

## INSPECTION REPORT

**ST JOSEPH'S RC PRIMARY SCHOOL**

Otley

LEA area: Leeds

Unique reference number: 108014

Headteacher: Mrs C Russell

Reporting inspector: Mrs T Chakraborti  
12603

Dates of inspection: 30 October - 2 November 2000

Inspection number: 224414

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Manor Square Otley West Yorkshire
Postcode:	LS21 3AP
Telephone number:	01943 463840
Fax number:	01943 464191
Appropriate authority:	Governing body
Name of chair of governors:	Mr Ian Nicholson
Date of previous inspection:	07/05/96

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
T Chakraborti 12603	Registered inspector	English Art and design Equal opportunities English as an additional language	What sort of school is it? How high are standards? How good are curricular and other opportunities? How well is the school led and managed? What should the school do to improve further?
S Hussain 9981	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
J Collings 20752	Team inspector	Science Information and communication technology Music Physical education Special educational needs	
V Whittington 23832	Team inspector	Mathematics Design and technology Geography History Foundation Stage	How well are pupils taught?

The inspection contractor was:

Full Circle  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's Roman Catholic Primary School is situated in the market town of Otley, serving children in the immediate area. It has strong links with the parish church and the local community. It is smaller than averaged sized primary school and, currently has 182 pupils on roll including 27 children in the reception class. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs is in line with the national average and four pupils have Statements of Special Educational Need.

The attainment on entry to the reception class is average.

The school's mission statement explains that the school provides an education which aims to help pupils' spiritual, mental, emotional, physical and social development.

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

St Joseph's Roman Catholic Primary School is a good school and provides good quality education which meets the academic, social and emotional needs of its pupils well. The school has a strong commitment to improving academic standards and promoting the well-being of its pupils. Its aims and values permeate through its caring ethos. It is an effective school and provides satisfactory value for money.

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

- Pupils attained high standards in English, mathematics and science in 2000 national tests.
- Pupils' attitudes to learning and their behaviour in and around the school are very good.
- The leadership and management of the headteacher and the governors are very good.
- The governors fulfil their responsibilities successfully and play a very effective role in taking the school forward.
- Relationships between staff and pupils and between pupils themselves are very good.
- Provision for moral and social development is very good and that for spiritual and cultural development is good.
- Attendance is very good.
- Teaching is good overall.

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

- Provision and standards in information technology in Key Stage 2.
- The use of assessment to inform future planning consistently.
- The use of analysis of national and internal test results to set class or individual targets across the school.
- Outside playground provision for the children at the Foundation Stage.

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

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

The school was last inspected in May 1996 and was judged to provide a satisfactory quality of education. The school has undergone major changes in management since then. The previous headteacher and deputy headteacher were granted retirement in December 1999. Two more teachers left at about the same time. Subsequently, an acting headteacher took

up the post for a term and a new headteacher was appointed who took up the post at Easter, 2000. The key issues from the last inspection were not addressed fully before the new headteacher took up the post. Since then, the new headteacher has addressed most of the key issues identified in the last inspection. The staff have worked very hard to address the key issues effectively. The current inspection concludes that the school has now overcome the vast majority of the weaknesses identified in the last inspection. For example, a very effective school development plan is now in place, with clear priorities which are appropriately linked to curriculum development and financial planning. The quality of teaching has improved. Assessment procedures have been put in place. However, assessment results are not consistently used to inform future planning. The national test results for the year 2000, show high standards of attainment in English, mathematics and science, and are also, much higher than 1999. All policies have been or are being reviewed and schemes of work are in place for all subjects. Co-ordinators' roles are in the process of being developed. Job descriptions have been produced to reflect the management roles and staff are aware of their specific responsibilities. Effective teamwork involving the staff, headteacher and the governors has taken the school forward successfully.

## 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	2000	
English	B	B	A*	A	well above average A above average B
Mathematics	A	A	A*	A	average C below average D
Science	A	C	A*	A*	well below average E

The year 2000 national test results show that standards have improved significantly in English, mathematics and science over the 1999 results. There is a considerable increase in the number of pupils achieving higher levels (Level 5) in all three subjects. Compared to the similar schools, the test results are well above average in English and mathematics and very high in science.

