

# INSPECTION REPORT

## **ST GABRIEL'S R.C. SCHOOL**

Castleton, Rochdale

LEA area: Rochdale

Unique reference number: 105825

Headteacher: Mrs A C Ward

Reporting inspector: Eileen Parry  
2615

Dates of inspection: 12-16 March

Inspection number: 184781

Full 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

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Vicarage Road South  
Castleton  
Rochdale

Postcode: OL11 2TN

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Appropriate authority: The Governing Body

Name of chair of governors: Fr. Mark Harold

Date of previous inspection: 27.02.95

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2615	E. Parry	Registered inspector	Science Music Physical Education	Under fives Equal Opportunities Special Educational Needs Summary of the Report The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14404	A. Rolfe	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16447	R. Grant	Team inspector	English Art and Design History	How good are the curricular and other opportunities offered to pupils?
12230	P. Dennison	Team inspector	Mathematics Information and Communication Technology Design and Technology Geography	

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

### **INFORMATION ABOUT THE SCHOOL**

St Gabriel's R.C. School serves the village of Castleton near to Rochdale. It is smaller than most primary schools. There are 185 pupils who attend full time; 99 boys and 86 girls. All of the pupils are white. There is no nursery. The school takes in pupils of all abilities with the majority having skills and abilities that are typical for their age when they start school at the age of four. Only one pupil has a statement of special educational need and about a quarter of pupils have some degree of special need. This is lower than usually found in schools of this size. About a tenth of the pupils are entitled to free school meals; less than is found in schools nationally.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

Overall, the school is currently providing a satisfactory education. By the end of juniors, standards in national tests in mathematics are above average, in English are average and in science are below average. Children in reception make good progress, achieving well in mathematics. Teaching, overall, is satisfactory with strengths in the teaching of mathematics throughout the school and in the reception class. The headteacher has led the school out of special measures successfully and the school is continuing to move forward. There is a new management team with some relatively inexperienced people who need time to develop their management skills fully. The school gives satisfactory value for money.

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

- Pupils do well in mathematics with above average standards by the time they are eleven.
- Teaching in reception is good and is good in over a third of lessons in the rest of the school.
- There is good provision for pupils with special educational needs.
- Pupils' spiritual, moral, social and cultural development is well promoted.

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

- The school has not had sufficient equipment for information and communication technology (ICT) and this has led to pupils having limited experience and standards which are below average.
- Pupil's handwriting and spelling are often unsatisfactory.
- All subjects of the curriculum are taught but some have not had enough time or depth of study.
- Relationships with parents.
- Management skills, especially where teachers are inexperienced in leading their subjects.

*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 had three inspections in the last six years. The last one in March 1999 judged that sufficient progress had been made so that the school no longer needed special measures. The school has continued to make satisfactory progress with the issues it was asked to tackle. There is now an appropriate management structure. Teachers have clear responsibilities for subjects which they take on willingly. They are beginning to develop the necessary management skills. Standards in mathematics are above average but there is room to improve those in other subjects. There is a good plan for developing the curriculum but there has not yet been enough time or resources for it to raise standards. There are building plans for new classrooms and for an ICT suite which will improve accommodation significantly. Provision for special educational needs has improved and is currently good.

## 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	
	1998	1999	2000	2001	
English	B	A	C	C	Well above average A Above average B
Mathematics	C	A	B	B	Average C Below average D
Science	B	B	D	D	well below average E

Results in 2000 for eleven-year-olds are average for English, above average for mathematics and below average for science. Compared to schools where a similar number of pupils take free school meals, the results match. The school's results broadly reach the targets that were set. Although there was a drop from 1999 to 2000, over a three year period, the rate of improvement is similar to that of most schools in England.

Results for seven-year-olds in the year 2000 are below average in reading and writing and above average in mathematics. The differences in these results are in part due to the better quality of teaching in mathematics and in part because there is a group of pupils with special educational needs who have difficulties in reading and writing.

In English and science, pupils' work is about average for this stage in the year in both key stages. Standards are better in mathematics where the teaching is more consistently of good quality. Throughout the school there are weaknesses in children's handwriting and spelling. In ICT, standards are below where they should be for eleven-year-olds. The school does not have enough computers to ensure that pupils can get sufficient access to practise their skills. This most affects juniors who need to develop much wider skills. New building, which includes a computer suite, should help to improve the situation. Because of the concentration on improving standards in English, mathematics and science, too little time has been given to other subjects and standards are below where they should be except for physical education, where standards are average. In reception, children do well in mathematics and most are

reaching expected standards in other aspects of their learning. They talk confidently but are impatient to answer questions and do not listen as well as they could.

In each class, there is a group of children with some degree of special educational need. These pupils do well when they are receiving additional support through smaller groups, and when the teaching in class is directed towards their needs, for example in literacy and numeracy. Their progress is similar to other children's in other subjects.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Satisfactory. Almost all children enjoy coming to school. They mainly work hard and concentrate well but, on occasions, some work too slowly and are inattentive. Frequent changes of staffing have made the children in Year 4 insecure and have had an adverse effect on their attitudes to learning.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils behave well in assemblies and at playtimes. Most pupils behave consistently well in lessons but some can be restless and inattentive.
Personal development and relationships	Satisfactory. Permanent teachers know their pupils well and are working hard to ensure that pupils grow in confidence and independence.
Attendance	Above the average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Teaching overall is satisfactory. It is satisfactory or better in 96 per cent of lessons, good in 31 per cent of these and very good and occasionally outstanding in a further 8 per cent. In 4 per cent of lessons, teaching is unsatisfactory.

Children in the reception class are taught well. The adults plan and work effectively together. The classroom is an effective environment for children to make their own choices of what to do. Direct teaching of skills is good. In Key Stages 1 and 2, teaching varies from very good to unsatisfactory, being satisfactory overall. Throughout the school, the very good and good teaching is based on effective planning and interesting activities that keep children working hard. Where teaching was unsatisfactory, lessons moved too slowly and the content was not challenging or varied enough. All teachers are confident in English, mathematics and science but their skills and knowledge in other subjects is much more varied.

Most children are keen to learn, work hard and enjoy what they are doing but some throughout the school are easily distracted and do not take a sufficiently active part in lessons. This is particularly noticeable in the Year 4 class which has had too many changes of teachers to



establish good working attitudes. Year 5 are affected to a lesser extent because they now have stable support.

The school has a positive approach to pupils with special educational needs and makes good provision for them through support in class and in special group sessions. Teachers take care to ensure that pupils who need support have time from them as well as from the classroom assistants. The additional literacy support is good and is helping to tackle underachievement by boys in literacy.

Teaching in literacy is satisfactory overall although spelling and handwriting are not taught well enough. Teaching in numeracy is good especially for mental and oral work. In ICT, art and design and technology, some teachers have limited subject knowledge which affects their confidence in teaching these subjects and therefore the standards that pupils achieve.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a well-balanced curriculum for children in the reception class although limited facilities for outdoor play. In infants and juniors the curriculum is unsatisfactory overall, though it now meets legal requirements. Because of the school's previous concentration on the core curriculum, too little time has been given to other subjects and there are weaknesses in the provision for ICT, art, design and technology, history and geography. Extra curricular provision is limited and does not provide equal opportunities. Provision for mathematics and special needs is good.
Provision for pupils with special educational needs	Good. There are good levels of support in class and in small group sessions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision overall is good. Pupils' spiritual and moral development is promoted well through assemblies and collective worship especially when pupils are encouraged to take responsibility for planning themes and leading prayers.
How well the school cares for its pupils	Satisfactory. There are satisfactory arrangements to ensure pupils' welfare and safety and for assessment of their learning and progress.

Parents are encouraged to help their children with homework especially reading. Friends of the school provide fund raising activities and support links with the parish. There are few opportunities for parents and carers to help children in school. Some parents are supportive of the school, others are disaffected by what has happened and remain unconvinced about the school's leadership and management. Overall, the school does not have a partnership with parents which actively supports learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has led the school out of special measures. There is a new deputy who has been given a strong role in developments. Teachers with subject responsibilities are beginning to develop their management skills.
How well the governors fulfil their responsibilities	Satisfactory. Governors give good support and are becoming more active in making management decisions.
The school's evaluation of its performance	Satisfactory. Teaching and pupils' learning are being checked regularly but there is a need for greater rigour in analysing information and using it to improve standards.
The strategic use of resources	Satisfactory. Financial planning is satisfactory but does not take a long enough view of developments. The governing body tries to secure the best value for its spending and to consult parents.

There are sufficient teachers and good levels of support staff. Accommodation is satisfactory given that the two mobile classrooms which are in poor condition are being replaced shortly by permanent classrooms attached to the school. A new ICT suit will be created at the same time. Books and equipment for English, mathematics and science are generally satisfactory with some areas which need improvement; in other subjects there are shortages.

