above average. Progress for most pupils is good. Pupils listen very well in lessons, particularly to stories and introductions to the literacy hour. They greatly enjoy these sessions and respond very well to teachers' questions and contribute appropriately to discussions. The targeting of pupils with special educational needs in question and answer sessions helps them make similar progress to other pupils. Most pupils use their speaking and listening skills well across the curriculum. Higher attaining pupils sustain arguments and give good explanations in literacy, science and history lessons. In Key Stage 2, standards in speaking and listening remain above average. Most pupils listen and respond well. This is due to opportunities provided for speaking in assemblies, reading stories, shared reading as a class and discussion in literacy and numeracy sessions. A small minority of pupils in Years 5 and 6 have immature attitudes to their learning, do not always listen carefully and occasionally spoil the continuity of some lessons by calling out answers inappropriately.

62 In Key Stage 1, progress in reading is mostly good and pupils attain standards that are in line with the national average. They develop good skills in learning and using letter sounds and combinations (phonics) to read new words. Pupils read books that offer suitable challenge and most average and higher attaining pupils read with good fluency. They use their knowledge of phonics and other clues such as pictures to help them read unfamiliar words. When reading in a small group during literacy work, pupils are well supported by the teacher and this enables most of them to read confidently and with good accuracy. High attaining pupils read independently and with very good accuracy. Pupils of all abilities have a good awareness of the characters in the reading scheme when discussing what they have read.

63 By the end of Key Stage 2, standards in reading are above the national average. Overall progress is good and particularly good in the Year 3 and 4 class. Pupils chose from a good range of reading material and most take books home regularly to read. Pupils use the school library appropriately to access information for their topic focus. Most pupils enjoy reading and say they visit the local library in Glossop. All pupils benefit from the daily literacy hour work and work is usually well matched to meet their needs. In the literacy hour, good support is given to hearing small groups read. Pupils who receive additional help from the Reading Partnership Scheme are well supported by the trained adults and make good progress. Most pupils are very positive about their learning and are keen to improve. Many parents hear pupils read at home, they record the books read and indicate areas in need of development. This support is very beneficial to the pupils and contributes well to the teachers' assessments of pupils' progress. Pupils in Year 6 are well aware of their levels of attainment and know what they have to do to improve. Pupils with special educational needs receive good support in individual and small group activities and make good gains.

64 In the 1999 National tests at the end of Key Stage 1, attainment in writing was below the national average and well below similar schools. Inspection evidence, however, indicates an improving picture following the school's careful analysis of results. Greater emphasis on writing, spelling and handwriting throughout the Key Stage is also contributing to this picture. The school is now better placed to achieve its targets and to raise standards with the current cohort of Year 2 pupils. The majority of pupils form letters correctly and most are developing joined up writing effectively in their story writing and written work across the curriculum. There is good progress in presentation in the reception and Year 1 but work is not always presented well enough in Year 2. The literacy hour is beginning to have a positive effect on the grammar and punctuation of pupils and most older pupils use capital letters and full stops accurately. The whole school emphasis on regularly learning and testing spellings is having a positive effect upon standards. Parents are very supportive of this policy. When writing stories, pupils use a range of ideas and characters and good examples of writing for different purposes is evident across the curriculum. Pupils write about celebrations well in religious education work and in history there is good writing about old toys.

65 By the end of Key Stage 2, writing is above the national average. The majority of pupils present their work well. Most older pupils have developed distinctive handwriting styles and take care with their work. Pupils write appropriately for different purposes. They write good poetry, reporting on events, letters and book reviews, as well as narrative and descriptive stories. Most pupils use computers well to write, edit and print copies of stories, reports, plays and prayers for assemblies. Pupils' work in the Year 3 and 4 class when using the computer to write versions of Cinderella is of a good standard. Handwriting is usually well formed and legible. Pupils advance well in their knowledge of grammar and punctuation. They extend well their vocabulary through dictionary exercises and make good advances in their understanding and use of nouns, verbs and adjectives. Year 6 pupils use a thesaurus effectively to extend the quality of their writing by selecting words to add to the interest, mood and character of their stories.

66 Most pupils have good attitudes to learning. They are attentive, listen well and are enthusiastic when talking about books. Teachers' good relationships contribute effectively to pupils' good behaviour. Pupils are usually sensitive when discussing the work of other pupils and welcome the opportunity to share their work with fellow pupils, teachers and visitors. Opportunities for drama, particularly when performing in front of a large audience, are limited by the lack of a hall, although the local church is used at times of Christian celebrations.