The inspection findings confirm the rising trends in standards and conclude that the present Year 6 pupils are currently attaining above average standards in English, mathematics and science. The inspection also indicates that, over time standards have been rising in these subjects.

Standards attained in music and physical education are above the levels expected for pupils of this age. Standards are in line with those expected of similar age pupils in all other subjects except in information technology, where the standards are below the expected level.

National test results for pupils aged seven also show the steady rise in attainment in reading, writing and mathematics over the years. Inspection findings confirm this. Standards in

music and physical education are above those expected of pupils of this age. Standards in all other subjects are in line with those expected of similar age pupils.

The grade A\* means that the school's results are within the top five per cent nationally. Pupils throughout the school are achieving well. The school's set targets for the national tests have been exceeded in both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to learning. Pupils are keen to learn, and respond to class discussions and tasks responsibly.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils show respect for each other and for adults.
Personal development and relationships	Personal development is very good. There are opportunities for pupils to take on a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils and between pupils are very good.
Attendance	Attendance is very good.

Pupils' personal development and relationships throughout the school have a very positive impact on pupils' learning.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Teaching was satisfactory or better in 98 per cent of the lessons observed of which 56 per cent were good, six per cent were very good. The quality of teaching has improved since the last inspection, when 6.2 per cent of teaching was unsatisfactory. Teachers follow the National Literacy and Numeracy Strategies effectively. The management of behaviour and effective teaching of basic skills are particularly good features of teaching. All teachers follow the school's planning and assessment procedures effectively. These have a positive impact on pupils' learning and, as a result, standards are rising steadily.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is mainly broad and balanced. However, there is insufficient coverage of National Curriculum in information technology. The school is aware of this and working hard to provide an adequately equipped information technology suite in near future.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs. Pupils make good progress throughout the school and take a full part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral and social development and good provision for spiritual and cultural development. The provision underpins the school's caring ethos and permeates through the curriculum effectively.
How well the school cares for its pupils	The school promotes the welfare of its pupils very well through an effective support system and links with external agencies. It has appropriate assessment procedures in place. However, at present, the results of assessment are not used consistently for future planning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very efficiently. The present headteacher provides clear educational direction and has already made significant improvement. She is supported very well by staff and governors. The co-ordinators' monitoring roles are in the process of development. The headteacher has a detailed plan for this.
How well the governors fulfil their responsibilities	The strategic roles of the governors are very well developed. They fulfil the statutory requirements fully and ensure that school development priorities are identified and appropriately linked to the school's financial planning.
The school's evaluation of its performance	The school has established systems for evaluating its performance through the evaluation in the school development plan and the analysis of test results.
The strategic use of resources	The school makes good use of all staff and its accommodation. Outdoor facilities are used very well to enhance pupils' learning experience in science and environmental studies.

The school has adequate number of staff and they are well trained. They use appropriate resources to support pupils' learning effectively.

## 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>• Their children like school.</li><li>• The school helps their children to become mature and responsible.</li><li>• Children are making good progress.</li><li>• The teaching is good.</li><li>• The school expects children to work hard and achieve best.</li><li>• Parents feel comfortable about approaching the school.</li><li>• The school promotes good behaviour.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that they are not kept well enough informed about their children's progress.</li><li>• Some parents feel that the school does not provide an interesting range of extra-curricular activities.</li><li>• Some parents feel that the school does not work closely with the parents.</li><li>• Some parents feel that insufficient homework is given.</li></ul>

The inspection team agrees with parents' positive comments. However, the team did not find any evidence to confirm the concerns about homework. The information about pupils' progress has improved significantly since the arrival of the new headteacher and this has been confirmed by the parents present in the parents' meeting. The parents' concern about the extra-curricular activities has been discussed with the headteacher. She acknowledges the need for the provision for more extra-curricular activities and aims to enhance the provision. The school now works closely with the parents and this was also confirmed by the vast majority of parents during the parents' meeting.