## 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>• Children like coming to school and are making good progress.</li> <li>• Children are expected to work hard.</li> <li>• The school helps children to become more confident and mature.</li> <li>• They can approach the school with concerns.</li> <li>• The school is improving.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities other than lessons.</li> <li>• The amount of work that children get.</li> <li>• The way the school is led and managed.</li> <li>• The level of information about how their children are getting on.</li> <li>• Working more closely with parents.</li> <li>• Disruption to learning from staff absences and changes.</li> </ul>

The inspection team generally agrees with the parents' positive views. Most children work hard although sometimes some do not work as hard as they are able to do. Reception children make good progress as do all children in mathematics. The homework set is mostly for English and mathematics and is satisfactory. It is having a more positive effect on raising standards in mathematics than in English. The school is moving forward but needs a settled period to make more rapid improvement. In some of their concerns, parents are justified. During the inspection week there were some activities other than lessons but these are not as varied nor as accessible to all children as they should be. Staff changes and absences have caused disruption to children's learning especially in Year 4 and have affected the way some of these children respond. The school is beginning to provide more regular information, for example through newsletters, but needs to work harder to improve relationships as there are clearly some parents who are unhappy with the current position. Management is satisfactory.

## **PART B: COMMENTARY**

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

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

1. In the national tests for eleven-year-olds, the results for English are average, both when compared to results nationally and to those found in similar schools. Results in mathematics are better, being above the national average and that of similar schools. Girls did markedly better than boys in English but equally well in mathematics. This reflects the more consistently good teaching of the numeracy strategy and the positive leadership and management of the subject. In science, the results are below those nationally and for similar schools. Although the proportion who reached the expected level 4 in science is almost the same as the national figure, too few pupils reached the higher level.

2. Results for seven-year-olds in the national tests in 2000 were average in reading, but below average in writing. They also compared less favourably with the results found in similar schools. In mathematics, results are above average and in the teacher assessment for science results are below the average. Factors in the differences between subjects include the greater confidence and expertise of the teacher in mathematics. A small group of pupils with significant special educational needs affects attainment in English and science more than mathematics.

3. Inspection findings are that standards in English are broadly average. Pupils in Year 2 speak confidently, usually listen well and have satisfactory reading skills. Their knowledge of letter names and sounds is good. Writing skills develop satisfactorily. Most pupils write simple sentences independently and a few able pupils write at length. Many still need reminding to use capital letters and full stops. Pupils' handwriting is unsatisfactory. Too many pupils do not control the size and shape of their letters well enough. This is because there is not enough direct instruction about how to form and join letters. Pupils copy pieces for handwriting practice in Year 2, but this is not an effective method of teaching. By Year 6, pupils discuss their work competently. Standards of reading are average, overall, but girls are more confident and expressive readers than boys. Pupils' writing is of variable quality. Some higher attaining pupils write well for example, by writing stories suitable for a younger audience. Most pupils, however, do not have sufficiently well developed spelling and handwriting skills, and these affect the quality of their work. There are few opportunities for pupils to write in other subjects.

4. In mathematics, inspection findings mirror the information from tests showing standards that are above the average by the end of both key stages. Pupils of all abilities, including those with special educational needs, achieve well. Pupils develop a secure knowledge of numbers, shapes and measures and can apply their learning to practical situations. They collect and interpret data, sometimes in mathematics lessons sometimes in other subjects such as science. They do not however, make enough use of computers in mathematics.

5. Standards in science are mainly average. In their current work, Year 6 pupils show sound investigational skills. They predict, hypothesis and describe their work using suitable scientific vocabulary. Year 6 pupils record their work in a variety of ways including reports, graphs, diagrams and mind maps. These show generally average levels of attainment in the topics that have been covered. Standards in Year 2 science are close to the average in the work pupils are currently doing. They undertake practical tasks and talk about their work at a satisfactory level but few of the class record their work well enough in writing to show how much they have learned.

6. The school has had three inspections in six years. The second placing it in special measures. After that, the school directed its efforts to improving standards in literacy, numeracy and science with other subjects being given less time and less development priority. Except for physical education where standards are in line with expectations and music where there was too little evidence for judgements, pupils' attainment in all subjects is below where it should be by the end of Key Stage 2. At Key Stage 1, there was too little evidence to make judgements about history and music, but standards in design and technology are below average. In all other subjects, standards are at expected levels. In some subjects, lack of time has been compounded by a lack of teacher expertise and limited resources.

7. Children in the reception class are doing well and most will reach the targets set for their age by the time they move into Year 1. They all speak confidently but are not so good at listening. Early reading and writing skills are satisfactory but skills and knowledge in mathematics are good. Children are developing good scientific skills and use computers and technology well. They show good imagination in physical education with satisfactory levels of physical skills. Creative work is typical for children's ages.

8. Pupils with special needs receive good support in class and in small groups which enables them to make good progress in basic skills. Special groups, such as the circle of friends, are helping to make individuals and their friends more conscious of the effects of poor behaviour. A wider group of pupils also receive additional literacy support which is pushing them towards average standards in literacy. As these are mainly boys, this is also tackling the underachievement by boys which the school has recognised. The standards and progress of two Traveller children are affected by their poor attendance.

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

9. Overall, pupils' attitudes to learning are satisfactory. Almost all pupils like coming to school and are able to identify favourite subjects. The majority of pupils listen carefully to their teachers' instructions, talk confidently and concentrate for appropriate periods of time. Most pupils take a pride in their work, and are happy to discuss what they are doing. Some pupils, especially in classes which have been disrupted by frequent staff changes, are more inconsistent in the way they respond.

10. The overall standard of behaviour is satisfactory. Overall, pupils have a good knowledge of what is and is not acceptable. They understand and accept the school's system of rewards and sanctions. In most lessons, behaviour is good and on occasions very good. However, in a number of lessons, mainly in Year 4 and to a lesser extent in Year 5, a significant number of pupils become involved in low level inappropriate behaviour. As a result, on occasions, lessons are not as effective as they could have been. Pupils' behaviour in assemblies and at break times is good. Bullying is an occasional problem and, whilst the school does not have in place a specific anti-bullying policy, pupils are aware of the help available to them should they need it, and say they would not hesitate to seek assistance in such circumstances. One source of help is the pupils who are asked to be anti-bullying monitors. They wear badges to let others know who to talk to. Pupils treat other people's property with respect. There is little or no litter around the school and vandalism is low. There have not been any pupil exclusions in the current academic year and the majority of parents consider pupil behaviour in the school to be of a good standard.

11. Pupils make satisfactory progress in their personal development and a large majority of parents consider that the school is helping their children to become responsible and mature. Pupils usually co-operate well together in pairs and small groups, and are willing and

able to listen to and consider the views of others. Sometimes, however, they do not cooperate in group work in lessons well enough, as in a Year 5 science lesson.

12. Pupils are developing their understanding of other people's beliefs and cultures through their lessons. They show a willingness to accept additional responsibilities, undertaking a range of duties as classroom monitors; older pupils are given additional responsibilities as prefects and house captains. Pupils have some opportunities to use their initiative to support their own learning, for example, pupils in Year 5 regularly choose the theme for class assemblies and select appropriate prayers.

13. Attendance is good. It is above national averages. Registration is taken morning and afternoon and meets statutory requirements. A significant minority of pupils do not arrive at school on time.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. Teaching overall is satisfactory with a range from unsatisfactory to very good. This is fairly similar to the findings of the previous inspection although at that time no teaching was judged to be unsatisfactory. Comparisons are made difficult by the fact that there have been substantial changes of staff from one inspection to the next.

15. Children in the reception class are taught effectively. The curriculum has been adapted well to take account of the new guidance for the foundation stage and planning is good. The classroom is well organised with many stimulating learning activities; it provides a good environment for young children to make their own choice of what to do. The adults work well together and direct teaching of skills is good. The children are relaxed and keen to learn.

16. In Key Stages 1 and 2, teaching varies from very good to unsatisfactory, being satisfactory overall. Over a third of lessons were judged good and occasionally very good. These are based on effective planning and interesting activities that keep pupils working hard. In the best lessons, pupils are made clear about what they are going to learn, how they are going to do it and they are asked at the end whether or not they feel they have achieved their tasks. In some of the lessons where teaching was judged satisfactory, planning is good but work proceeds at a modest pace with missed opportunities to extend pupils' skills, for example in physical education lessons. At other times, there are too many objectives to be achieved and expectations are too high for the current situation, as on occasion in Year 5 lessons. In lessons where teaching was unsatisfactory, the lesson moved too slowly and the content was not challenging or varied enough. This occurred in two lessons, one in art and one in physical education.

