

INSPECTION REPORT

ST CHARLES CATHOLIC PRIMARY SCHOOL

Hadfield, Glossop

LEA area: Derbyshire

Unique reference number: 112902

Headteacher: Mr S Williamson

Lead inspector: Mr K Williams

Dates of inspection: 23rd – 25th February 2004

Inspection number: 257618

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	193
School address:	The Carriage Drive Hadfield Glossop Derbyshire
Postcode:	SK13 1PJ
Telephone number:	01457 852692
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Appropriate authority:	Governing body
Name of chair of governors:	Fr D Bowden
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

St Charles is a Catholic Primary School situated in the village of Hadfield, near Glossop. There are 193 pupils on roll, which is average in size, most of whom are drawn from Hadfield and the nearby village of Hollingworth. Many of the pupils attend a local nursery before joining the Reception Year. The attainment of pupils on entry to the school covers a broad range but is average overall. Almost all of the pupils are of white ethnic background and no pupil is learning English as an additional language. Sixteen pupils have been identified with special educational needs, including two who have a Statement of Special Educational Need. Ten per cent of the pupils are eligible for free school meals, which is average. The school received the national School Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	English, information and communication technology, physical education
11437	Tony Anderson	Lay inspector	
20798	John Marlow	Team inspector	Mathematics, science, design and technology, history, special educational needs
2766	Rashida Spencer	Team inspector	Foundation Stage, art and design, geography, music

The inspection contractor was :

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective school** in which the key elements of leadership, management and teaching are good. Children make a good start in the Foundation Stage and achieve well. In Years 1 and 2, the pupils' achievement is satisfactory overall and by the end of Year 2 standards are broadly average. In Years 3 to 6 pupils achieve well and by the time they leave the school standards are above average in the core subjects. The school provides good value for money.

The school's main strengths and weaknesses are:

- Most of the pupils, including those in the Foundation Stage and those with special educational needs, achieve well because the teaching is good
- A strong Christian ethos, and an environment of care, fosters the positive relationships that exist throughout the school and with the immediate community
- The pupils have very positive attitudes, behave very well and their personal development is very good
- Better use could be made of assessment information to plan the next steps in the pupils' learning and to challenge the more able pupils, particularly in Years 1 and 2
- Although teaching and learning are checked, they are not organised systematically
- There are very good links with parents, the local community and other schools

The school has made good progress since it was last inspected in June 1998. Standards are rising and the weaknesses identified at the last inspection have been addressed. The subject co-ordinators have a clear role and play an important part in improving the provision in their subjects. Strategic planning is now very good and the role of governors is well developed.

STANDARDS ACHIEVED

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

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

Overall, **the pupils' achievement is good**. The children in the Foundation Stage achieve well and many are likely to exceed the goals they are expected to reach by the end of Reception. By the end of Year 2, standards in writing are above average and the pupils achieve well; in reading and mathematics, standards are average and the pupils' achievement is satisfactory. Standards in English, mathematics and science are above average by the end of Year 6 and they achieve well. Across the school, those pupils with special educational needs achieve well, but more could be expected of the more able pupils in Years 1 and 2, particularly in reading, mathematics and science. Standards in information and communication technology (ICT), geography and physical education are in line with what is expected of pupils of this age.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is very good**. They have very positive attitudes to school and their behaviour is very good. The attendance rate is good and the pupils are punctual.

QUALITY OF EDUCATION

The school provides a good quality of education. The teaching across the school is good and contributes to the pupils' good learning and achievement. The teaching in the Foundation Stage is very good, so that they make a good start to their education. The pupils with special educational needs benefit from the support they receive from teachers and teaching assistants and they, too, make good progress. The teachers insist on high standards of behaviour, and literacy and numeracy are taught well, which contributes to the above average standards. Occasionally, the more able pupils in Years 1 and 2 are insufficiently challenged.

The school provides a good curriculum and there is a very good range of activities to enrich the curriculum. The care and welfare of the pupils are well managed and they are offered good support and guidance. The school benefits from very good links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a very clear vision for the school's development and a very strong sense of purpose to achieve it. Together, the headteacher, staff and governors are committed to raising standards and they have created a very positive ethos in which all pupils can learn and achieve well. However, the school does not yet monitor and evaluate teaching and learning rigorously enough. The work of the governing body and the management of the school are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils have very positive views of the school. They are particularly pleased that their children like school, the teaching is good and their children are expected to work hard. A small number of parents expressed concern about bullying, but inspection evidence indicates that incidents are rare and, when they do occur, they are dealt with very effectively. The pupils feel safe and secure in school and are confident that there is an adult they could turn to if they were unhappy.

IMPROVEMENTS NEEDED

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

- Ensure that assessment information is used to inform the pupils about how well they are doing and how they can improve their work, and to provide challenge for the more able pupils, particularly in Years 1 and 2
- Implement a systematic programme to monitor and develop teaching and learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

A large proportion of the children in the Foundation Stage are on course to exceed the goals expected of them by the end of Reception in all areas of learning. Standards in the core subjects are broadly average by the end of Year 2 and above average by the time the pupils leave the school. Most pupils achieve well.

Main strengths and weaknesses

- Standards have been rising over the past few years, especially at the top end of the school
- The pupils achieve well in writing throughout the school
- The more able pupils in Years 1 and 2 could achieve more, particularly in reading and mathematics
- The children in the Foundation Stage and those pupils with special educational needs achieve well

Commentary

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

Standards in:	School results	National results
reading	15.4 (16.8)	15.7 (15.8)
writing	15.2 (15.8)	14.6 (14.4)
mathematics	16.3 (16.7)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

1. The school's results in the 2003 National Curriculum tests and assessments for Year 2 pupils were below average in reading, above average in writing and average in mathematics when compared with all schools nationally and with similar schools. Although the proportion of pupils achieving the higher Level 3 was similar to most schools in reading and writing, it was well below average in mathematics. Over recent years, the results have improved at a rate that is slightly lower than the national picture. The results for 2003 were generally lower than those of previous years. The work of the pupils currently in Year 2 indicates a better performance than that seen in 2003. Across the school, there is no significant difference in the achievement of boys and girls.