67 Overall the quality of teaching is good in Key Stage 1 and satisfactory at Key Stage 2. In both key stages, teachers have a secure knowledge of the subject and use well-selected texts for shared reading, sentence and word level work. This impacts well on pupils' progress. Teachers read books expressively and this provides a good example to pupils. Relationships are very good throughout the school and this contributes well to pupils' attitudes towards the subject. Teachers plan well and lessons are usually characterised by very good use of resources, clear lesson objectives that are shared with the class and good end of lesson summaries. Clear and achievable targets are set and these reinforce the learning effectively. Expectations of behaviour are mostly high. For a small minority of pupils in the upper part of Key Stage 2, expectations are not yet firmly established. This sometimes affects the progress of the lesson and reduces its effectiveness. In good lessons in both key stages, the content is imaginative, the pace is rigorous and pupils are kept on task. The pace of lessons and match of work to the different needs of the pupils is not so effective in some of the lessons for pupils in the Year 5 and 6 classes.

68 The subject is well managed. Appropriate literacy training has taken place. The co-ordinator has assisted teachers' planning and over the past year has visited all classes in order to monitor the quality of teaching and learning. This has had a positive impact on the standards attained by the pupils and ensured that the requirements of the literacy strategy are met. Resources have been improved since the last inspection and the new library has enabled pupils to improve their research skills. Good assessment procedures have been put in place since the last inspection but are not always appropriately used when teachers plan their lessons. This is an area the school is aware needs further development.

## **MATHEMATICS**

69 Overall, pupils make satisfactory progress as they move through the school and by the end of Key Stage 2, their attainment is above average. This largely reflects the judgement at the time of the previous inspection. Progress has been uneven over time, ranging from unsatisfactory to good. This has been the result of staffing changes and difficulties over the past two years. The more settled position at the time of the inspection and the impact of the developing numeracy hour has resulted in more consistent progress. The work in the older pupils' books and in lessons indicates some good progress since November 1999. This coincides with the splitting of a large class containing 25 Year 5 pupils and 13 Year 6 pupils. These two classes now operate more effectively as single year group classes. In both key stages, pupils could do better in the use and application of mathematics. Pupils develop a good mathematical vocabulary as they move through the school. Standards of presentation are good in Key Stage 2, but could be better in Key Stage 1.

70 By the end of Key Stage 1, almost all pupils attain the standards expected for their age. Standards of numeracy are satisfactory. Most pupils have a secure understanding of place value and accurately arrange numbers to 100 in order. Pupils recognise such sequences as odd and even

numbers and identify halves and quarters in number and area. Higher attaining pupils use effective mental strategies to work out calculations. They use counting on methods to work out 45p from a pound successfully. Most pupils use simple diagrams and symbols in their work, but do not organise and check their own work effectively.

71 By the end of Key Stage 2, attainment is above the national average and about a quarter of the pupils in Year 6 attain high standards. Higher attaining pupils have a good grasp of place value and multiply and divide whole numbers and decimals by 10, 100 and 1000. They use addition, subtraction, multiplication and division to two decimal places and accurately calculate fractions and percentages of quantities and measures. Most pupils are able to work on these aspects with satisfactory success. Good work was seen in shape, space and measures and in handling data.

72 The quality of teaching is satisfactory and sometimes good. There is little variation in quality between the two key stages. All teachers are coming to grips with the numeracy hour and this is impacting well on standards in both key stages. The regular and well-targeted mental session at the beginning of lessons is sharpening pupils' skills of rapid recall and having a good effect on progress. Teachers' enthusiasm and planning in this aspect has a good effect on pupils' attitudes and enjoyment and they respond well to the challenge the sessions bring. This is an improvement since the previous inspection when this aspect of pupils' development was weak. Other aspects of lessons are generally planned well and longer term planning ensures a suitable balance between the different aspects of the subject. The sharing of numeracy targets with the class is successful in ensuring that pupils understand what they need to do. Group work is usually effective in meeting the needs of different ability groups, although in a minority of lessons this is not as effective as it might be. The number of groups in a particular lesson is manageable and this is an improvement since the previous inspection. In most lessons, opportunities for focused assessment of pupils as they work are often missed. Teachers' knowledge is secure and this enables them to develop the correct mathematical vocabulary as pupils move from year to year.