## **PART B: COMMENTARY**

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

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

1. When children start the reception class, their attainment is in line with that expected of children of this age. Children in the reception class make satisfactory progress and, by the end of the Foundation Stage, standards attained are in line with the Early Learning Goals.
2. The results of the 2000 national tests for seven year olds show that pupils attain standards that are well above the national averages in reading, writing and mathematics, same as the 1999 results. In comparison with similar schools, standards are above in reading and writing and well above in mathematics. At the end of Key Stage 2, standards attained by 11 year old pupils in 2000 tests are very high in English, mathematics and science. The results show remarkable improvement in all three areas over the 1999 national tests. In comparison to similar schools, the standards are well above average in English and mathematics and very high in science. In both key stages, a significantly high proportion of pupils achieve higher levels in all three subjects.
3. The current Inspection findings indicate that standards attained by the present Year 2 and year 6 pupils are not as high. This is because they are different groups of pupils. The inspection concludes that standards of attainment, by the end of Year 2, are above the national expectations in English and in line with the national expectations in mathematics and science. Pupils make good progress, particularly in Year 2. By the end of Year 6, 11 year old pupils attain standards that are above the national expectations in English, mathematics and science. They make good progress throughout the key stage. Effective implementation of literacy and numeracy strategies and good teaching are beginning to have a positive impact on the standards of attainment.
4. By the end of Key Stage 1, pupils attain standards in music and physical education that are above the levels expected of this age. In all other subjects, the standards are in line with the expected levels. By the end of Key Stage 2 also, pupils attain standards that are above the expected levels in music and physical education. Standards are in line with that expected of this age in all other subjects, except in information and communication technology. Standards attained in information and communication technology are below the expected level in this key stage.
5. By the end of both key stages pupils attain standards in speaking and listening that are above the national expectations. By the end of Key Stage 1, most pupils respond sensibly to questions and express their ideas clearly during whole-class and group discussions. They listen to the teachers and to each other carefully and are confident speakers in a variety of situations. By the end of Key Stage 2, pupils become more articulate and confident as they discuss their work and share their opinions about books they read. They use a wide range of vocabulary and make relevant contributions to lessons and discussions. They have many opportunities to explore ideas across a range of subjects and can change their style of presentation to suit different occasions.
6. Standards in reading are above the national expectations at the end of both key stages. By the end of Key Stage 1, pupils read stories and information books accurately and with expression and show a clear understanding of the events and

characters of the stories they read. Some pupils discuss the stories they read using a wide range of words and evaluate their favourite parts of the stories and characters referring to the texts. By the end of Key Stage 2, pupils talk about the books that they read with enthusiasm and have strong views about what they like and what they do not like. Higher attaining pupils read very well from a wide range of interesting books that include fiction and non-fiction. They can skim text to see if the book is what they want. All pupils enjoy the opportunities they have to read in the literacy hour and in other subjects

7. By the time pupils are seven, they attain standards in writing that are in line with the national expectations. They write for a suitable range of purposes. They compose their own stories and recall those they have heard. However, the amount of time for extended writing is not sufficient for pupils to write stories of a good length. Most pupils have a good understanding of basic punctuation. By the time they are 11, pupils' standards in writing are above the national expectations. Many write imaginatively for different audiences in a thoughtful way. Opportunities for writing include; stories, newspaper articles, persuasion, instructions, letters and poetry. Pupils with special educational needs achieve appropriate standards, and build on their previous attainment, and do well particularly when they have clear targets to achieve. The majority of pupils at age 11 use punctuation correctly. They write with joined legible handwriting and standards of presentation are generally neat. Literacy skills are developed well across the curriculum.
8. In mathematics, in Key Stage 1, pupils are developing a sound understanding of number. Most enjoy investigating odd and even number and are developing the ability to add, subtract and recall addition and subtraction bonds to 20. They work with simple patterns by counting on in twos: the most able recording this to 84. Most pupils have a secure knowledge of basic two-dimensional shapes. They have appropriate experience in data handling and can compile class graphs, with adult support.
9. By the end of Key Stage 2, pupils work successfully with number, shape, measures and data handling. However, pupils are generally less confident in their knowledge and understanding of shape and measures. All pupils are developing a good understanding of the number skills they use. Pupils of all levels of attainment have a broad base in several aspects of number and are developing strategies to perform calculations mentally.
10. In science, in Key Stage 1, pupils are able to identify healthy and unhealthy foods, present the information about the class' favourite foods in graphs and sort materials by whether they are natural or man made. However, the vast majority of pupils produce similar work and there is an insufficient range of expectation based on pupils' prior achievement. In Key Stage 2, the vast majority of pupils know that plants require carbon dioxide, water and light to make their own food. Higher attaining pupils deduce how the processes of, for example, freezing and canning, reduces the growth of micro-organisms. However, insufficient use of information and communication technology is made to enhance pupils' learning in science.
11. In information technology, samples of Year 2 pupils' work since September 2000 demonstrate that work is in line with expectations, for example, they use a word processor to write simple sentences using the 'shift' key to create capitals, change the size and colours of fonts. At Key Stage 2, pupils plan, explain and execute a simple series of instructions to control a 'Roamer' to move forwards, backwards and turn through 90 degrees. Pupils use word processors and use the Internet to gather information related to their work, such as in a history project. However because of a