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

Standards in:	School results	National results
English	27.9 (27.2)	26.8 (27.0)
mathematics	28.7 (27.7)	26.8 (26.7)
science	30.0 (28.9)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. In Year 6, in 2003, the national test results were above average in English and well above average in mathematics and science compared with all schools nationally and with similar schools. The proportion achieving the higher Level 5 was average in English and above average in mathematics and science. Results are improving at a faster rate than that seen nationally.

3. When the children enter the school, their attainment is broadly average overall and below average in number, shape and measure. In the Foundation Stage the children, including those with special educational needs, achieve well because the teaching is very good and they blossom in the positive and supportive learning environment. By the end of Reception, a large percentage of the children are likely to exceed the goals expected of them in each of the areas of learning.
4. After this good start, the pupils make good progress in writing in Years 1 to 6 and this is one of the school's strengths. The basic skills are taught well and, as the pupils move through the school, they have increasing opportunities to write at length and for different purposes. This has a positive impact on standards in English and in other subjects, where there are many examples of high quality written work. In Years 1 and 2, the more able pupils could achieve more in reading, mathematics and science, as they are often asked to carry out the same tasks as the other pupils, when they could cope with more difficult work. One of the consequences is that in the 2003 national test in mathematics in Year 2, fewer pupils than average achieved the higher Level 3. While there are more pupils working at this level in the current Year 2, their previous work indicates that they are not always sufficiently challenged.
5. The rate of progress made by most pupils increases towards the end of the school and, by the end of Year 6, standards are above average in English, mathematics and science. These subjects are well organised and the teaching is good, so that the pupils, including those with special educational needs, achieve well. The pupils with special educational needs make good progress throughout the school because they are well supported. They have clear targets in their Individual Education Plans, with most having a specific focus upon speaking and listening, literacy, numeracy, personal and social development. These are used effectively by teaching and support staff, particularly to promote improvements in reading, writing, number problems and positive behaviour.
6. Standards are in line with what is expected of pupils of this age in information and communication technology (ICT), geography and physical education. In subjects that were sampled rather than inspected, every indication pointed to standards that are at least average.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour and their personal development, including their spiritual, moral, social and cultural development, are very good. Attendance and punctuality are good.

Main strengths and weaknesses

- The pupils have very positive attitudes and their behaviour, in classrooms and around the school, is very good
- The pupils' personal development, particularly their spiritual, moral and social development, is very good because the school makes it a high priority
- The pupils enjoy coming to school and they attend well

Commentary

7. The pupils' very positive attitudes to school have a significant impact on their achievement. The overall attendance at the school is good and is above the national average. There is very little evidence of lateness as the vast majority of pupils come to school and lessons on time. The parents and carers are supportive of the school and ensure their children's attendance record is good. There were no exclusions during the last year, so the table showing exclusions is omitted.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

8. The school has high expectations of the pupils' attitudes and their behaviour in and out of lessons. The pupils invariably rise to these expectations. The staff use praise and rewards consistently and this ensures that the pupils develop confidence and maturity as they move through the school. The positive and supportive atmosphere in the Foundation Stage ensures that these youngest children settle into school quickly and soon learn the routines of the class. They play and work well with other children and show a high level of social maturity. The children enjoy coming to school; they like to learn, concentrate well and persevere to complete tasks. This emphasis on developing positive attitudes and good behaviour continues through Years 1 to 6 and the pupils, including those with special educational needs, respond very well. They take their work seriously, yet enjoy the humour often used by their teachers. The pupils have very positive relationships with each other and with the adults in school. They work hard to complete their tasks, even when not directly supervised, and enjoy the extra responsibilities they are given to help with the smooth running of the school.
9. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. Assemblies play a very important part in the life of the school and are of a high standard, providing moments for prayer and quiet reflection. They are very well used as a focus for the school 'family' and to celebrate the pupils' achievements. The element of spirituality is also apparent through subjects such as art and music and through the school's very positive ethos. The pupils' moral and social development is very strong. They are reminded of the importance of honesty and respect and there are clear expectations for acceptable behaviour. They have many opportunities to practise and develop their social skills, both in the classroom and during lunch breaks and playtime. The pupils respond well to the opportunities to work with partners or in small groups. They have a good knowledge of their own culture through lessons and through the very good provision for sport and the arts. They have a satisfactory knowledge of other cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The teaching, learning, care, welfare, health and safety of the pupils are good. There are very good links with parents and the local community.

Teaching and learning

The quality of teaching and learning is good and there are satisfactory procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The very good teaching in the Foundation Stage provides the youngest children with a good start to their education
- The teaching of literacy and numeracy is good
- The pupils with special educational needs are well supported and they achieve well
- Better use could be made of assessment information to plan the next steps in the pupils' learning and to challenge the more able pupils, particularly in Years 1 and 2
- The teachers insist on high standards of behaviour and provide good role models for the pupils

Commentary

10. Overall, the quality of teaching is good. This makes a positive contribution to the standards attained by the pupils by the time they leave the school, their achievement and the progress they make. The teaching was good or better in two-thirds of the lessons seen; it is particularly strong in the Foundation Stage, where it is occasionally excellent, and in Year 5.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	6 (18%)	14 (42%)	11 (33%)	0	0	0