73 Pupils respond very well to the high expectations of teachers and behaviour and attitudes are very good in Key Stage 1 and in the mixed Year 3 and 4 class. Whilst expectations remain high in the Year 5 and 6 classes, there is a small minority of pupils who lack concentration. This slows their progress at times during lessons. All teachers make good use of resources such as number lines, grids, tables flip charts and calculators when appropriate. This helps pupils understand new concepts and impacts well on their learning. Computers support most aspects of mathematics well. In a Year 6 lesson, computers were used well to explore the nets of three-dimensional shapes. The linking of mathematics to everyday situations is effective in developing pupils' application of key skills and in showing how mathematics is used in the real world. In a Year 2 lesson, this was successfully applied to a shopping activity using real money. Teachers give good support to pupils who have special needs and additional help is targeted to them in numeracy sessions. This enables them to keep pace with the rate of learning of others in the class. At both key stages, where the teaching is less effective, insufficient opportunities are taken to encourage pupils to explain their methods and reasoning and this slows down their progress in this aspect. Homework satisfactorily supports work on numeracy and in most lessons work in connection with the topic being covered is given. This has a positive impact on pupils' progress.

74 Teachers recognise the importance of consolidating and extending numeracy skills in other subjects. Pupils' mathematical skills are used to support work on 6 figure co-ordinates in a Year 5 geography lesson. Tallying and graph work is effectively used in science and history at both key stages and accurate measurement is effectively used in design and technology work.

75 All teachers have attended appropriate numeracy training and have a positive attitude to the development of the numeracy hour. The new co-ordinator has visited all classes and provided written evaluations about a particular aspect of the lessons. This has brought about greater focus on the mental activity in the numeracy hour and is beginning to raise standards in Key Stage 1. Work in mathematics is collected and matched to National Curriculum levels. This includes teachers' comments and includes evaluation of the focus for future work. These good initiatives have been in place since the start of the academic year and their impact is not yet clear.

## SCIENCE

76 All pupils, including those who have special needs, make satisfactory progress as they move through both key stages. Inspection evidence indicates that attainment for most pupils is in line with the national average by the end of Key Stage 1 and above the national average by the end of Key Stage 2. Pupils have a good general scientific knowledge and vocabulary and most progress well in their understanding of scientific concepts. Progress in experimental and investigative science is not so rapid and attainment in this aspect is not high enough. Since November 1999, the work in the older pupils' books indicates mostly good progress in the content and presentation of work. Standards have been at least maintained since the previous inspection. At the end of Key Stage 2, pupils' performance in the National Assessment tests indicates good improvement.

77 By the end of Key Stage 1, pupils record their work in different forms such as drawings, charts and simple diagrams. Most pupils record observations in investigations satisfactorily to a set format. They have a sound understanding of the effect of heat and cold on certain things. In investigations into pushing and pulling forces, pupils in Year 1 were able to describe the changes they observed. Pupils have a sound knowledge of the external parts of the human body and the function of the skeleton.

78 By the end of Key Stage 2, pupils have developed a good scientific vocabulary and are able to make sensible predictions where appropriate. Pupils in Year 3 and 4 successfully recorded and tested their predictions about which materials would make the best insulators. Pupils in Year 5 develop a good understanding of the effects caused by the movement of the earth around the sun and the moon around the earth. In topics covered this year, most pupils have a good awareness of the importance of a balanced diet, the characteristics of solids, liquids and gases and magnetism.

79 In both key stages, the quality of teaching is satisfactory overall. In the lessons seen, some of the teaching was good, but two lessons in Key Stage 2 were unsatisfactory. All teachers have a secure knowledge of the subject that enables them to effectively question pupils and build the correct vocabulary. Higher attaining pupils in Year 6 have a very good technical vocabulary. Planning is usually good and learning objectives are shared with the pupils so that they understand what needs to be done. Some very good use of resources stimulates pupils' interest and impacts well on their learning. In a good lesson in the Year 3 and 4 class, pupils were highly motivated, excited and focused for a whole lesson. This involved an interesting investigation into what would make a good insulator. The linking of the task to a real situation, the effectiveness of classroom organisation, and the enthusiasm of the teacher enhanced learning effectively. The good use of an overhead projector, charts and the computer, is effective in developing understanding of night and day for pupils in a Year 5 class. Where teaching is unsatisfactory or less effective, the work is not matched closely enough to the pupils' needs. This affects the attitudes of the lower attaining pupils, who become restless and fail to make sufficient progress. There is a lack of rigour and pace in the lessons and no materials and resources to provide sufficient stimulation and independent investigation. Overall, at both key stages, most teachers do not provide sufficient opportunities for pupils to engage in practical activities and plan their own investigations. This has a negative effect on pupils' progress in experimental and investigative science.