17. Teaching and learning in English are satisfactory, overall, in both key stages. This judgement takes into account the evidence from pupils' work as well the teaching seen. At Key Stage 1, teachers have good classroom management skills and use support staff well to benefit all pupils. Lessons are well paced and group work is usually planned to meet the learning needs of all pupils. In Year 2, work could sometimes be more challenging for pupils of higher ability. At Key Stage 2, teaching for the oldest two classes is better than that at the lower end of the key stage. In the better teaching very clear objectives for learning are set, explanations are clear and there is good use of questioning. Marking tells pupils what they are doing well and where they need to improve. Handwriting and spelling are not taught well enough during this key stage.

18. Teachers are delivering the National Numeracy Strategy effectively and this is raising standards that pupils achieve in mathematics. Teaching is most often good and none is

unsatisfactory. The best teaching is brisk and well structured. Mental and oral work is particularly well delivered. Group work is well matched to pupils' abilities. Plenary sessions are used effectively to consolidate learning and to tackle misconceptions.

19. The teaching of science is satisfactory overall. Where teaching is good, teachers ensure that pupils know exactly what they are to learn, lessons are brisk but at a pace pupils can cope with and the management and organisation of pupils is effective. Explanations are clear and there is a sound approach to learning through investigation. Some teaching is satisfactory because it is pitched at too demanding a level for pupils' current levels of co-operative learning and some because it is at a steady pace or does not allow enough practical investigation by pupils.

20. Observations of teaching in ICT were limited to two lessons in Key Stage 2 where the teaching was satisfactory. There is little mention of the use of ICT in teachers' planning for other subjects. This reflects a general lack of confidence and skills from the teachers.

21. Because of the strong emphasis given to raising standards in English, mathematics and science, other subjects have had minimal time given to them. Teachers have not had time to develop their skills and knowledge; resources are often limited. Even though the teaching seen was judged satisfactory, it is clear that some teachers lack confidence in a number of subjects. These include art, design and technology, geography and history.

22. Most children are keen to learn. They work hard and enjoy what they are doing but some throughout the school are easily distracted and do not take a sufficiently active part in lessons. This is particularly noticeable in the Year 4 class which has had too many changes of teachers to establish good working attitudes. Year 5 are affected to a lesser extent but pupils were at times slow to respond, even to well planned and interesting activities, when the emphasis was on them to work together as a group, for instance in the science lesson.

23. The school has a positive approach to pupils with special educational needs and makes good provision for them through support in class and in special group sessions. Teachers take care to ensure that pupils who need support have time from them as well as from the classroom assistants. The additional literacy support is good and is helping to tackle underachievement by boys in literacy.

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

24. The curriculum for the Foundation Stage is good, and promotes learning well. Lessons are well planned, with a good balance between work directed by the teacher and activities chosen by the children. One weakness is the lack of provision for learning outdoors. There is no dedicated area for the youngest pupils in which this can take place regularly. However, the environment is used fairly regularly as a resource.

25. The curriculum at Key Stages 1 and 2 meets legal requirements. Although there is a heavy emphasis on English, mathematics, science and religious education, all other subjects are included. However, it is unsatisfactory overall, because a number of subjects are not given enough time, or developed well enough to enable pupils to make satisfactory progress. The curriculum lacks breadth and balance, especially at Key Stage 2. This is partly because the focus for improvement, following the 1997 inspection report that placed the school in special measures, has been on literacy, numeracy and science. Staff changes have also affected other areas of curriculum development.

26. Subjects that are not sufficiently well developed are ICT at both key stages, and art and design, design and technology, history and geography at Key Stage 2. Standards in these subjects are below expected levels, primarily because pupils do not study them for long enough or in sufficient depth. National schemes have been adopted, but their implementation is not yet effective. There are signs of improvement in Year 5, where planning is closely linked to the objectives in the national schemes. Currently, pupils in Year 5 are receiving a more balanced and well organised curriculum than those in other Key Stage 2 year groups. Continuity for pupils' learning in Year 4 has been affected adversely by staff absence.

27. Mathematics is well planned throughout the school and this contributes to the higher standards achieved. Numeracy is planned effectively; mental and oral work are particular strengths. Planning for English, including literacy, is satisfactory. Strengths at Key Stage 1 include planning for phonic work (recognising and combining letter sounds) and for speaking and listening in the role play corners. A weakness is the lack of structured planning for the teaching of handwriting and spelling, notably at Key Stage 2. As a result, standards in these areas are too low. Other areas for improvement include providing more chances for pupils to write in other subjects and to use computers to assist their learning.

28. The limited range of extracurricular activities includes sport, music and scrabble. Parents are required to pay for some activities whilst others are free. Some are by invitation. This prevents access by some pupils and is not within the spirit of the school's equal opportunities policy. A significant minority of parents are not satisfied with the school's provision, and this view is endorsed by inspectors.

29. In most other respects, pupils have good access to what is on offer. Pupils with special educational needs are fully integrated into lessons, for example physical education. Often, good support from staff ensures their inclusion. Due to the timetabling arrangements, however, groups of Year 6 pupils are withdrawn for additional literacy lessons, and miss important parts of lessons in science and art; this is a disadvantage to their learning in these subjects.

30. Provision for special educational needs is a strength. Work is planned carefully, meets the pupils' individual learning needs and often helps them to make good progress. Good quality additional literacy support at Key Stage 2 enables pupils who are marginally behind to catch up to average levels.

31. Planning for personal, social and health education is largely informal, but is satisfactory overall. The decision not to teach sex education is made clear to parents. Drugs education is integrated into science, but is not developed further through additional programmes. Other aspects of health education are taught satisfactorily through topics, for example on healthy eating at Key Stage 1. A formal policy for personal and social education is to be prepared later in the year.

32. Links with other schools, including nurseries, the secondary school and other Catholic primary schools, are satisfactory. The main community link is with the parish, and mainly contributes to work in religious, personal and social education. Educational visits are not a strong feature of provision, except for the residential visit organised for Year 6 pupils which promotes outdoor activities.

33. Provision for pupils' spiritual, moral, social and cultural development is good, overall, maintaining a similar picture to the previous inspection. Spiritual and moral development are the stronger elements. Assemblies, hymn singing and collective worship make good contributions to pupils' spiritual development and prayer is built into the school day. One assembly, for example, taking the Commonwealth Day as its theme, covered games from

India, Maori songs and stories from the bible. In Year 5, pupils are given full responsibility for Collective Worship by volunteering to lead the session, choosing their own themes and presenting both a brief introduction and a related prayer, either written or found by the pupil. The record of themes shows that pupils select a wide range of stimuli from racism to family life. The record also gives a good example of how all pupils are included since it is obvious from the depth of content and its presentation that pupils of all abilities are included. Social and cultural development are satisfactory with some provision for this in lessons and extra curricular activities but neither having a particularly strong emphasis.

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

34. This is a caring school; pupils and teachers are well known to each other. It successfully provides a safe environment in which pupils feel happy and secure. There are good relationships both inside and outside the classroom. Pupils are confident that they can approach their teachers should they have any problems with their school work or personal difficulties and that appropriate guidance would be given.

35. The school is committed to providing a safe working environment and arrangements for health and safety are satisfactory. However, there are some minor weaknesses in these procedures. Whilst general risk assessments are undertaken, the frequency of such inspections have not been clearly defined, and specific fire risk assessments have not been undertaken. The lack of a perimeter fence between the public footpath, which runs down the side of the school, and the playground makes it difficult to prevent public access to the playground.

36. Procedures for child protection are satisfactory, but there are some weaknesses in these arrangements. There is no specific policy but the school has adopted the Area Child Protection Committee Procedures. Training for the designated teacher needs updating. Apart from informal discussions in staff meetings, staff have not received formal training to develop their knowledge and understanding of child protection procedures.

37. Overall, the school has satisfactory procedures for monitoring and promoting good behaviour and attendance. Staff and pupils are well aware of the school's discipline policy and code of conduct, which are used successfully to promote good behaviour. Pupils respond well to the school's system of rewards for good behaviour. Bullying is relatively rare. The school does not have a formal anti-bullying policy .

38. Parents are advised of the need to inform the school if their children are absent for any reason, and the school contacts parents if there are any unexplained absences. The Education Welfare Officer attends school on a weekly basis to discuss with staff any long term attendance problems. However, there are two children in school who have poor attendance records, and actions taken have not been successful in improving the situation. The school awards certificates for good attendance, and pupils value these awards

39. Procedures for assessing pupils' attainment and progress are satisfactory. The school has a new policy and the assessment procedures have been revised by the recently appointed co-ordinator. Baseline assessments are used to evaluate the attainment of children when they first enter the school. They are used effectively to plan work and activities which are well matched to children's needs and abilities. All teachers maintain records of pupils' attainment in English, mathematics and science. This information is passed to the next teacher when pupils' change classes. School portfolios containing moderated work in English and science are being built up at present and the school is working to improve teachers' skills in assessing the National Curriculum levels achieved by pupils. However



there is no clear system to assess their progress in information and communication technology.