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

11. In the Foundation Stage, the teacher and the classroom assistant have high expectations of what the children might achieve and the planning focuses clearly on providing extensive first-hand experiences. For example, the theme for the inspection week was on 'living things and the countryside'. The reception room was turned into a garden centre and provided a feast of colour and a range of activities. The children's every sense was stimulated. The room buzzed with enthusiasm and a joy of learning. The social, personal and emotional needs of each child are known, each child is valued and every opportunity is grasped to promote self-worth and self-esteem, resulting in absolute trust between the child and the adults. The class teacher inspires all to learn; immense energy emanates from her. Both the class teacher and the classroom assistant are alert to every opportunity for learning and use them very effectively. As a consequence, these children achieve well in an enjoyable, stimulating learning environment. The day-to-day assessment is thorough and accurate but there is room for improvement to use assessment more analytically to track broader patterns of strengths and areas for development in order to monitor their progress.
12. The teachers have a good understanding of the teaching of the basic skills of literacy and numeracy and the national strategies are implemented well. This has a significant impact on the standards attained by the pupils by the end of Year 6 and their achievement. The lessons generally move at a brisk pace. Good links are made with other subjects, for example in the way that the pupils practise their writing and use their skills to extend their learning in subjects such as science and history. The very good teaching of the core subjects in Year 5 has a significant impact on the progress made by those pupils.
13. The teaching of those pupils with special educational needs is good. The teachers and teaching assistants are fully aware of the intellectual and emotional needs of the pupils they are supporting. The individual requirements of the pupils are well matched to the learning targets within their Individual Education Plans. The school takes particular care in organising the pupils' support outside of the classroom, making sure that they are given equal access to all areas of the National Curriculum. The teaching assistants and class teachers work well as a team to motivate and sustain the interest of the pupils and provide a very high level of support.
14. The teachers collect a good range of information about how well the pupils are doing, particularly in the core subjects. The pupils' work is marked conscientiously, although this day-to-day assessment is not always used effectively to make it clear to the pupils how well they are doing and what they need to do to improve. The teaching and support staff work hard to meet the differing needs of the pupils and they are largely successful, particularly with those pupils with special educational needs and other pupils who have difficulty with their work. Occasionally in Years 1 and 2, the work is pitched at the majority of the class without sufficient emphasis on providing challenging work for those capable of attaining the higher levels. While the teaching in these classes was generally good in the lessons seen during the inspection, the pupils' previous

work indicates that they are often asked to do work that is similar to other pupils in the classes. This limits their progress, particularly in mathematics and science.

15. A strong feature of the teaching across the school is the way that the teachers create a calm and purposeful environment in each classroom. Relationships are good and the pupils work well with partners and in groups. Following the example of the headteacher, the teachers have high expectations of how the pupils should behave in and out of lessons and they make sure that the pupils understand what is expected of them. In lessons throughout the school, the teaching and support staff use praise well and, as a result, the pupils concentrate well and work hard.

The curriculum

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

Main strengths and weaknesses

- After-school clubs, visits to places of interest and visitors make a significant impact on learning
- Literacy, numeracy and science cross-curricular skills are being developed imaginatively
- Provision for pupils with special educational needs is good

Commentary

16. The curriculum throughout the school is planned to meet statutory requirements. Appropriate schemes of work support planning in all subjects. Many, often exciting, opportunities are identified in planning literacy, numeracy and science to support other subjects. Occasionally, keen enthusiasm to find cross-curricular links to support other subjects results in tenuous links that detract from the focus of the learning objectives of the main subject. Provision for personal, social and health education and citizenship is good overall.
17. The provision for Foundation Stage children is very good. All areas of learning are exceptionally, imaginatively and coherently planned to provide children with a secure framework for their learning. There is an excellent balance between activities directed by teachers and those selected by children that give opportunities for exploration and extension of knowledge and understanding and those chosen by the children themselves. All the required areas of learning are linked together to make very good use of time. Not a single moment is wasted. The children are exceptionally well prepared for the next stage of their education.
18. A very wide range of extra-curricular opportunities is provided. For example, additional opportunities for the pupils to take part in music clubs, where they receive enthusiastic and skilful teaching, results in them winning many musical competitions. Very good use is made of visits and visitors in subjects such as history to make the learning more interesting.
19. The system of supporting the learning of those pupils with special educational needs is a strength of the school and ensures that they make good progress in their learning. Individual education plans for these pupils include targets for English, mathematics and personal development, which are clear, achievable and manageable. This matches the quality of support seen during the last inspection when it was judged to be good. There are good links with support services, reviews are held regularly and parents and pupils are kept informed of progress. Detailed records are maintained and annual reviews are well organised. The school is very effective in ensuring that all pupils are given equal access to the statutory curriculum.
20. Accommodation, staffing and resources are good overall. The school has greatly improved the quality and numbers of computers available since the last inspection. Arrangements and provision to develop teachers and classroom assistants' skills through in-service training are good and have a marked effect on pupils' achievement.

Care, guidance and support

The procedures for child protection and pupils' welfare are good and the school provides good support and guidance. There are good procedures for seeking and acting on the pupils' views.

Main strengths and weaknesses

- The teaching and support staff know their pupils well
- Good risk assessments take place in advance of school trips and regular fire drills are undertaken and recorded
- The school provides a high level of support and guidance as the pupils move through the school

Commentary

21. All staff in the school know the reporting person for child protection. Relevant staff training in child protection matters has also taken place. The school teaching and support staff, occasionally supported by external agencies, provides a high degree of welfare support to individual pupils. The school is particularly effective in identifying pupils with special educational needs and ensuring that they receive the support they need as quickly as possible. The school's special educational needs co-ordinator carefully reviews the targets for each child with the class teachers each term, and progress is assessed and recorded. Specialist staff from a neighbouring local education authority work in the school each week providing very effective support and guidance for the teachers and teaching assistants. They work closely with the pupils to achieve targets in their individual education plans. Across the school, the pupils' academic performance and personal development are monitored both formally and informally and steps are taken to identify any individual problems with a range of strategies, including those providing additional support for literacy and numeracy. Targets are set to encourage pupils to work hard and the teachers consistently refer to objectives in order to ensure that pupils fully understand what they should know by the end of each lesson.
22. The teachers and support staff know their children very well and they are quick to observe any personal difficulties shown by the pupils and to take appropriate action. The school operates a good first aid system for minor accidents and records are maintained. Regular fire drills are carried out and the school also maintains a record log. Occasional health and safety audits of the site are carried out and possible risks on external trips out of school are anticipated through careful risk assessments.
23. The high level of child protection and welfare support to pupils, together with the good procedures for promoting their personal development and well being, have a positive impact on their learning and they are a significant strength of the school.