80 Teachers use information technology satisfactorily in science. Pupils used the computer in most lessons. This was effective in supporting research into the class topic. Scrutiny of work shows that computers have been used to produce graphs and charts in connection with other topics covered this year. Pupils in Key Stage 1 have produced a block graph on eye colour. Homework supports class work in science satisfactorily and has a good impact on learning. Curriculum planning is securely based on a commercial scheme of work and useful assessments are undertaken at the end of topics. This is not consistent and the results of assessments are not used sufficiently to inform planning. This has a negative effect on the development of key skills and knowledge from year to year. The new co-ordinator does monitor teachers' planning and has observed lessons in Key Stage 2. This is successfully helping to target areas of weakness, although it is at an early stage of development.

## **ART**

81 At the end of both key stages, attainment in art matches that expected for the pupils' age. Some work involving painting in the style of great artists is of good quality. This is similar to the judgement made in the last report.

82 By the end of Key Stage 1, pupils use different materials and tools with care and understanding. They mix colours effectively and are beginning to develop skills well. They organise shape and space in their paintings to make balanced compositions effectively. Pupils in the Reception/Year 1 class produce high quality pictures in the style of Monet using sponge painting and chalk. Highly effective use of colour produces vivid abstracts and water scenes. By the end of Key Stage 2, pupils experience a broad range of media and processes. Year 3 pupils produce strong, vibrant and imaginative collages based on a literary theme involving 'feelings'. They use colour effectively to represent different moods.

83 In both key stages, teaching is never less than satisfactory and in the mixed Reception and Year 1 class it is good. Teachers have a secure knowledge of the subject and integrate art with learning across subjects. This impacts well on pupils' learning and attitudes to their work. The youngest pupils create collage pictures of ducks, using different fabrics. This is linked successfully to their science work on materials. In Year 6, work on perspective links well with mathematics skills and when constructing pictures in the style of Mondrian. The introduction of sketchbooks since the previous inspection is having a good effect upon pupils' progress in basic drawing skills. Particularly striking examples are related to work in religious education when drawing Christmas candles. Activities in lessons across the school are enjoyable for the pupils and maintain their interest and enthusiasm successfully. Work is appropriate for the full ability range and pupils who have special educational needs are fully involved and progress well.

84 Teachers encourage pupils to work together, share resources and tidy up well after lessons. This has a positive impact on their behaviour, personal development and learning. Pupils are taught to appreciate the work of other pupils. Pupils are proud of their own efforts. However, the use of critical appraisal to improve pupils' work is not sufficiently developed and this has a negative effect on pupils' progress. Teachers make good efforts to use art to enhance other areas of the curriculum and this impacts well on pupils' learning experiences and progress. In Year 2, figure drawing related to punctuation work in literacy is effective. In Year 5, paintings in the style of Lowry enhance work on the Victorians in history. In Year 6, computers are used well to generate pictures in the style of the Impressionist painters. Teachers offer a good range of experiences throughout the school. The co-ordinator has effectively maintained standards and improved resources despite considerable staffing changes.

## **DESIGN AND TECHNOLOGY**

85 The quality of work seen at both key stages is as expected for the pupils' age. Overall progress for all pupils, including those with special educational needs, is good. Standards have at least been maintained since the last inspection, but resources and the challenge in the work given to pupils are better.

86 By the end of Key Stage 1, pupils have good opportunities to experience a range of designing and making activities using different materials. In Year 1, pupils make peg dolls linked to their history project on toys. Effective links are made to science when making 'pop-up, push-pull' toys in card and tissue paper. A good range of construction apparatus is available for pupils to experiment in building and modifying their designs of flying machines and buildings.