40. The assessment data collected by teachers is used to identify groups of pupils for additional support. Some teachers also make very effective use of assessment information to ensure that work is well matched to pupils' needs and abilities. They are also using the information to set appropriate targets for the different ability groups within their class. However, this practice is still at an early stage of development and is not yet consistently applied in all classes. There is some pupil involvement in the improvement of their own work through the implementation of target setting. This involves discussion with the pupils resulting in clear targets for improvement which are shared with parents.

41. The assessment co-ordinator is aware of the need to develop systems which use the available data to track individuals and groups as they move through the school. This would help to monitor their progress and identify any groups requiring additional support. Data from the National Curriculum assessments is analysed and used to set targets for the end of Key Stage 2 assessments. However, it is not yet used in a systematic and rigorous fashion to identify areas for development in the curriculum. Nor is it used to identify and target individuals or groups of pupils at particular levels of attainment and then decide what it is that they need to do in order to improve.

42. The quality and use of day-to-day assessment is satisfactory. Teachers provide good verbal feedback during lessons and help pupils to improve their work. The majority of teachers have a good knowledge of the individual strengths and weaknesses within their class. Work is usually marked on a regular basis and encouraging or constructive comments are often added. However, this practice is inconsistent. Comments do not always effectively ensure that pupils are aware of areas, which need to be improved or to set clear targets for improvement. Teachers' assessment of pupils' attainment is not always used effectively to plan work that is accurately matched to the needs of all pupils in the class.

43. There is only one pupil with a statement for special educational needs although around a quarter of pupils are identified as having some degree of need. They are being identified early for example, concerns in reception lead to pupils being placed on the register and monitored more carefully. Individual education plans are produced and assessed regularly.

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

44. Whilst there are some strengths, overall, the school does not have a satisfactory partnership with parents. This is a deterioration from the good relationships with parents noted during the last inspection.

45. A high proportion of parents (74%) returned parental questionnaires. These indicated that parents are pleased with the standards of behaviour, the quality of teaching, the expectation that their children will work hard and that the school is helping their children to become more mature and responsible. Almost all parents think their children like coming the school. Evidence from the inspection generally confirms these positive views.

46. However, a significant minority of parents expressed concerns in relation to the following areas: that they were not kept well informed of their children's progress; the school did not work closely with parents, the school is not well led and managed; there were insufficient extra curricular activities. A significant number of parents at the parents' meeting expressed concerns about disruption to their children's learning due to frequent changes of staff and staff absences. Evidence from the inspection indicated that, leadership and

management of the school is satisfactory. However, in some of their concerns parents are justified. Staff changes and absences have caused disruption to pupils' learning especially in Year 4 and have affected the way some of these children respond. During the inspection week there were some activities other than lessons, but these were not as varied nor as accessible to all children as they should be. The school is beginning to provide more regular information, for example through newsletters, but needs to work harder to improve relationships with parents as there are a significant number of parents who are unhappy with the current position. Parents are encouraged to help their children with homework especially reading. Despite invitations to do so, no parents help in classrooms, however, a few parents accompany pupils on school trips. Overall, the school does not have a partnership with parents which actively supports learning.

47. Generally the information that the school provides about its activities is satisfactory. A range of written information and meetings provides parents with news on the school's activities and on their children's progress. The Friends of St Gabriel's Group raise substantial funds to buy additional learning resources for the children.

48. There are good links with parents of pupils with special educational needs. They are kept informed about developments and their views taken into account at the proper times.

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

49. Leadership and management, overall, are satisfactory. The headteacher has successfully taken the school out of special measures. There has been a period of instability in staffing for a variety of reasons including retirements and promotions. These have had their impact on the rate of developments. An area of concern, linked to these issues, remains the lack of confidence of some parents in the quality of the school's provision and in its leadership.

50. There has been a positive response to the issue in the last inspection of clarifying the leadership and management roles of teachers and of governors. Staffing changes have meant that responsibilities have changed. With the exception of physical education, all areas of the curriculum have a teacher leading developments. The teachers are beginning to monitor what is happening in their subjects and decide what needs to be done next. They need to develop further knowledge of how to take their subjects forward.

51. There is a clear senior management structure. The new deputy headteacher has been given a strong role in developments and management time to fulfil them. The Key Stage 1 co-ordinator has only two classes to co-ordinate and responsibilities do not reflect the management points given. Governors are very supportive of the school. They have established committees which take a more active role in management.

52. Short term financial planning is satisfactory. The Governing Body have established a finance sub-committee to oversee the school's financial arrangements. They are appropriately involved in the development and monitoring of the budget and school development plan. However, both the budget and school development plan are limited to the current financial and academic years and, as yet, there is little evidence of strategic planning for the next two to three years. In the last financial year, the governing body set a budget with a small deficit and have planned for a balanced budget in this financial year. It is not yet certain whether they can meet their objective.

53. Internal financial control is good. The head teacher and school secretary work well together to ensure effective day to day management of the school finances. Specific grants

and funding are used appropriately to support pupils' learning, and the school makes satisfactory use of best value principles when making major spending decisions. However, despite improvements, the school is not yet providing sufficient learning resources in all subjects. Accommodation has some weaknesses that are affecting learning in ICT but the imminent building programme includes the creation of an ICT suite which will change the situation. Administrative procedures are good. The administration staff work well to provide efficient support that enables teachers to concentrate fully on their teaching role.

54. The school's policy for special educational needs is satisfactory. It contains most of the information required but there are some gaps, the most important being the name of the co-ordinator. It is written fairly simply but not with a parent audience in mind. Special educational needs does not feature on this year's school development plan. In practice, however, the governing body has invested money from the budget through the post of the co-ordinator and through additional support hours so that provision is good

55. In most respects equal opportunities are ensured for all pupils although there are some areas which could be improved. These include access to extra curricular activities, additional attention to improving the attendance of two children, and withdrawal from science and art lessons of pupils for additional literacy support.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue the work of raising standards in all areas of the school's life, the headteacher, staff and governors should consider the points below.

Raise the standards that pupils reach in: -

### 1. Information and communication technology by:

- Implementing the development plan to provide pupils with greater access to computers and an appropriate range of software;
- raising teachers' expertise and confidence;
- implementing a scheme of work to identify a progression in skills to be learned;
- planning better opportunities for pupils to use information and communication technology to support their other learning in the classroom;
- improving the effectiveness of the arrangements for monitoring the quality of teaching, learning and standards of attainment;
- developing assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs. *Paragraphs 6; 20; 26; 113-119*

### 2. Spelling and handwriting, especially at Key Stage 2 by:

- adopting a more structured approach to the teaching of spelling and handwriting and monitoring its implementation;
- ensuring that all teachers know how to teach handwriting effectively;
- ensuring that pupils use dictionaries and spell checkers to improve their own work;
- ensuring that pupils learn from the marking of their work so they do not repeat the same mistakes;
- using target setting to help pupils improve;
- enlisting parental help in learning spellings and practising handwriting. *Paragraphs 3; 17; 70-77*

### 3. Improve standards in art and design, design and technology, history and geography by:

- improving teachers' subject knowledge, where necessary;
- ensuring that sufficient time is provided for the pupils to develop the skills and knowledge associated with each subject in sufficient depth;
- improving the resources for the topics that are to be taught;
- ensuring that monitoring has an impact on teaching and learning. *Paragraphs 6; 21; 94-98; 99-103; 104-108; 109-112*

### 4. Improve relationships with parents by

- ensuring good levels of information;
- ensuring that parents understand why decisions are made;
- finding ways to involve parents more fully in children's education. *Paragraphs 44-48*

### 5. Develop leadership and management further by:-

- Continuing to give support to co-ordinators to fulfil their roles;
- Ensuring that the school's plan for improvement takes a longer view than one year and matches priorities with what is achievable financially. *Paragraphs 50-51; 52-53*

Other minor issues that the governors might like to consider can be found in paragraphs 13; 35; 36; 53; 54

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	31	57	4	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	185
Number of full-time pupils known to be eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	51

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	11
Pupils who left the school other than at the usual time of leaving	18

### Attendance

Authorised absence	%
School data	3.1
National comparative data	5.1

Unauthorised absence	%
School data	0.4
National comparative data	0.1

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
	2000	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	14	14	15
	Total	25	26	29
Percentage of pupils	School	83 (87)	87 (90)	97 (90)
at NC level 2 or above	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	14	15	14
	Total	25	28	26
Percentage of pupils	School	83 (90)	93 (93)	87 (90)
at NC level 2 or above	National	84 (82)	88 (86)	88 (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
	2000	9	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	9	9	10
	Total	15	15	16
Percentage of pupils	School	79 (90)	79 (93)	84 (90)
at NC level 4 or above	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	9	10	10
	Total	15	17	17
Percentage of pupils	School	79 (90)	89 ((90)	89 (93)

at NC level 4 or above	National	70 (68)	72 (69)	80 (75)
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Percentages in brackets refer to the year before the latest reporting year.