Partnership with parents, other schools and the community

The school has very good links with parents, the community and other schools.

Main strengths and weaknesses

- The vast majority of parents have very positive views of the school and the school provides them with high quality information
- The school utilises the community very well to support the curriculum
- The school's very good partnership with other schools enhances the provision for music and sport

Commentary

24. Many parents took part in the consultation with inspectors before the inspection. A substantial majority are very supportive of the school and of its aims and objectives. They are particularly pleased that their children like school and that they are making good progress. Parents are very supportive of the teaching and the way that the school is led and managed. A few parents expressed some concerns about bullying but inspection evidence indicates that incidents are rare and the school is very consistent in the promotion of positive attitudes and behaviour. The information provided by the school through the prospectus, the governors' annual report to parents and regular newsletters is of a high standard. Annual reports on the pupils' progress are good and include targets for pupils' further development. There are two parents' evenings and one open afternoon each year, during which parents have the opportunity to discuss their children's progress. These are very well attended, as are school concerts and social events.
25. All parents are invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Several parents were interviewed during the inspection and all had only positive contributions to make. The Parent Teachers Association is very supportive of the school and provides a further effective link between home and the school.
26. The school also makes very good use of the local environment to enhance the pupils' learning. Regular visits are made to the White Hall Centre where senior pupils can experience outward-bound activities, including river walking and rock climbing. Parents are well briefed for these adventure visits and good attention is paid to health and safety. The school has good sporting links with other schools and the school choir and musicians are always in popular demand, particularly at times of celebration such as Christmas. Several year groups have also visited an Egyptian Museum in Manchester to enhance the history curriculum. Very close links are also apparent with several local schools, such as Philip Howard Catholic School, to which many pupils at St Charles will eventually transfer.
27. The school's links with parents and the community provide a very strong contribution to pupils' learning and personal development and it is a major strength of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The governors support the school well and the headteacher and senior staff provide a clear direction, helping the school to continue to improve.

Main strengths and weaknesses

- The headteacher has high aspirations for the school which results in a very positive ethos
- The knowledgeable and committed governing body make a good contribution to the school's vision and direction
- Strategic planning is very good
- The monitoring of teaching and learning needs to be more structured, with agreed timescales
- Co-ordinators have a good understanding of their subjects and are enthusiastic in their desire to ensure improvements take place

Commentary

28. The quality of leadership and management is good. This is reflected in the commitment and enthusiasm provided by the headteacher and his dedicated management team and in the work of the governors. Roles and responsibilities are clearly defined with specific management responsibilities that support the school well. The leadership provides very clear direction for the school centred upon its fundamental aim of providing pupils with the best possible opportunities to succeed. As a result, the provision for those pupils with special educational needs is very strong and enables them to achieve well. The headteacher sets out very clear aims and values that have guided the school's development. He is very successful in providing an equitable and inclusive climate for learning, where all pupils feel valued. A strong Christian ethos, and an

environment of care, fosters the positive relationships that exist throughout the school and with the immediate community.

29. The governing body fulfils its statutory duties well, providing the headteacher and staff with encouragement and support, whilst holding the school to account for the quality of its work. It has a good grasp of the school's strengths and weaknesses and clearly understands the priorities needed for its future development. This is seen to good effect in its role in formulating and drafting the school improvement plan. The current plan is very comprehensive in its coverage and sets out appropriate priorities and goals for success centred upon pupils' personal and academic achievement. The plan provides the focus for school monitoring by both the leadership team and by governors. Subject leaders are effective in developing their subjects, especially those for English, mathematics, science and information and communication technology. This includes observing lessons, sampling the pupils' work, looking at the teachers' planning and monitoring the pupils' progress. However, the monitoring and evaluation of teaching and learning is not structured systematically enough and is not carried out with sufficient regularity. The governors and teachers work well in interpreting performance data and setting challenging targets. This has underpinned the continuing improvement in standards in recent years, for example in the number of pupils achieving at the higher levels in the most recent national tests for pupils in Year 6 in English, mathematics and science. With strong leadership from the English and mathematics co-ordinators, the national strategies for literacy and numeracy are embedded well in the school's planning and play a major part in supporting standards in other subjects.
30. The school carries out regular self-evaluation and uses the findings effectively to help raise standards. The experience and expertise of teaching and support staff are used well to tackle the demands of the curriculum and to provide a wide range of learning opportunities for the pupils. The induction of new staff is effective in helping them to work to the values and aims of the school. The system for staff appraisal and performance management is secure. This ensures that school priorities and individual staff needs are recognised and included in the process.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	399,379
Total expenditure	345,573
Expenditure per pupil	1,685

Balances (£)	
Balance from previous year	38,985
Balance carried forward to the next	53,806

31. Financial resources are well managed. The headteacher and finance committee of the governing body monitor the implementation and progress of initiatives and their associated expenditure efficiently and regularly. Information is made available so that all staff and governors are kept well informed. A recent local education authority audit confirmed the strengths of the financial systems. Resources are directed carefully to priorities within the school improvement plan and appropriate care is taken in planning contingencies. For example, there are clear plans to use the accrued underspend to offset a predicted fall in rolls in the area and the loss of revenue. Staff and governors are implementing the principles of best value well. The management of the provision for pupils with special educational needs is an important factor and the commitment of the headteacher and governors is reflected in the significant proportion of its budget used for support in this area. The co-ordinator sets a clear educational direction for staff and pupils about special educational needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the reception class in September and January when they reach their fifth birthday; currently there are 25 children. Induction procedures are good and parents are well briefed and given every opportunity to visit prior to their children starting school. There are effective links with the local nurseries which most children attend before they start school. Attainment on entry is about average, although the initial baseline indicates that attainment in number, shape and measure is below average. All of the children, including those with special educational needs, achieve well. By the time children leave the reception class, a large percentage of the children are likely to exceed the early learning goals in all areas of their learning. Very good teaching, well thought out curriculum planning, strong leadership and very good organisation and provision in each of the areas of learning are the reasons for the children's good start to school.