87 By the end of Key Stage 2, pupils use a range of materials with confidence. They are able to design and make products and test and evaluate these effectively. In Years 3 and 4, pupils design and make picture frames accurately to enhance their art work. This links well to mathematics and involves careful measuring, drawing shapes and using simple angles. When designing and making Viking shields, they draw, cut and shape their design accurately, using appropriate images from

Viking culture. Pupils in Year 5 design and make good working toy models, demonstrating aspects of Victorian life. Good links are made with science work on forces when using different cam designs to operate successfully their models. They measure the materials they use accurately and modify their designs effectively during construction.

88 Teaching in both key stages overall is good and pupils make good progress. The planning and linking of work across the curriculum is effective. It develops interest and enthusiasm for the subject and helps pupils see the relevance of their work. Teachers' secure subject knowledge helps pupils make good progress across the school in developing their ideas and understanding. All teachers use resources well to stimulate interest and understanding. Good use is made of classroom assistants and volunteer helpers in lessons and this impacts well on the standards attained. Good organisation of lessons, clear instructions and individual support help pupils quickly settle to the tasks set. Pupils persevere well and show good co-operation in sharing ideas and resources. They are proud of their achievements and are keen to share and explain their ideas with visitors and fellow pupils. This is encouraged through opportunities for pupils to reflect on and evaluate their work. Through good teaching, older pupils are able to develop an ability to generate a variety of solutions to design problems.

## **HISTORY AND GEOGRAPHY**

89 In both subjects, standards have been maintained since the previous inspection. Most of the work seen in both key stages is similar to that expected for pupils' age. The good literacy skills of higher attaining pupils lead to some high quality written work in history. In response to issues in the previous inspection, useful policies for both subjects have been updated and appropriate schemes of work introduced. Throughout both key stages, pupils make satisfactory overall progress in both subjects.

90 Evidence for both subjects is based on scrutiny of pupils' work, teachers' planning and five lesson observations. Three of these were in history and two in geography. In both key stages, the teaching of history is satisfactory overall. Improved long-term planning based on an effective scheme of work has improved, although the careful match of work to pupils' abilities still requires improvement. Teachers have a secure knowledge of the subject and use effective questioning and correct historical terminology. In Year 1, pupils talk excitedly about a visit they have made to a local museum. Effective questioning by the teacher feeds their enthusiasm. Key points and vocabulary are developed well and the pupils make good progress. In Year 5, the enthusiasm of the teacher, effective use of visual aids and role play, give pupils a clear insight into what a Victorian classroom was like. Most respond well to this and make good progress in their understanding of how things change over time. Inappropriate calling out at times by a small minority of pupils, does have an adverse effect on the overall pace of learning. At both key stages, teachers develop the idea of chronology well by providing experiences for pupils to sequence important events on time lines. Good story telling introduces pupils to important historical characters and fires their interest.

91 In both key stages, the teaching of geography is satisfactory. There is now better coverage of key skills through the recent introduction of a sound scheme of work. Lessons are now more subject specific and this enables key skills to be developed more systematically. Teachers use resources well to stimulate the pupils and this has a good effect on their enthusiasm and understanding. Teachers have a secure knowledge of the subject that enables them to develop key geographical vocabulary from year to year. Mapping skills are well taught and built on effectively from year to year. The youngest pupils draw picture maps of their route to school, whilst older pupils draw detailed local maps and are introduced to Ordnance Survey maps. Pupils in Year 5 develop a good understanding of grid references to locate features on maps. In Key Stage 2, pupils develop a good knowledge of the solar system and its key characteristics. The use of globes, diagrams, charts and computer programs enhances their learning and interest in this aspect of the subject.

92 In both key stages, teachers' enthusiasm for the subjects transmits itself effectively to the pupils and the large majority shows keen interest and enjoyment in learning. Teachers take good opportunities to satisfactorily develop and use key literacy, numeracy and computer skills in both subjects. Higher attaining pupils in Year 6 write good empathetic accounts of life in the cotton mills. Good factual accounts and descriptive writing about various countries are evident in geography.

topics. Numeracy skills support work well in history. In a topic on nineteenth century Glossop, older pupils draw accurate graphs of the main occupations at that time. In geography, older pupils use 6 figure grid references to accurately locate key features on maps. Teachers use CD Rom programs well to help pupils research information in both history and geography topics. In both subjects, pupils word process accounts and stories they have written. Homework supports learning satisfactorily in both subjects and heightens pupils' interest. Whilst teachers use good questioning skills to test pupils' understanding, there are no whole school assessment systems for either subject. This remains an area for development since it is difficult for new teachers to gauge strengths and weaknesses in pupils' understanding.