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	0

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

**Teachers and classes**

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28.6
Average class size	24.2

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	134

**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.*

**Financial information**

Financial year	1999
	£
Total income	344145
Total expenditure	352324
Expenditure per pupil	1736
Balance brought forward from previous year	1565
Balance carried forward to next year	-6614



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

### **Questionnaire return rate**

Number of questionnaires sent out	185
Number of questionnaires returned	140

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	5	1	1
My child is making good progress in school.	36	56	6	1	1
Behaviour in the school is good.	30	54	8	4	4
My child gets the right amount of work to do at home.	29	43	24	4	1
The teaching is good.	38	47	7	4	4
I am kept well informed about how my child is getting on.	26	51	18	4	1
I would feel comfortable about approaching the school with questions or a problem.	49	39	4	7	1
The school expects my child to work hard and achieve his or her best.	44	51	2	3	1
The school works closely with parents.	19	56	16	6	3
The school is well led and managed.	19	51	15	11	4
The school is helping my child become mature and responsible.	33	58	6	3	1
The school provides an interesting range of activities outside lessons.	9	39	24	19	9

### **Other issues raised by parents**

Parents also raised concerns about the effects of the changes of staffing on children's education.

## **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**

57. The school has no nursery. Children start their full time education in the reception class. The assessments made soon after they arrive show that there is a wide range of attainment with most children having typical skills and knowledge. At the time of the inspection 11 of the 20 children were still under five. Most children show above average competence in mathematics and in all other areas of learning, almost all are working at expected levels.

#### **Personal, social and emotional development**

58. Relationships between children and adults are friendly and positive and create a secure and happy environment for learning to take place. The good organisation of the classroom gives children plenty of opportunity to choose their own activities. They move around confidently to do this and work at their choices with good levels of concentration and interest. They are learning to get on with each other and almost always are co-operative. The occasional disagreement when someone is unwilling to share is quickly sorted out by one of the adults and decisions readily accepted by the children. For example, when one child had most of the potting compost in the 'garden centre' and did not share at another child's request, he did so immediately when asked by the teacher. Children are developing personal independence as they undress or dress for physical education or for playtime. They are taught to take care of their classroom by clearing up after themselves. There are some resources to help children to understand how people are different but these are limited and could be developed further.

#### **Communication, language and literacy**

59. Early literacy skills are effectively taught in short sessions. For example, the story of The Hungry Caterpillar was used to talk about titles, authors and illustrators as well as to recall the story from the pictures. There is a good use of questioning to assess children's understanding and extend their learning. Although children do listen carefully, for example to the story, they are much more interested in being active rather than in listening and quite a few find it difficult to wait until they are asked. They answer questions confidently and talk to adults competently. Almost all talk clearly but there are one or two children whose speech is indistinct.

60. There is a small group of children who are already reading simple texts and most other children recognise their names and some words. They all know how to hold books properly and interpret the pictures.

61. There is a good balance between teaching specific skills, such as the sounds and shapes of letters, and encouraging children to see themselves as writers through play, for example, in the writing area, using large white boards, or on a notice board. Most children recognise all the letter shapes and the sounds they make, write their names correctly and attempt to write familiar words. There are also a few children with more limited letter or sound recognition. Samples of writing over their time in reception show that children are making good progress. More able children have moved from writing strings of letters, for example 'IWOTTOTYINPAK' to easily distinguishable script including capital letters and finger spaces, such as 'Once upon a tamea wet...'. Others have developed clear letters where their first attempts were scribble.

## **Mathematical development**

62. The short, whole class mathematics sessions which are precursors to the numeracy strategy are very well taught and are helping the children to become confident with numbers and patterns and to make good progress. Children count forwards and backwards competently and can say which number comes before or after a particular one. Some children are beginning to see more complex patterns which show as they try to explain how they work out missing numbers. For example, when 8 was turned over on a 99 number square, some children identified it by saying that the missing number was the one after 7 or the one before 9 whereas one child said that it was in the row which had eights all the way down. Some children can add three more in their heads whilst others happily use fingers to work out the sum and show the answer on a number fan. The small group of children who are still struggling with number recognition and accurate counting were given good support using games involving dice.

63. In informal activities such as water play, children learn about different quantities. They use shapes in art activities and learn about coins through their play. Number work is reinforced through songs and rhymes.

## **Knowledge and understanding of the world**

64. There is a very good range of activities in the classroom to help children to develop early investigative skills. Children sift pebbles from sand using sieves, experiment with floating and sinking objects in water and test different materials using magnets. The teacher profitably used a few minutes at the beginning of the day to talk about days of the week and the weather. At another time groups of children discussed with the teacher how plants grow and they were able to answer accurately questions about the main parts of plants and the sequence of seed growth. Photographs and work on display show that the children have a broad range of experiences to help them learn about their own lives and where they live.

65. Children quickly learn to use the computer and will happily sit down to work with or without an adult. They control the mouse well as they write their names and choose different colours or backgrounds for effect. They use a tape function on the computer to record their voices and are quite confident in using tape recorders to listen to stories. Adult support for computer skills is good and is making sure that the children have a good start in developing a wide range of skills in using computers and other technology.

## **Physical development**

66. The children show physical skills that are typical for their age as they move across benches in the hall. Good teaching is developing children's imaginations very well and children choose a wide variety of movement. Both adults suggest to children how they can use the equipment and they take time to improve specific techniques such as how to land safely. Children really enjoyed the session and worked hard, if a little noisily. There is no outdoor play area specially for the reception class but the grounds are used often as a resource for learning.

67. There are plenty of activities which help to develop hand-eye co-ordination. Almost all children are using tools such as paintbrushes, pencils and crayons well although a few still have difficulty with fine movements such as drawing lines to represent objects or writing numbers and letters.

## **Creative development**

68. A wide range of relevant and interesting creative activities engage children's interest well. As many of these allow children to work independently, adults can concentrate on helping groups. In one session, the class assistant helped children to learn how to mix colours encouraging them, through very good questions, to think and to predict what would happen. At other times children paint by themselves, make patterns using tissue paper circles and use playdough, for instance, to make interesting and well formed caterpillars.

69. A well planned garden centre gave children good opportunities to play together. They wrapped bunches of flowers, potted plants and sold seeds. Children sing songs and number rhymes with great pleasure and enjoy accompanying them with actions.

## **ENGLISH**

70. Results in the national tests in 2000 are similar to the inspection findings. The results for the eleven-year-olds were average, both when compared to results nationally and to those found in similar schools. Girls did markedly better than boys. Results for seven-year-olds were average in reading, but below average in writing. They also compared less favourably to the results found in similar schools. When these results are looked at more closely, however, it is the range of attainment that affects the overall results. A small group of pupils with significant special educational needs lowers them. There is no difference between the performance of girls and boys at this age.

71. Pupils enter the school with typical skills in language and literacy for their age. Most benefit from good levels of parental support at home that helps them to develop their reading. They make good progress in Year 1, due to good teaching. Year 1 pupils achieve well; overall, their reading and writing skills are above average for their age. Progress is steady in Year 2. Pupils' knowledge of sounds continues to develop well, but progress in writing, including handwriting, is not as marked. Overall, pupils continue to make satisfactory progress during Key Stage 2; an exception is Year 4, where pupils' progress has been limited by lack of continuity in their learning caused by staff absence. In all year groups at Key Stage 2, pupils make unsatisfactory progress in spelling and handwriting; most pupils do not achieve as well as they should in these areas. Pupils with special educational needs are well supported and often make good progress. The two pupils from the traveller community make satisfactory progress when they are in school, but their attainment is limited by irregular attendance.

72. Pupils in the current Year 2 speak confidently to their teachers. They adopt different roles in the 'travel agents', discussing travel arrangements together. Most listen appropriately in lessons, following instructions and asking for extra help when they are unsure. Their reading skills develop satisfactorily. Their knowledge of letter names and sounds (phonics) is good. Teaching of phonics is a strength at Key stage 1. Most pupils recognise and combine individual and groups of letters to read unfamiliar words. The majority know the alphabet well and can put the first names of all the pupils in the class in alphabetical order. More able pupils are beginning to work to second and even third letter order. They look up words in a simple dictionary. Writing skills develop satisfactorily. A few able pupils write at length. They spell words with reasonable accuracy and use more complex punctuation, including speech marks. Most write simple sentences independently. They use their knowledge of sounds to have a go at spelling words that they have not met before with some degree of success. Many still need reminding to use capital letters and full stops. Pupils' handwriting does not develop as well as it might, however. Too many pupils do not control the size and shape of their letters well enough. This is because there is not enough direct instruction about how to form and join

letters. Pupils copy pieces for handwriting practice in Year 2, but this is not an effective method of teaching.