lack of the systematic development of knowledge, understanding and skills over time, since last inspection, pupils do not attain standards of which they are capable and their work in this Key Stage 2 is underdeveloped.

12. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment.
13. At the end of both key stages, there are no significant differences in levels of attainment between boys and girls. The school sets appropriate targets for pupils and review the targets every year.

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

14. The school has maintained pupils' very good attitudes to learning and very good attendance since the last inspection. Pupils' behaviour and personal development have improved from the previous good standards.
15. Pupils' attitudes to the school are very good. They co-operate very well with teachers and apply themselves fully to tasks. They show high levels of concentration, interest, and enthusiasm in their work. They take pride in their achievements. Year 1 pupils were seen to concentrate well in a science lesson about materials and their properties. There was good perseverance over a long period as they described the materials and recorded their observations. Pupils are keen to answer whole-class questions, and participate fully in lessons. For example, in a Year 4 mathematics lesson, pupils were very enthusiastic in answering the teacher's questions on number facts and multiplying by three, five and ten. There is good interest and involvement in extra-curricular activities including the choir and sports. Children in the reception class are developing very good and positive habits in their learning. They share role-play areas and equipment with good consideration for each other and generally play and work very well together. Their attitudes to learning, and behaviour are very good.
16. Behaviour is very good throughout the school. This makes a considerable contribution to pupils' progress in lessons and to the ethos of the school. The school is a friendly, happy and orderly community. Pupils behave very sensibly in classrooms, and in and around the school. Lunchtime is a pleasant social occasion where pupils mix well together and enjoy each other's company. Bullying is not a problem. Then the school has very good procedures in place to address the issue immediately. Pupils are courteous and show respect for staff and visiting adults. The last inspection report mentioned that the mid-day break was perhaps too long, causing some deterioration in behaviour. The period was reduced slightly and clearly this has been effective.
17. Behaviour management by staff is good. Through this, and much attention to personal and social education pupils have a very good and clear understanding of the impact of their actions on others. Inspectors saw a good assembly, taken by the headteacher where there was considerable attention to behaviour and reflection on spiritual and moral issues. Pupils are aware of the system of rewards and sanctions, and believe them to be fair. There has not been any exclusion at this school since the last inspection.
18. Relationships are very good. Pupils work together effectively in pairs and small groups. Many examples were seen in many lessons. For example, pupils worked well in pairs during a physical education lesson in reception, as they took turns to hop in and out of hoops, one after the other. Pupils show a very high level of respect for

the feelings, values and beliefs of others. Many assembly and lesson themes include work about the feelings and values of others.