## **INFORMATION TECHNOLOGY**

93 Since the previous inspection, standards in information technology have been at least maintained and remain in line with the expectations for pupils at the end of both key stages. Progress for pupils in both key stages is satisfactory with some good features at Key Stage 1.

94 By the end of Key Stage 1, pupils use computers confidently and are familiar with the keyboard. They use a mouse well for selecting and moving items across the screen. Most operate a word processing program effectively and decide on the style of print and size. Pupils in Year 1 complete accurately initial letter sounds. Higher attaining pupils write sentences and stories on the computer and edit their text. This supports their work in literacy well. Most pupils use a range of programs to assist their numeracy skills. They add and subtract spots accurately on a ladybird and sections on a caterpillar picture. By the end of Key Stage 2, many pupils have developed good operational skills. They load software and files, use the keyboard and mouse confidently and save and print their own work. Good use is made of word processing facilities to write stories. In the mixed Year 3 and 4 class, pupils wrote their own versions of Cinderella. Pupils in Year 6, wrote prayers for assemblies. Pupils enter information on a database in mathematics successfully. Pupils in Year 6 demonstrate good levels of ability when producing computer generated water and sunset scenes in the style of Monet.

95 Progress in keyboard and mouse skills and in communicating and handling information is satisfactory throughout the school. Pupils increase their confidence and independence in information technology satisfactorily and higher attaining pupils advance well in presenting information for specific purposes. A few older pupils have very high levels of attainment resulting from school and home computer experience. They confidently test and review programs related to three-dimensional shapes in mathematics. Pupils in Key Stage 1 develop their skills at controlling a floor turtle along a predefined path. However, there are few opportunities at Key Stage 2 to develop appropriate control and modelling skills and progress is unsatisfactory. The progress of pupils with special educational needs is similar to that of the other pupils.

96 Pupils have a good attitude towards their work in information technology and this helps ensure good levels of concentration. They collaborate very well in the paired work that forms a substantial part of the subject provision. Most pupils are able to work independently of the teacher and higher attaining pupils gladly support other pupils. The behaviour of pupils is good and allows them to spend a good length of time on task. This has a positive impact upon their progress and levels of attainment. All pupils use computers sensibly and responsibly.

97 Little direct teaching of information technology skills was seen. Teachers' planning and observations of teachers supporting pupils as they work, suggest that it is at least satisfactory. Teachers make good use of computers to support and enhance learning across the curriculum. This is successful in generating the interest of the pupils and in developing an awareness of how computers support other areas of the curriculum. Throughout the inspection, the classroom computers were in almost constant use. On some occasions in Key Stage 2, small groups of pupils working at the computer missed introductions to lessons. This also tended to distract others sitting nearby and broke the continuity of the opening discussions. At both key stages, all teachers have satisfactory knowledge and appropriate in-service training has been undertaken. Too few opportunities are provided for older pupils to experience and develop control and modelling and this has a detrimental effect on progress in this aspect of the subject.

98 Assessment in the subject is unsatisfactory. Whilst some teachers carefully record pupils' opportunities and use of the computer, pupils' progress and coverage is insufficiently recorded. Management of the subject is underdeveloped. The co-ordinator is only in her second year of teaching and is responsible for three other subjects. There is some monitoring of teachers' planning, but no opportunity to evaluate the quality of teaching in other year groups. This means that she has no clear idea about the quality of teaching across the school.

## **MUSIC**

99 By the end of both key stages, standards are in line with those expected for pupils of this age. At the time of the previous inspection, standards were below average. This was a key issue and the school has been successful in addressing this. Progress for all pupils, including those with special educational needs, is good in Key Stage 1 and mostly satisfactory in Key Stage 2.

100 By the end of Key Stage 1, pupils sing in tune and are able to maintain a pulse when clapping to accompany songs. They interpret mood and character well when playing a range of percussion instruments. When singing together in assembly, they sing enthusiastically with a real sense of joy. Most pupils know a good range of songs that they sing from memory. In a mixed Reception and Year 1 class, pupils learn many nursery rhymes and counting songs which support well literacy and numeracy work. Pupils in Year 2 use simple musical terminology and identify closely with the context of songs. They produce appropriate dramatic outcomes using their voices, as when singing a sad song like 'Mollie Malone'. When working in groups, they interpret well the approach of a shark, using a good range of percussion instruments in groups.