73. Teaching and learning are satisfactory, overall, at Key Stage 1. Some very good and good teaching was seen during the inspection, but other evidence, including work in pupils' books, indicates that it is mainly satisfactory. Teachers have good classroom management skills, using support staff well to support pupils as they work in groups. All pupils, including those with special educational needs, benefit from the extra attention they receive. The pace of teaching and learning is particularly good in Year 1, where pupils work enthusiastically with their teacher, showing great interest and involvement in their work. Group work is usually planned to meet the learning needs of all pupils. In Year 2, work could sometimes be more challenging for pupils of higher ability. Lessons are resourced well.

74. Standards in the current Year 6 are broadly average. Most pupils speak and listen satisfactorily. They give appropriate explanations for their answers, as when they were discussing the rights and wrongs of vivisection. Their range of vocabulary is similar to that usually found amongst pupils of this age. Higher attaining pupils use more extended vocabulary well to express their ideas and feelings. Standards of reading are average, overall, but girls are more confident and expressive readers than boys. It is mainly boys who attend additional literacy lessons, or have special educational needs support, in order to improve their reading and writing skills. They do quite well in these very structured group lessons which are planned to meet their learning needs. They are motivated by the pace of the teaching and are not allowed to sit back and let other pupils do all the work. Some of these pupils are on course to meet the expected standard by the time they leave the school.

75. Pupils' writing is of variable quality. Some higher attaining pupils write well. Their writing is of an appropriate length and is accurately spelt and punctuated. They write neatly. Examples of good work include the stories written and illustrated for younger pupils that show a sense of style and audience. Most pupils, however, do not have sufficiently well developed spelling and handwriting skills, and these affect the quality of their work. There are few opportunities for pupils to write in other subjects, or to use their computer skills to word process their work.

76. Teaching is satisfactory at Key Stage 2, with some good teaching at the upper end. Staff changes have affected adversely the standards of work and attitudes to learning of pupils in Years 4 and 5. Whilst this has been resolved for Year 5 pupils who are now taught well and are beginning to catch up, this is still a weakness in Year 4. At the time of the inspection, the pupils were being taught by one of a number of different supply teachers who had taken the class recently. The changes unsettle the pupils and interrupt the continuity of their learning. Strengths of teaching in Years 5 and 6 include: setting very clear objectives for learning; good classroom management; clear explanations, and good use of questioning. A particular strength in these year groups is the quality of marking. This analyses and informs pupils about the strengths and weaknesses of their work and gives them clear indicators for improvement. There is little evidence, however, that this is having a marked effect on the accuracy of their spelling. Handwriting and spelling are not taught well enough during this key stage. Pupils with special educational needs and lower attaining pupils are taught well in groups withdrawn from the classroom, and are usually supported well in class.

77. The new and inexperienced co-ordinator has good potential for the post, but will need the continuing support of the headteacher for some time. Resources are good for Key Stage 1 and satisfactory for the literacy hour at Key Stage 2. There is a shortage of reading books for older pupils and the library is not sufficiently well stocked with information books to promote pupils' research skills. Too little use is made of computers.

## MATHEMATICS

78. Standards in mathematics are above the national average at the end of both key stages reflecting the school's results in the 2000 National Curriculum mathematics tests. Pupils' performance was also above average in comparison with similar schools. There was a slight fall from 1999 to 2000, but taken over a longer period results have been above the national average. There is no significant difference in the results of girls and boys. Inspection findings show there has been improvement in standards at both key stages since the previous inspection in 1997.

79. Pupils of all abilities, including those with special educational needs, achieve well. They use their mathematical skills effectively to support their learning in other subjects, such as science. They show gains in knowledge and understanding and are able to use appropriate mathematical skills in a variety of contexts. Pupils develop an understanding of the number system and develop sound understanding and knowledge of how to apply their learning to practical situations. However, insufficient use is made of information technology to support pupils' learning in mathematics.

80. Standards of numeracy throughout the school are good. Pupils in Key Stage 1 are introduced to mathematical vocabulary and their understanding of numbers are developed through well-planned activities which develop links across the curriculum. Suitable reinforcement is provided through activities to develop their knowledge and understanding of patterns, numbers and shapes. By the end of the key stage, they carry out simple calculations accurately and have a good knowledge and understanding of number facts. They demonstrate a good knowledge of two and three-dimensional shapes and their properties, an understanding and appreciation of number pattern and measures, and are developing skills of data handling. Pupils begin to develop their skills in mental recall of number bonds and to explain how they have arrived at the answers to questions. As they gain in understanding of how to order, add and subtract numbers, they apply their knowledge successfully to money and measures. Average and higher attaining pupils have some understanding of multiplication and division, halving and doubling numbers and of fractions.

81. Pupils build successfully on their knowledge and skills at Key Stage 2. By the end of the key stage, pupils of all abilities have a good knowledge of place value, can use the four basic operations competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. Pupils have a sound understanding of decimals and fractions. They can measure accurately the areas and perimeters of regular and irregular shapes. They draw angles accurately and recognise and name properties of three-dimensional shapes. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently.

82. The majority of pupils display positive attitudes to work. They usually behave well and respond positively to challenge. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. They concentrate well and work hard to complete their tasks. They have good relationships with their teachers, listen with attention and respond eagerly to questions. These positive attitudes to learning have a beneficial effect on their attainment and progress. However, on occasions when the pace of the lesson slows or the work lacks sufficient challenge, they lose interest and progress is reduced.

83. The quality of teaching is good overall at both key stages and is never less than satisfactory. Lessons are well prepared and structured, with clear aims. Teachers manage pupils well. They use a good range of teaching styles including whole class, group and

individual tuition. Good use is made of the framework provided by the National Numeracy Strategy. Lessons usually begin with a lively and effective session of oral and mental work, which effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. Group or individual tasks are then completed and lessons usually have a lively pace to which pupils respond well. Teachers make effective use of a plenary session at the end of the lesson to review and reinforce pupils' learning. In the most effective lessons, teachers have appropriately high expectations of pupils' attainment and behaviour. They effectively build on pupils' knowledge and understanding from previous lessons. Teachers throughout the school make good use of available support staff and they make a useful contribution to pupils' learning. Homework is used effectively to support work in mathematics through the learning of multiplication tables and number bonds and through work which reinforces classroom activities.

84. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments although written marking is not always used to the best effect. There are regular assessments of pupils' attainment and progress.

85. The leadership of the subject co-ordinator is good and has been influential in raising standards in recent years. The National Numeracy Strategy is used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. The subject fully meets the requirements of the National Curriculum. An adequate range of resources is available to support teaching and learning in the subject. The co-ordinator provides support and advice as necessary. Clear and appropriately challenging targets have been agreed for the National Curriculum tests. The target set for 2000 was met.

## **SCIENCE**

86. The results of the national tests in 2000 at the end of Key Stage 2 are below the national average and below those of similar schools. Booster classes, ensured that enough pupils reached the expected level 4 but not enough pupils reached the higher level. Predicted targets for 2001 are lower and the school will need to work hard through this year's booster classes to raise attainment in science to match that of previous years. The teacher assessments for science at Key Stage 1 have shown results in 2000 which are below the average.

87. Most of the pupils in the current Year 6 class are working at an appropriate level for their age. There are some higher attainers and a group who are not yet attaining the expected level. Good teaching is helping pupils to develop a positive approach to science and sound investigative skills. Pupils are encouraged to record their work in a variety of ways including reports, graphs, diagrams and mind maps. These show individual effort and work at a satisfactory level in topics such as light, electricity, plant growth and forces. Current work on solutions and evaporation supports a view of average attainment. Pupils were able to describe clearly how they would separate sand or salt from water using words such as solute, separate and evaporate in the correct context.

88. A large group of pupils in Year 6 are receiving extra support for their literacy skills. Unfortunately this takes place during the introduction of science lessons where a significant amount of revision, consolidation and explanation takes place. Although all the adults took time to explain the science tasks individually when these pupils returned, the explanations were brief and not of the same quality as the rest of the class had enjoyed.

89. Standards in Year 2 are close to the average in the work pupils are currently doing. In discussions they were able to explain how they had done their experiments pushing vehicles and to give a satisfactory range of answers as to whether their test was fair or not. They can write about their work by themselves but the majority of the class have unsatisfactory handwriting. Their science books show that a satisfactory range of work is covered.

90. Pupils' work books throughout the school reveal differences in standards and presentation, some of which relate to changes in previous staffing. For example, the work in Year 6 is neatly presented, shows a sound investigative approach and covers a good range whereas that in Years 4 and 5, where there have been changes of teachers, is uneven. Sometimes the work is very similar and does not show individual learning. Year 1 books are also well presented whereas those in Year 2 are untidy.

91. There is some use of mathematical skills evident in science books with the best examples being in Year 6. Pupils have recorded data in graphs and chart. They have taken measurements such as of length and temperature in their investigations. Whilst most pupils are able to write their own accounts satisfactorily, there are a number of pupils with special needs who have poor literacy skills. Good examples of adult support during the inspection were seen and of simplified diagrams and recording sheets which enable pupils to record their findings better.