19. The pupils at this school are trustworthy and care for property. They respect their own property and that of others. They show respect for school buildings and there is no litter about the premises. They all share equipment and learning resources sensibly in lessons.
20. Personal development is very good. Library and research skills are taught during English lessons and pupils can demonstrate a high level of independence in their learning. Pupils display a good level of initiative in learning. In the literacy hour, good use is made of reference books and dictionaries and pupils are good at selecting their own learning resources in many lessons. A good example was seen in a Year 5 physical education lesson where pupils showed good initiative appraising each other's movements in gymnastics, saying how they could be improved.
21. The school offers many good quality opportunities for pupils to take responsibility. Pupils accept responsibilities well. For example, monitors perform their tasks in a very helpful and effective fashion. Older pupils are caring towards younger ones. For example, at lunchtimes they volunteer to clear tables. The 'buddy scheme' is now firmly established whereby Year 6 pupils help to ease new pupils to the school. This helps to develop a mature and responsible nature towards others.
22. Pupils show a very high level of enthusiasm for school and attendance is very good. The rate of attendance is well above the national average for this type of school. Rates of authorised and unauthorised absence also compare very well with national averages. Most parents replying to the inspection questionnaire said that their children like school and this is clearly the case. Punctuality is good and registration periods are used as effective learning opportunities.

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

23. The quality of teaching is good overall. It is satisfactory in the reception class and good in Key Stage 1 and in Key Stage 2. Of lessons observed 98 per cent were satisfactory or better of which 56 per cent were good and six per cent were very good. This represents an improvement since the last inspection when three per cent was very good or better, 91 per cent satisfactory or better, leaving six per cent less than satisfactory. In the previous inspection unsatisfactory teaching was in Key Stage 2, this has improved and now teaching in this part of the school is particularly good. This improvement in the quality of teaching has a very positive effect on what pupils learn.
24. Teachers' knowledge and understanding of the requirements of the National Curriculum are generally good. They are competent in teaching basic skills, with the best lessons building well on what pupils already know. However, on a few occasions all pupils are given the same work regardless of their ability. As a result higher attainers are insufficiently challenged and others find it difficult, which results in loss of confidence. In these cases learning is unsatisfactory. Most lessons are organised so that teachers can check on progress and give group or individual help where it is needed. This helps pupils to acquire new knowledge and skills, develop ideas and increase their understanding. There are a number of lessons where high-quality 'open' questioning helps to focus pupils' responses. Good and effective use is made of praise and reinforcement and this gives the pupils confidence.

25. The introduction of the National Literacy and Numeracy Strategies has had a positive effect on raising standards through enabling teachers to plot the course of each lesson more accurately to focus on exactly what is to be learned. Teachers are more aware of learning objectives and share these with their pupils. Most whole-class sessions in particular have a brisk pace, which holds the pupils' natural interest and enthusiasm. The planning framework from the literacy and numeracy strategies is being developed appropriately. Some teachers have not completed all the training necessary for the implementation of the National Numeracy Strategy. The teaching of pupils with special educational needs is good. Many receive very effective support from both teacher and adult helpers, which has a positive effect on their learning.
26. Teachers plan effectively, setting clear objectives. The best teachings challenge pupils sufficiently which inspire the pupils and has a very positive impact on their learning. This was evident in history and design and technology in Year 2 and in mathematics and history in Year 6. They have high expectations and praise is used very effectively as a means of encouragement. This helps pupils to develop their knowledge and understanding well. A variety of methods are used which enable all pupils to learn effectively. These include whole-class oral sessions that give all pupils the opportunity to contribute and to learn from each other. During mathematics lessons pupils are asked to explain their methods of calculation, reinforcing and valuing their thinking. In these most successful lessons group and individual work is planned well for pupils with different abilities. Lessons often end with a short plenary where the teacher confirms what has been covered and what most pupils have learned, but this is inconsistent across the school and time is not always planned to use this valuable method of reinforcing and checking learning to best effect. Pupils are generally productive and work at a good pace, in many lessons and want to achieve. Most are interested in their work, like learning, sustain concentration and are developing the ability to think and learn for themselves.
27. Most teachers manage pupils well and insist on high standards of behaviour. They have very good relationships with their pupils. Teachers generally use time well. There are occasional lessons when pupils had to end a task before it was completed, but this is generally necessary within the constraints of timetabling. Support staff are well utilised, whether as classroom assistants, or in providing specific support for pupils with special educational needs. These staff are integrated well into lessons, know what is to be covered and generally provide a good level of help. Resources are generally used effectively to promote learning. The use of information and communication technology is, however, limited.
28. Only one lesson was unsatisfactory. In this lesson classroom management, teacher explanation and use of time and resources are weak. Some activities are planned with insufficient attention to the learning needs of children. Learning objectives are not clear and assessment is not used effectively.
29. Teachers do not always assess pupils' work thoroughly and use these assessments consistently to help and encourage pupils to improve their work. Although the new lesson plans have a specific section to plan assessment and work for pupils with different abilities most teachers do not use these adequately. The exception to this is in Year 6 where assessment is used effectively to assess and record pupils' gains in learning. This then informs planning for future learning. Work is generally marked adequately, with the best examples providing supportive comments. However, marking does not suggest advice for improvement, except in some marking in Year 6. As a result, most pupils do not know how they can improve. Homework is used effectively, both to reinforce and extend what is begun in lessons. This consists of reading, mathematics and researching information.