It is not possible to make overall judgements on the provision for the children's **physical development**. No physical education lessons were observed. However, the scrutiny of curriculum plans shows that the children are provided with a good range of small and large apparatus to develop their skills. Most children are well co-ordinated and they move about confidently and without bumping into one another. They manoeuvre a range of wheeled toys with reasonable control. The children use scissors, pencils and crayons with increasing precision and control.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children make very good progress because the teaching is very good
- Very good planning, based on very clear learning objectives, ensures that personal, social and emotional development is integral to all class activities
- The staff promote very effectively the children's self-esteem and develop their self-confidence and well being
- Socially, these well-adjusted children work together remarkably well

Commentary

32. The personal and social development of the children is given a high priority by all staff and the children make very good progress in their personal and social skills. The teaching is very good and the children achieve very well in all aspects of this area. The majority are likely to exceed the early learning goals by the time they enter Year 1.
33. When the children enter the reception class, they settle quickly because of the very positive, kindly and welcoming atmosphere. Routines are quickly established and the children feel secure. The activities are exceptionally well-matched for the range of ability and ages represented, hence the children rapidly gain confidence and are keen to explore and participate. They know their contributions are valued, as exemplified in an ICT session when the classroom assistant was introducing them to how to use a floor robot. The robot did not function as instructed. A child's suggestion was very carefully listened to by staff and children and acted upon. The children responded well because the staff are consistent in their high expectations for behaviour. The children learn to work together and they help each other, for example when a child's lunch box was dropped a number of children stopped to pick up the scattered articles and returned them, waiting for the young one to join the queue. There is social maturity which exceeds normal expectations for children of this age because the staff never miss an opportunity to promote their independence and well being.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- The children's achievement is high because the teaching is very good
- The children's speaking and listening skills are promoted exceptionally well
- Language is constantly reinforced in all activities
- The class teacher provides an excellent role model for learning the sounds of letters

Commentary

34. This area of learning is very well managed, organised and planned. Each session starts by explaining very clearly the learning objectives. The brief input at the beginning of each session has a very well defined structure. The children develop their learning through the opportunities they are given to discuss their views in pairs and in groups, for example when discussing a character in 'Jessie's Flower Shop'. The children interact with each other with confidence and are learning to express their opinions. When they look at books, they handle them carefully and are keen to predict. The use of pictures and their knowledge of letter sounds to read simple words, such as an on/off sign on a robot and a visit to the shop, quickly demonstrate that they can read the labels on the seed packet. The more able children use their knowledge of letters and sounds to read unfamiliar words or deciding how to spell simple words. Their oral communication skills are well developed. The shopkeeper confidently engages an adult in discussion about which soft fruit he likes or dislikes. High attaining children make good attempts, with help, at writing a simple sentence. For example, they are able to write sentences such as 'rabbit can hop and run', completely unaided, using correct spelling and with appropriate use of capital letters and full stops. The majority of children are likely to exceed the early learning goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good and the children achieve well
- There is good emphasis on basic number skills
- Work on shape, space and measures could be developed more

Commentary

35. Children enter the Foundation Stage with average mathematical skills. Their understanding of shape, space and measure is below average. Good teaching ensures that children make good progress in this area of learning. The children learn from a range of counting songs and rhymes which supports their knowledge of basic number well. The class teacher uses a range of activities, which includes many games, to interest the children in number. They have so much fun that they quickly develop an appropriate mathematical vocabulary and confidently explain whether they have one more or less than their friends, or string numbers 1-20 on a line and indicate that the 20 is the biggest number. Their secure grasp of language was demonstrated well when playing a number guessing game. One child described the number 2: 'It has a curly line, straight line down and side'. They can count up to 20 and the more able can go further. The shopkeeper keys in 10 on a calculator and gives 10 coins in change. Through role-play in the shop, children are developing an awareness of money coins and the need for money. They are ready to tackle simple problems and begin to use measures in a range of contexts. The

children achieve well and the majority are likely to attain the early learning goals by the time they transfer to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The children achieve very well
- The areas of learning are linked together imaginatively and the activities match elements of the National Curriculum very well
- Adult intervention is excellent when children are engaged in activities
- Children are offered a wide range of opportunities to use their senses, learn about their environment and explore

Commentary

36. The staff plan a wide variety of well thought out topics to effectively develop the children's knowledge and understanding of the world. The work in this area is also enhanced by visits and walks in the school grounds, the local area, shops and other facilities. The children are encouraged to explore and investigate. They learn how to identify some simple features of living things, such as a plant. They are given opportunities to plant seeds and they develop a sound understanding of what seeds need in order to grow. They learn computer skills, such as how to 'drag and drop', and to label their plant. When using programmable toys, such as a floor robot, they learn how to give directions. Their curiosity and interest are expertly stimulated so, for example, a more able child examines a herb plant, pinches the leaves and smells them, notices water on his fingers and comments 'plants drink water'. Effective teaching ensures that the new knowledge learnt about a plant is applied and consolidated.

37. The children are sensible about safety rules. Their gross motor skills are well developed, enabling them to use a large needle and thread. The teacher and classroom assistant are skilled at supporting and helping but not doing the task for them. Their questioning makes effective use of the children's answers to assess their understanding. They encourage children to think for themselves and the support they give is well judged to develop children's confidence. Every activity, every involvement and engagement is full of fun and enjoyment. They use a variety of materials confidently, for example, while making bean trees they learn to order using numbered leaves from 1-20, they learn to use a needle, thread the leaves and wrap the leaves around a pole. Skilful planning of such activities shows an expert understanding of how to extend children's multiple skills at the same time. Pupils make significant progress and most are likely to exceed the early learning goals by the time they transfer to Year 1.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- The quality of teaching and planning is very good
- There are many opportunities for role-play to develop the children's imagination
- Children use a range of good resources of materials to explore colour and texture and to construct