92. The teaching during the inspection was sound. Lessons are well prepared, based on the new curriculum guidance and follow a sound format. Teachers refer back to previous learning and build on pupils' contributions effectively. All teachers encourage pupils to predict and hypothesise. There is some good practice in setting out what pupils are going to do and learn at the start of lessons and good use is made of plenaries to check how much they have understood. In Year 5 the good quality of planning and preparation and the calm informed approach did not produce enough learning because the pupils did not respond well enough. For example, in the group work tasks pupils did not work together effectively. Generally girls got on with the tasks and boys sat back and did not contribute. In Year 4, pupils showed interest when the measurements of temperature fall were being taken but were restless in between the practical observations. There is still much to do in establishing pupils' learning skills before the value of the investigative approach takes full effect. Computers are used effectively in Year 5 to monitor and record, for example, the results of changes in the temperature of water. Elsewhere, there is too little use of ICT in science. Some of the marking is excellent giving both praise for effort and very clear messages where information is not full enough or accurate. Other marking is less thorough.

93. The co-ordinator has made a sound start on developing and monitoring the subject. She now needs to concentrate on learning how to use the information, including that from tests and assessments, more fully in order to identify development needs. There is a satisfactory range of resources although more are needed when some whole class investigations take place.

## **ART AND DESIGN**

94. Standards in art are satisfactory at the end of Key Stage 1, but below expected levels by the end of Key Stage 2. Pupils underachieve in Key Stage 2, and standards are lower than those reported in the school's first inspection in 1995. The decline in standards is partly due to a lack of subject development to keep pace with staff changes. The school has had other, more urgent, priorities since it was placed in special measures, and art has suffered as a result. Time for the subject has been squeezed, and there is a lack of subject knowledge on



the part of some teachers. National schemes have been introduced, but they are not yet implemented sufficiently well to promote high standards.

95. By the age of seven, pupils have had a range of worthwhile experiences and achieve satisfactorily. No full art lessons were seen, but work by groups and on display shows that pupils draw, paint and use a range of materials to create collage pictures. Pupils drew detailed pictures of vehicles, working confidently and including details drawn from observation. Their collage pictures of scarecrows make use of a very good range of materials, including fabric, wool, wood and straws. This work links well with science. Work in Year 1 is bold and imaginative. A particularly good example is their work on self-portraits.

96. By the age of 11, pupils have had very limited experience of art, and this affects the development of their knowledge and skills. In the current Year 6, work is mainly done in pencil or pastel crayon. This is often neat, and the best examples show imagination and flair. Illustrations in story books created for younger pupils are often well executed. Pupils have had little experience, however, of working with a range of media, including paint, textiles and clay. A better range of work is being done in the current Year 5, including clay pots, painting and computer art. This is of a reasonable standard, with some good work, showing that pupils are being challenged appropriately. Work in Year 4 has been disrupted by staff changes, though there are some examples of careful pattern-making from earlier in the year. Work is of a satisfactory standard in Year 3.

97. Only one art lesson was seen at Key Stage 2, and this was unsatisfactory. The teachers' subject knowledge was not good enough to promote the development of pupils' skills. Planning did not allow for pupils to make choices or to try out different techniques. Resources were inadequate, and had a very limiting effect on teaching and learning.

98. Co-ordination does not make an impact on the standards achieved. Resources, including computer art software, are basic and do not meet the requirements of the planned curriculum. Pupils have sketchbooks, but they are not used effectively. Some pupils miss parts of the lesson because they are withdrawn for additional literacy work.

## **DESIGN AND TECHNOLOGY**

99. In addition to the lessons observed, evidence of pupils' previous work indicates that pupils' attainment is below the national expectation at the end of both key stages. This represents a decline in standards since the 1995 inspection. The school has given priority to raising standards in literacy and numeracy. Design and technology has not been a featured area for development. Provision for the subject and pupils' achievements have declined since earlier inspections.

100. In Key Stage 1, pupils are introduced to some basic skills of designing and making. In Year 1 they make moving pictures which involve a simple slide mechanism. They work with a range of materials including card, textiles, recycled materials and construction sets. Pupils learn a range of ways of joining paper and card and have developed safe skills in cutting. They make moveable joints using a hole punch and paper fasteners. However, the development of design skills including planning and evaluation are under developed.

101. There was very limited evidence of work in design and technology in Key Stage 2. The whole school plan indicates that an appropriately wide range of experiences is provided but there is no evidence that either the design or the making elements have been completed for many of the units of work. Opportunities for pupils to investigate the principles of design and selection of materials through the disassembly of items are not sufficiently developed nor is

the opportunity to evaluate the products they have created. Some evaluation of products was observed in Year 3 when pupils evaluated a range of sandwich fillings and types of bread prior to designing their own sandwich. Similarly in Year 5, pupils evaluated a range of different types of bread as the first stage of a topic on making bread. Pupils in Year 6 had investigated shelters but this work had not been completed and there was no evidence of them making models or structures.

102. The quality of teaching in the lessons observed was satisfactory. Pupils are reminded of the health and safety considerations, such as washing hands before handling food or handling tools safely. Teachers provide clear explanations and lessons are clearly structured. Good use is made of support staff to lead groups and thus ensure that pupils receive appropriate levels of support to complete the work. However, overall, there is a lack of rigour in planning to progress skills in designing and making.

103. There is a school policy in place and the school also makes use of the national guidance as a framework for teachers' planning. However, there is no system to record pupils' progress in the development of skills as they move through the school. Assessment is informal and is not used effectively to help plan future work. There is no system for retaining design folders or photographic evidence of completed work in order to measure the quality of products or as an example of what can be achieved. The co-ordinator monitors teachers' planning but has limited opportunities to evaluate pupils' achievement. The resources available to support work in design and technology are inadequate. There is a very limited range of tools and materials. Consequently, pupils work mainly with paper and card and have limited experience of wood and plastic or the use of a selection of electrical and mechanical components.

## **GEOGRAPHY**

104. Only two lessons were observed in Key Stage 1 and one in Key Stage 2. Evidence was also obtained from looking at pupils' earlier work and from discussions with staff and pupils. Attainment in geography is in line with national expectations by the end of Key Stage 1. It is below expectations at the end of Key Stage 2. This represents a decline in attainment compared with that reported in 1995. The school has given appropriate priority in recent years to raising standards in literacy and numeracy. Geography has not featured as an area for development and the provision for the subject, and pupils' achievements have declined.

105. By the end of Key Stage 1, pupils have a sound geographical knowledge of their local environment. They are aware of the variety and use of different buildings. They create simple maps showing the main features of the area around school. They are also able to make comparisons between their own locality and a seaside resort showing a clear awareness of physical features, both natural and man-made. The work seen was of a satisfactory standard and there is appropriate coverage of the National Curriculum programme of study for Key Stage 1 in the subject.

106. The analysis of pupils' work at Key Stage 2 and discussions with pupils indicate that their knowledge of the countries of Europe, continents, capital cities and towns, is very insecure. Partly this is because they have had relatively little time spent on geography in the past. In Key Stage 2, pupils develop their understanding of weather and climate. They have some knowledge and understanding of environmental issues and of physical features such as rivers. They have a sound knowledge of the local area and make effective use of local maps. They have also had some experience of using an atlas to obtain information about climate and geographical features. Much of the work, however, is superficial and does not ensure that pupils develop appropriate skills of mapwork or have sufficient knowledge and understanding

of differences between their own locality and contrasting localities in the United Kingdom and other parts of the world.

107. In the lessons observed, the quality of teaching was satisfactory. Teachers provide clear explanations and the work is based on national guidance. There are good opportunities for discussion and the pupils respond well. Classroom support staff are used effectively to promote pupils' learning. However, at times the work lacks sufficient challenge for the higher attaining pupils and is not always clearly structured to support the development of geographical skills.

108. The co-ordinator monitors teachers' planning but has limited opportunities to monitor standards of work. There is a school policy in place and the school also makes use of the national guidance as a framework for teachers' planning. However, there is no system to record pupils' progress in the development of skills as they move through the school. The resources available to support work in geography are inadequate. There is a limited range of reference materials, atlases and maps. Very little use is made of information and communication technology to support work in geography and the subject is not used to develop pupils' skills in literacy.

## **HISTORY**

109. There is too little evidence to make an overall judgement on standards in history at the end of Key Stage 1, though the limited range of work seen is satisfactory. Standards are below expected levels, however, by the end of Key Stage 2. When the school was first inspected in 1995, some underachievement was reported at Key Stage 2 and this continues to be the case. The apparent lack of progress since then reflects the school's history, first being subject to special measures, then directing its efforts to improving standards in literacy and numeracy. The unsatisfactory standards are due partly to a lack of subject development. Time for the subject has been squeezed, especially in Year 6, where only one history topic is studied during the year. National schemes have been introduced, but they are not yet implemented or resourced sufficiently well to promote high standards.