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

30. The school's curriculum is mainly broad and balanced. However, there is insufficient coverage of the National Curriculum elements in information technology and art in Key Stage 2. The school is in the process of introducing the new curriculum requirements for the reception class, which accords with the Early Learning Goals.
31. Since the last inspection, all policies have been reviewed and schemes of work have been put in place for all subjects. The design and technology curriculum now meets statutory requirements and history skills are satisfactorily taught. Planning has improved in all subjects and, as a result, progressive acquisition of knowledge and skills is taking place.
32. The National Literacy and Numeracy Strategies have been introduced effectively and this has had a real impact in raising standards. Skills in literacy are developed as pupils explain their strategies for mental calculations in mathematics lessons and in work in subjects, such as history and geography.
33. Overall the provision for extra-curricular activities is satisfactory. These activities include French, bell ringing, music and athletics. There is also a range of visits to support pupils' learning in curriculum areas, such as history. A residential trip in Year 6 makes a significant contribution to pupils' social and academic development.
34. Pupils with special educational needs have full access to all aspects of the curriculum. Pupils' individual education plans are well implemented to ensure pupils with special educational needs make good progress in literacy and numeracy. However, in some cases the criteria for success on the individual education plans is limited. The provision for those pupils with statements is met.
35. The provision for pupils' personal, social and health education is good. The school's policy is not to provide for sex education formally. Health education is covered by a cross-curricular approach and in science. Links with the community are sound. Pupils take Harvest gifts and sing to the senior citizens.
36. Pupils take part in inter-school sporting events. Good relationships have been established with secondary schools and an induction programme for pupils and parents has been set up to facilitate pupils' transfer to the next stage of education. There is equality of opportunity in the school policies and practices, to enable all pupils to enjoy equal access to the range of the school's curricular and extra-curricular activities.
37. The school makes very good provision for pupils' moral and social development, and that for spiritual and cultural development is good. Spiritual development is promoted well in the daily acts of worship, and in class assemblies. The school is a worshipping community and aims to educate the whole child and value every individual. This is reflected through the school's curriculum and general life. Strong links with the church provide an atmosphere of quiet and reflection to which the pupils respond positively. In prayers, pupils are encouraged to be still, and to think over 'in your minds and in your hearts' about the story or theme which has just been discussed. The school observed a whole-school and parish mass on the All Saints Day in the church. This demonstrates the pupils' knowledge and understanding of their own religion, its symbolism and meanings of the rituals. Some pupils read their chosen parts from the gospel in a disciplined and mature manner.

38. The provision for pupils' moral development is very good. It pervades all aspects of the school's daily life, fully reflects the aims of the school and is supported by all members of the school community. The behaviour policy is implemented in a consistent and caring manner. Staff provide very good role models in their dealings with each other and the pupils in their care. Pupils are taught right from wrong and are encouraged to reflect on their behaviour and the effect it can have on both adults and other pupils.
39. The provision for social development is very good. The high quality of relationships in the school supports the pupils' social development very well. The pupils are polite when speaking to visitors, are proud of their school and eager to show and explain their work. They work together in groups and pairs very well and enjoy very good relationships between themselves and with adults.
40. The school's provision for cultural development is good. In religious education, pupils learn about major world faiths such as Christianity, Judaism and Hinduism. Books and topics in class involve consideration of people from different faiths, traditions and cultures. Work in subjects such as English and geography enable pupils to deepen their understanding of similarities and differences in cultures. Visits to theatres, places of natural beauty and historical interest gives pupils increased understanding of their own cultural heritage.