101 By the end of Key Stage 2, most pupils have a satisfactory understanding of musical notation. The recent introduction of musical manuscripts in Year 5 is having a positive effect upon pupils' knowledge and understanding. Some older pupils play the recorder and produce clear notes, playing rhythms accurately. They read and understand the more familiar technical language such as staff, clef, crotchet and quaver.

102 Teaching is good in Key Stage 1 and mostly satisfactory and sometimes good in Key Stage 2. This has a beneficial impact on pupils' learning and love of music. The large majority of pupils respond well to the teachers' guidance and most pay close attention. This is particularly the case in Key Stage 1 and the mixed Year 3 and 4 class. A small minority of pupils in Years 5 and 6 demonstrate immature attitudes on occasion and show a lack of enthusiasm when singing in assemblies. This has a negative effect on their progress. Teachers use resources well and encourage pupils to handle them carefully and share them with others. Pupils respond well to these expectations. The particular expertise of two teachers is used well to support other staff and has a good effect on pupils' progress. They are able to identify shortcomings in performance, offer good guidance and have helped raise standards. Teachers in Key Stage 2, provide opportunities for pupils to listen to a range of classical and traditional folk songs. This supports learning effectively by helping pupils to develop their ability to critically appraise performance.

103 All teachers plan lessons well and base them on a recently introduced commercial scheme of work. This is successful in ensuring that key skills are built on from lesson to lesson. Good lesson organisation ensures that many pupils have the opportunity to use instruments to accompany singing during lessons. Although composers are identified for special focus some opportunities are missed in lessons and assemblies for further developing the pupils' knowledge and appreciation of their work. There are no whole school procedures for assessing pupils' progress and this is a weakness. Teachers offer music as an extra-curricular activity and these include performances in school and at the local church. These opportunities impact well on pupils' personal development and learning.

## **PHYSICAL EDUCATION**

104 The problems associated with the lack of a hall and limited outdoor space remain since the previous inspection. In the limited amount of work seen in physical education, standards are similar to those expected for the pupils' age. Although it is included in teachers' planning, no work was seen

in dance. Each class is designated a half a term in which to use the hall of a local school. This provides opportunity to work on gymnastic activities using large apparatus and to practise dance skills. However, such limited access has a negative effect on the pupils' overall development of skills in these two aspects. A minority of older pupils attend local gymnastic clubs and this helps to offset this weakness. There are currently no opportunities for pupils to engage in adventurous outdoor pursuits and this has a negative impact on pupils' personal development.

105 In Key Stage 2, swimming is taught well to different year groups for appropriate periods of time and most pupils swim the expected 25metres by the time they leave the school. In the swimming lesson observed, almost all of the pupils are confident in the water, enjoy the activities and behave in a safe and sensible way. Teachers' enthusiasm and good demonstration of specific skills impacts effectively on pupils' learning. Progress for most pupils is good, and for the pupils who attend local swimming clubs, it is particularly rapid.

106 The teaching in the one games and one gymnastic lesson seen in Key Stage 2 is satisfactory. The lessons are satisfactorily planned, although the pace of learning varies from slow to good in various aspects of the lesson. Pupils are well behaved and enjoy the activities. They begin with a rigorous warm-up session and pupils begin to understand the effects of this on their bodies. Pupils develop sound hand-eye co-ordination in throwing and catching activities outdoors and are able to devise their own sequences of activities in gymnastics. These include well-controlled forward rolls, balancing and catching skills. In this activity, pupils co-operate and plan effectively, developing good knowledge of the need to work as a team. Teachers use praise and encouragement well to motivate the pupils, but make insufficient use of critical appraisal to develop skills further. Some of the activities in the gymnastic lesson could well have been developed in outdoor sessions back in the school. It is important that teachers maximise the limited time in the hall to focus directly on using apparatus and developing skills that can only be taught at this time. Since the previous inspection, a new scheme of work supports planning more effectively and the range of extra-curricular activities has been extended. Football, netball and hockey are now included. Participation in a national voucher scheme has improved resources and there is now a good source for games equipment.