110. No lessons were seen at Key Stage 1, but the standard of work done previously is satisfactory. Year 1 pupils have begun to develop their understanding of the past by comparing toys owned by previous generations with their own. In Year 2, they have learnt about some famous people, including Florence Nightingale and Mary Seacole, the black nurse who was written out of history until recently. They are developing a sense of chronology by sequencing events.

111. Standards at Key Stage 2 are variable. They are satisfactory in Years 3 and 4 where pupils are finding out about the Romans and famous people from the past, like Boudicca. They are curious about the past and remember what they have been taught quite well. Pupils in Year 3 have completed lengthy projects at home, assisted by parents or older siblings. Standards are unsatisfactory in Years 5 and 6, because topics have been studied too superficially. There were, for example, only two pieces of work related to a history topic on Britain in the 1930s which had been studied in a previous term by Year 5. This weakness is beginning to be addressed by the current Year 5 teacher, who is bringing much needed rigour to planning and teaching. Too little time is given to the development of knowledge and skills at Year 6, where pupils have only the most basic knowledge of childhood in Victorian times.

112. Few lessons were seen during the inspection, but these were taught satisfactorily, overall. One good lesson in Year 5 gave sufficient emphasis to developing historical skills. Pupils were asked to draw comparisons between Sparta and Athens, and were reminded of

the need to be aware of bias in historical evidence. The lesson was well resourced. Generally, though the subject is poorly resourced, and this has an adverse effect on learning. There are too few information books, visual aids, videos, CD ROM or other computer programs to support teaching and learning. Visits and visitors are sometimes used to bring the subject to life, but these are not strong features of provision. Co-ordination has little impact on standards or on the quality of teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. There was little work in information and communication technology taking place during the inspection. The observations made, along with a scrutiny of pupils' work, and discussions with teachers and pupils, indicate that attainment is below the national expectation at the end of both key stages. The pupils have not had a wide enough experience of using the computers to achieve what is expected nationally. The majority of pupils have not had sufficient teaching of skills and a wide enough experience of using computers. This has been recognised by the school and it has begun to take steps to remedy the situation. Work is about to commence on the creation of a new computer suite. The recently appointed deputy headteacher has taken on responsibility as curriculum co-ordinator and has drawn up a clear action plan to improve the quality of teaching and learning and to raise standards of attainment.

114. In Key Stage 1, pupils learn to control programs using the mouse and keyboard. They also develop basic word processing skills and by the end of the key stage, the higher attaining pupils can save their work. They are not able to retrieve or print their work without assistance. They use a limited range of programs to support their work in literacy and numeracy and ICT is not used effectively to support their learning in other subjects.

115. By the end of Key Stage 2, pupils have not been provided with sufficient opportunities to enable them to attain the expected standards. Few pupils use word processing to draft and redraft work. They have limited skills when using the computer as a word processor and the skills of saving and retrieving work are not well developed. Some older pupils in Key Stage 2 have satisfactory word processing skills and have a basic understanding of computer technology but many pupils do not have the skills and understanding expected for their ages. During the period of the inspection there was little evidence of ICT supporting pupils' work in other areas of the curriculum. Pupils' use of the computer as a research tool is under developed and they do not have sufficient opportunities to use ICT to collect and display data to support their work in subjects such as mathematics and science. Older pupils have made some use of ICT to support their work in science by using sensors monitors to investigate temperature gains and losses as water is heated or cooled. There was evidence that some pupils occasionally use ICT to research information relevant to the current topic. However there was very little use being made of computers during the inspection and where they were in use the pupils did not have sufficient skills and knowledge to be able to use the technology with any degree of independence.

116. There is insufficient regular access to the computers for the majority of pupils. The school has computers in each classroom but as these are unused for much of the school day, the school does not take full advantage of having them. Many of the computers and printers are unreliable and this does not help to support staff confidence. The lack of a good range of relevant and graded software is a major contributory factor to the shortcomings in curriculum provision for ICT. The school is connected to the Internet and pupils can access this when researching for their topics. The school also has access to electronic mail. However, this has only been used with a small number of pupils.

117. Effective use is made of ICT to enhance the attainment of older pupils with special educational needs, particularly to support teaching and learning in literacy and mathematics.

118. No direct teaching of ICT was observed in Key Stage 1 and only two lessons in Key Stage 2. The teaching observed was satisfactory. However, many staff have limited confidence and require support and guidance. There is no school policy for ICT. The school uses the national guidance to provide a framework for planning but there is no secure progression in the development of computer skills. At present, methods for assessing and recording pupils' progress and attainment in ICT through the school are unsatisfactory. There is no overall system for monitoring the progress that pupils make and insufficient use is made of assessment to identify individual pupil's prior attainment and use this to plan appropriate work for pupils of differing attainment. There is little mention of the use of ICT in teachers' planning for other subjects.

119. The new subject co-ordinator is knowledgeable and enthusiastic and has a clear vision of how the subject should develop. The school is aware of the need to improve the provision and the subject is identified as a priority area in the school development plan. A new computer suite is planned along with additional staff training as part of the National Grid for Learning project. The co-ordinator has a clear action plan and the school is in a good position to make progress. However, much remains to be done.

## **MUSIC**

120. Because of timetable difficulties related to the inspection, only one lesson was seen which was in Year 6. This is not enough to make judgements about teaching and standards. However, the lesson was well constructed to lead pupils from simple rhythm responses to using symbols to represent sounds. The pupils copied clapped rhythms successfully and worked well together in small groups to create their own written patterns. A small number of pupils pay for lessons on keyboards and guitars where they are learning to read music. The school has a choir which meets usually once a week at lunchtimes and gives opportunities for those who are interested to sing together.

121. In assembly, the whole school, led by the parish priest, sang hymns. They sang with enthusiasm and responded to the different moods of hymns such as the liveliness of modern rhythms to the more quiet and reflective mood of sung prayers.

122. There is no-one on the staff with expertise in music. Music has not been a priority for development and there is a general lack of confidence of teachers in this subject.

## **PHYSICAL EDUCATION**

123. All of the lessons seen were related to dance or floor work and other forms of activity such as gymnastics using apparatus or outdoor games were not seen. In these activities, standards by the end of both key stages and in all year groups are broadly in line with what is expected. This is similar picture to that reported in the first inspection in 1995.

124. By the age of seven, pupils show appropriate body awareness, agility, skills and use of space. For example, they respond to the teacher's direction to create strong or gentle movements showing clearly the differences as they move round the hall. They describe how the differences feel to them competently. The lesson took place immediately after lunch and the background of noises from the kitchen did not help to establish concentration. This,

combined with a slow pace and too little variety of content presented by the teacher, led to pupils losing interest and not listening to instructions carefully enough. Year 1 pupils had a better attitude to their work, listening carefully and following the instructions to a dance lessons on tape. The teacher used the tape well by stopping and reviewing the content but did not encourage pupils to think and evaluate what they had done.

125. By the age of eleven, many pupils demonstrate a satisfactory level of skill in their movement lesson. They moved round the hall safely and showed good control at times, for example, when they jumped like frogs. Year 5 responded well to some challenging work in dance. Their performances improved because of the clear focus on evaluating, practising and developing work. Pupils in Year 3 made sound progress in the development of dance skills. Most worked hard and thought carefully about how to improve the quality of their work. Some found it difficult to work in pairs and to develop sequences of movement. Pupils in Year 4 take a course of swimming lessons. This year, 16 of the 25 pupils were able to swim more than 25 metres by the end of the course.

126. The quality of teaching and learning is sound, overall. On occasions it is very good but sometimes it is unsatisfactory. In the best lessons, the teacher has a detailed knowledge of the subject, high expectations of pupils' behaviour and achievement, and makes real demands on the pupils during the lesson. In such lessons, there are clear and well matched learning objectives, organisation and planning are good and the teaching builds effectively on previous learning, has rapid pace and much is achieved during the course of a single lesson. Elsewhere, teaching is predominantly sound. Teachers have good control of their classes and provide lessons which have a suitable structure including time to warm up and to cool down. Instructions are usually clear but not enough is done to improve pupils' performances through a range of evaluation and demonstration techniques. On occasions, teaching and learning are unsatisfactory where the pace is too slow and the lesson lacks variety. Care is taken to ensure that pupils with special physical needs are fully included in the lessons.

127. Overall, pupils have sound attitudes to physical education. Sometimes they respond well but on some occasions a few pupils show immature and inattentive behaviour which interrupts the flow and pace of the lesson and reduces the opportunities for other pupils to make appropriate progress.

128. Resources are generally satisfactory. Physical education has not been a priority for development and there is no-one co-ordinating provision at the moment. The school has begun to offer some extra curricular activities but these are still relatively limited.