Commentary

38. Children are offered a wide range of activities to stimulate imaginative role-play. They make good progress by expressing their feelings in activities, such as drawing, painting, modelling and constructing. All activities have elements of choice. They are well organised and fun. For example, in the garden shop, children show a growing understanding of shopping sensibly. Fruit, vegetables and flowers are placed in a shopping trolley. Daffodils are selected because they are mum's favourite. The shopkeeper plays his role seriously. The children have a growing understanding of the sequence of activities, such as selecting, counting, discussing with a partner and taking the trolley to the till and paying. There are many opportunities to sing songs, and actions are often chosen to support other areas of learning, such as numbers. All activities are a rich source for language development. By the time the children move into Year 1 many are likely to exceed the early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have a wide range of opportunities for writing and they achieve well
- Teaching and learning are good across the school
- The marking of the pupils' work does not always let them know how well they are doing and how they can improve
- The subject is well led and managed and there has been good improvement since the last inspection

Commentary

39. In Year 2, the pupils attain standards that are above those expected in speaking, listening and writing and they are average in reading. In Year 6 standards are above those expected in all aspects of English. Overall, the pupils achieve well, although the more able pupils in Years 1 and 2 could achieve more in reading, as they do not always build on the very good start that they make in the Foundation Stage. The school has focused successfully on increasing the number of pupils attaining the higher Level 5 in English and provides many opportunities for them to write for a variety of purposes. This, supported by the regular opportunities to write, often at length, in other subjects, is having a significant impact on standards. Although standards remain broadly similar to those at the time of the last inspection, the provision in English has improved.
40. The quality of teaching and learning is good. The national literacy strategy has been implemented well and there is a consistency of approach from class to class. The teachers have a good knowledge of how pupils develop their literacy skills and they have the confidence to modify their approach when this benefits what is being taught. In Years 1 and 2, there is a clear focus on providing the pupils with the skills to sound out unfamiliar words and use clues from pictures and the context of what they are reading. The reading scheme is well organised and the teachers keep a close eye on how well the pupils are doing. The pupils read accurately, although more could be done to help them explore different types of stories and authors and extend what they enjoy. This is developed well in Years 3 to 6 and the older pupils, in particular, enjoy talking about their favourite authors and stories. The support provided by parents at home plays a major part in the progress made by the pupils.
41. The teachers generally have high expectations of what the pupils are capable of achieving and the lessons are brisk and enjoyable. The pupils are expected to behave and work hard. As a result, they take pride in their work, which is usually very well presented, as seen to particularly good effect in Year 5. Across the school, there are many examples of high quality writing in the pupils' books and on display. The pupils develop into competent spellers and they have a good

understanding of the use of punctuation and other elements of grammar. There is often a significant written element in lessons in other subjects, for example when writing letters in history or reporting on investigations in science, and this emphasis from the staff is contributing to the pupils' standards, progress and achievement.

42. The teachers know their pupils well and they gather good information about how well they are doing. This information is well used to ensure that pupils of all abilities receive appropriate support and challenge in lessons. The teachers ensure that all pupils take part in lessons and make good progress. Those with special educational needs receive good support, which contributes significantly to their progress towards their particular targets. The teachers mark the pupils' work conscientiously and the pupils are praised for their efforts. Although targets are set, there are too few examples of the marking being used to inform the pupils about how well they are doing and what they need to do to improve.
43. English is well led and managed by the co-ordinator who has a good understanding of the school's strengths and what needs to be done to continue to raise standards. The co-ordinator monitors the pupils' work, supports staff by giving model lessons and has had some opportunity to support and observe colleagues in lessons, although this is not organised systematically.

Language and literacy across the curriculum

44. Good use is made of the pupils' literacy skills in other subjects. This has a positive impact on the pupils' achievement in English and on the progress they make in other subjects. The pupils' speaking and listening are promoted through the many discussions at the beginning and end of lessons. They respond well to the many opportunities for them to ask and answer questions, offer opinions and listen to others. There are many opportunities for them to read a variety of texts, non-fiction books and to search for information on the Internet. A particular strength is the way that the pupils' writing is developed through many subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The pupils attain above average standards by the end of Year 6 and they achieve well because the teaching is good
- The work planned for higher attaining pupils in Years 1 and 2 is not sufficiently challenging
- Very effective use is made of the teaching assistants
- The subject co-ordinator provides strong leadership

Commentary

45. By the end of Year 2, the pupils attain standards that are average and their overall achievement is satisfactory. Levels of attainment have been consistent over the last three years, but represent a slight decline in standards since the last inspection. Pupils' achievement is accelerated in Years 3 to 6, where the present Year 6 pupils are achieving standards that are above the national average. This is often because the teachers plan work that is well matched to the needs of all pupils. This is an improvement since the last inspection. High quality teaching assistants are very well used, particularly to support the pupils with special educational needs, and this ensures that most are making good progress.
46. In all classes there is an emphasis on counting skills. These are often taught well and the pupils quickly learn and retain their number facts and times tables. The Year 2 pupils are beginning to understand place value. By Year 6 the pupils know about the properties of two and three-dimensional shapes and can use a range of standard and non-standard measures. Many pupils confidently work with fractions, decimals and percentages.

47. The quality of teaching and learning is good overall. There are examples of good teaching in all phases of the school; this is most marked in Year 5 where the pupils achieve very well in lessons. All of the lessons observed were well planned with clear learning objectives that were shared with the pupils. A key feature of the best lessons was when the teacher created a challenging pace to activities, and time was used well to encourage the pupils to explain how they derived their answers. This was especially effective in a Year 5 lesson where the pupils were discovering that area can be measured in square centimetres, and then apply the formula $A = L \times B$. The teacher skilfully balanced her own searching questions, to test the pupils' understanding, with allowing them to investigate the properties of area and opportunities to share ideas with the whole class. The pupils made good progress in interpreting the task and applying their own knowledge and understanding. The quality of teaching in Years 1 and 2, whilst never less than satisfactory, sometimes fails to move lessons on at a lively pace and sustain the children's attention and enthusiasm. The scrutiny of the pupils' previous work indicates that the more able pupils are not consistently provided with challenging work, which limits their progress.
48. The leadership of mathematics is good. The subject co-ordinator recognises the need to drive up standards, particularly for the brighter pupils. The school analyses test results in order to identify areas of strength and weakness in the pupils' knowledge and skills. The action taken as a result of this analysis is reflected in the fact that over a third of pupils achieved at the higher Level 5 in the most recent national tests. The co-ordinator has recently purchased some very good quality resources, which are being used effectively by all teachers, and this is having a very positive effect upon extending pupils' achievement.

Mathematics across the curriculum

49. There are good opportunities for the pupils to apply their mathematical skills in other subjects, particularly for the older pupils, for example when measuring or reading results in science, geography and history. Mathematics makes a satisfactory contribution to pupils' information and communication technology development. There are opportunities for pupils to interpret data and draw graphs and to devise strategies for answering number problems related to everyday experiences. This is having a positive impact on their achievement.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6
- The work planned for higher attaining pupils in Years 1 and 2 does not stretch them sufficiently
- Science is well led and managed and the teaching is good
- The pupils' very good attitudes enable them to learn well
- A good range of practical activities and resources are used to develop the pupils' investigative skills

Commentary

50. The results in the national tests over the last two years have shown an upward trend in line with that seen nationally. This is due to good teaching and planning that focuses clearly on developing the pupils' skills of scientific enquiry. Standards are average in Year 2 and the pupils' achievement is satisfactory. This represents a slight decline since the last inspection. Standards in Year 6 are above average and the pupils achieve well, which is similar to the picture seen at the last inspection. In the most recent national tests, half of the pupils achieved at the higher Level 5 and this is a considerable improvement on the previous year. The pupils

with special educational needs achieve well as a result of the valuable support provided by the learning support assistants.

51. Teachers' planning in science is detailed and contains appropriate learning objectives. However, the work planned for the higher attaining pupils in Years 1 and 2 is not sufficiently challenging for them to consistently achieve at the highest levels. The teachers need to plan work that will stretch these more able pupils and accelerate their achievement.
52. The quality of teaching is good overall, with very good teaching seen in Year 5. Teachers use questioning very effectively to help pupils extend their thinking and interpretation skills. In a Year 2 lesson, the pupils were observed discussing the introduction to a topic on forces. The teacher encouraged the pupils to discuss the kinds of 'pushes and pulls' that affect their daily lives. As a result, the pupils' understanding of forces was reinforced and extended and allowed them to suggest how to set up simple practical experiments. In all lessons, the teachers prepare and organise materials and group the pupils well to promote effective learning. The stimulating activities and pace in many lessons often foster a sense of curiosity in the pupils. In a particularly successful Year 5 lesson, the pupils were observed investigating how the earth spins on its own axis, and how its interaction with the sun results in daylight hours and the formation of shadows. The teacher captivated the pupils' interest by allowing them, in turn, to become a rotating earth and simulated the effects of the sun by means of a spot lamp. Their knowledge and understanding of how the sun and earth interact was considerably accelerated and achievement levels were high. One pupil was overheard to say; 'I've got to try this at home'. The pupils respond very well in lessons, as a result levels of concentration are high and behaviour is very good.
53. Leadership and management are good. The subject co-ordinator has a very good understanding of the strengths and weaknesses in the subject and of pupils' achievement. Using information gathered from analysing test results and examining pupils' work, a very clear understanding of the subjects' development has been established in order to raise standards and improve achievement further. The co-ordinator has been particularly effective in purchasing very good quality resources to support colleagues' lessons and stimulate the children, and this is having a positive impact on driving up standards.
54. The pupils apply their literacy skills well in science lessons, as they record their findings in a range of interesting ways, for example by labelling diagrams, making notes and writing reports. Numeracy skills are used well to read temperature charts and measure angles, while computers are used effectively to research scientific information and to record, interpret and present data in the form of graphs and charts. The presentation of pupils' work is generally good and reflects their enthusiasm to do well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The co-ordinator provides good leadership and ensures that the subject is well organised
- The pupils have positive attitudes, work together well and use the equipment carefully
- The way that the pupils' work is assessed is at an early stage

Commentary

55. The standards achieved by the pupils in Years 2 and 6 are in line with those expected. The school has worked hard to develop its provision for ICT and, under the good leadership of the co-ordinator, has improved the quality and quantity of computers available and has introduced a commercial scheme to support the teachers in their planning of lessons. This helps to ensure that all aspects of the curriculum are taught. The range of software available to support the use

of ICT in other subjects is also improving and, although standards are lower than at the time of the last inspection, it is clear that overall provision has improved and standards are rising.

56. Four lessons were seen, three of which were in Years 3 to 6. The evidence of these lessons, the work previously carried out, discussions with the pupils and observations of them using computers in other subjects confirms that they are achieving appropriately and are making brisk progress in the development of their knowledge, skills and understanding because of the recent improvements in provision. The teaching and learning were consistently good in the lessons seen. The teachers' subject knowledge and confidence has improved through school-based training, for example in the 'control' element, and this was seen to good effect in a good lesson in Year 2. Here, the pupils learned to give instructions to make a 'turtle' on the computer screen move in different directions. The guidance from teaching assistant was well structured, so that the pupils picked up what they had to do quickly. Back in the classroom, similarly systematic support from the class teacher enabled the pupils to develop their understanding by guiding a snail through a garden. The pupils were engrossed by these activities. They were very well behaved and worked well, individually and with partners. These positive attitudes and the good teaching, features of all the lessons observed, ensured that the pupils achieved well and made good progress.
57. The pupils have access to a broad and balanced range of activities that covers the requirements of the National Curriculum. The national planning guidelines are supported well by a recently purchased commercial scheme. As a result, the work planned builds well on the pupils' previous learning and the level of challenge increases from year to year. The scheme provides regular opportunities for assessing the pupils' learning and these are being tried out by the staff, ahead of introducing a more formal system of assessment. It is important that this happens as, at present, there is no clear way of tracking the pupils' progress across the school.

Information and communication technology across the curriculum

58. Computers are generally well used to support the pupils' learning in other subjects. Although the ICT suite is used mainly for direct teaching in the use of computers, it is also used in lessons such as literacy and numeracy. For example, in Year 5, the pupils were observed using an Internet program to calculate the area of shapes. Classroom computers also make an important contribution to this aspect of the provision. The subject co-ordinator has extended the range of software available in subjects such as art and design, geography, history and music and the school recognises the need to ensure that these are planned carefully into the programme of work for each subject.

HUMANITIES

Two geography lessons were seen during the inspection. Evidence was also gathered from talking with the pupils and looking at their work. It was not possible to observe lessons in **history**. However, the pupils' previous work, photographic evidence, displays in classrooms and discussions with the pupils indicate that there is a balanced and well-planned curriculum that helps them to develop their historical knowledge and research skills systematically. Much of the pupils' work on display is of high quality, and this reflects their care, attention to detail and enjoyment of the subject. The teachers appear confident teaching history and the pupils generally remember their work with fondness. The school has purchased some good quality resources that are being used very effectively by teachers to extend pupils' knowledge and understanding of the subject.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Visits and visitors make a valuable contribution to pupils' learning

- Useful cross-curricular links with literacy and numeracy are identified to support the subject
- The rate of progress across the school is inconsistent

Commentary

59. Standards at the end of Years 2 and 6 are similar to those expected for pupils of this age. Curriculum plans are linked to a recently introduced scheme of work and this provides a good base from which teachers plan their lessons. Although an adequate length of time is allocated to the subject, greater emphasis is required to establish a more secure foundation in geographical knowledge and understanding.
60. In Year 2, all of the pupils learn about the local area and can draw simple room plans and maps. They learn new geographical vocabulary to name specific features they might see on their walks. They are studying how to use geographical symbols to make maps. Overall, the quality and range of work is limited and there is insufficient evidence to indicate that planning is effectively built on pupils' prior learning. The pupils make reasonable progress and this is continued in Years 3 and 4.
61. The pupils make rapid progress in Year 5 and achieve high standards; however, this is not yet sustained in Year 6, where progress is satisfactory. Year 5 pupils cover a wide range of human and physical geography requirements. Geographical skills are well developed. Ordnance Survey maps are used accurately to compare and contrast two local areas, Hadfield and Glossop. Research skills are promoted well. The pupils are able to comment on mountain weather patterns, rainfall and temperature. They have applied their numeracy skills in drawing a graph showing, for example, which mountainous areas receive higher than average rainfall.
62. The standard of written work and presentation is very good. Year 6 pupils go on many visits and these provide good first-hand experiences. Geographical lesson objectives in lesson plans are sometimes obscured when too much emphasis is placed on literacy and numeracy skills.
63. Overall, teaching is satisfactory. There are particular strengths in some years where teachers have more secure subject knowledge and where proper cognisance has been taken of the pupils' prior learning. Marking and assessment comments are usually general and encouraging but lack specific improvement points.
64. The subject leader is in the early stages of monitoring plans and teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design and design and technology and one lesson was observed in music. It is not possible, therefore, to make judgements about provision in these subjects.

In **art and design** the work on display is of a good standard. The work done in the style of Monet using pastels captured the essence of colour and style successfully. The design work done by pupils in the art club, in the style of Matisse, developed a clear understanding of complementary colours. Pupils know which colours help to make the design brighter or gloomier when used in a certain combination to create different moods.

Samples of the pupils' **design and technology** work were examined and discussions were held with the subject co-ordinator and pupils. The work seen shows that the pupils enjoy the subject and take pride in completing and exhibiting good quality products. The effective curriculum helps the pupils to develop their designing and making skills in all year groups. Displays of the pupils' work in classrooms and around the school demonstrate that their attitudes to design and technology are very positive.

In **music**, the pupils benefit significantly from a wide range of daily extra-curricular activities. About one-third of pupils attend clubs for flute, tin whistle, recorders and guitars. The tuition they receive is

good and has a positive impact on learning and standards. These pupils have very successfully competed in a range of competitions and, because their playing is both tuneful and full of energy and life, they have all the audience tapping with enjoyment. Pupils sing well and are given many opportunities to sing in class and in school assemblies. The deputy headteacher plays a significant role in providing a wide range of opportunities.

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- The pupils are expected to work hard in lessons and they respond well
- There is a very good range of out-of-school sporting activities

Commentary

65. Two lessons were observed during the inspection, both in Years 3 to 6. The evidence of these lessons, the scrutiny of teachers' planning and discussions with staff and pupils indicates that standards are in line with the expectations of pupils in Year 6. The pupils' achievement is satisfactory overall. Older pupils have the opportunity to swim and the vast majority of them are able to swim 25 metres unaided before they leave the school.
66. The lessons observed were in dance and gymnastics. A strong feature of the dance lesson in Year 4 was the high level of physical challenge provided. The pupils were expected to work hard and there was a good sense of enjoyment as they did so, despite many of them finding the activities tiring. In a good lesson in Year 3, there were good links made with the pupils' work on forces, in science, as they carried out a series of movements, including pulls, pushes, stretches and turns. These pupils made good progress in their understanding of how movements can be linked together to interpret a theme.
67. There is a very good range of opportunities for the pupils to use and develop their skills outside of lessons. These include clubs for netball, football rugby and dance. A strong feature is the contribution of pupils in Year 6 to the coaching of football to pupils in Years 1 and 2. Not only does this help their understanding of football and improve the skills level of the younger pupils, but it also contributes to their personal development. The provision for PE is well organised under the sound leadership of the co-ordinator.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons dedicated to personal, social and health education were seen, so it not possible to make an overall judgement on provision. The school places a strong emphasis on promoting the pupils' personal development. Opportunities for the pupils to discuss important issues are a regular feature and good behaviour is reinforced during these sessions. These are used well to provide pupils with the opportunity to talk about themselves, express ideas and explore ways of resolving issues. The school council makes a good contribution to the pupils' personal development and their understanding of citizenship and is taken seriously by the pupils. Their personal development is further enhanced through the strong spiritual content of assemblies and also through music. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. There are clear and appropriate procedures for teaching sex education and drug misuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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