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

41. The steps taken by the school to ensure pupils' health and safety are good. The level and quality of support in this regard are good. The educational and personal support and advice given to pupils are sound. These provisions contribute significantly to the caring and family ethos of the school, and are effective in supporting pupils. Parents feel that the school's staff have the pupils' welfare at heart and that they work hard to enable pupils to achieve their best.
42. There are sound arrangements for induction to the school. The new headteacher has initiated a programme of liaison with the high number of nurseries serving the school. A parents' meeting for new parents was recently held for the first time.
43. Arrangements to transfer to secondary school are good. Almost all pupils go to one school for the next stage of their education. An excellent feature of the partnership St Joseph's has is the provision for additional mathematics lessons for high attaining pupils at the secondary school. There are good arrangements for the transfer of relevant pupils' records to the secondary school.
44. The school has sound procedures overall to monitor and support pupils' academic and personal development. Pupils' portfolios are mostly well detailed, and this information is effectively used to guide pupils in their learning. Regarding academic progress, the school undertakes a number of tests periodically. This includes optional national assessments for pupils in Years 3, 4 and 5. Statutory assessments are carried out at the prescribed times. Procedures for assessing pupils' attainment and progress are sound overall but a little weak in science. The school recognises that the use of assessment information is unsatisfactory to guide curricular planning. The school is in the process of developing a proforma to log and monitor pupils' personal development and takes full advantage of its good knowledge of pupils.
45. Arrangements for child protection are sound. Local authority procedures are fully followed. All staff receive sound guidance about how to deal with any problems. The

designated officer is effective in dealing with any issues. The school has effective relations with external agencies.

46. The school has an effective health and safety policy. The headteacher and site manager undertake risk assessments each month and these are effective in identifying any problems. Arrangements are made to ensure that equipment and appliances are regularly tested. Accident and emergency procedures are effective in dealing with problems. Seven staff are trained and qualified in administering first aid. Fire drills are carried out regularly and are appropriately recorded.
47. The school works closely with several external agencies in raising awareness of health and safety matters. The school nurse is a frequent visitor and monitors pupils' general health and also gives talks for pupils on many aspects of healthy living. The community police officer is also a frequent visitor and gives talks on many topics including personal safety, road safety and safe cycling. All Year 6 pupils have the opportunity to receive training and take a test each year in cycling proficiency. There are plans to involve the police service in giving talks on drugs education.
48. There are good arrangements to monitor and promote pupils' attendance. Any absences are followed up quickly. Problems are identified at an early stage and this enables the school to give pupils effective support where necessary. There is a good partnership with the educational welfare service.
49. The school's procedures for monitoring and promoting good behaviour are very good. There is a good quality behaviour policy in place. Appropriately detailed records are kept of any incidents of bad behaviour and this allows the school to identify any worrying patterns and trends. Where there are problems, this information is used effectively to monitor and track progress. Staff have high expectations regarding behaviour and they work hard to maintain high standards. Very good use is made of a wide variety of rewards and sanctions. Friday assemblies are held weekly and they include special mentions for good behaviour and work. Pupils are presented with attractive 'sunshine awards' for their achievements, efforts and behaviour and this occasion is shared with parents.

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

50. Parents have mostly positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting show that parents have a high level of confidence in the school, the quality of education provided and the attainment of their children. Parents say that the new headteacher has made important and positive changes to the school and they have a high regard for her leadership and management. Most parents say that the school is well led and managed generally. Ninety nine per cent of parents replying to the questionnaire said that the behaviour of pupils is good and 95 per cent said their children enjoy school and the school expects them to work hard and achieve their best. There were considerable issues regarding parental relationships and the way that the school handled complaints and suggestions from parents, at the last inspection. It is therefore highly significant that parents now feel comfortable about approaching the school with questions or problems: 97 per cent say that this is the case. Most parents say that the school helps their children to develop good attitudes and values, and generally helps them to become mature and responsible.
51. Significant number of parents felt that they receive insufficient information about how their children are getting on, and some say that there is a lack of extra-curricular

activities on offer. Inspectors found that there was a good range and number of activities offered by the school. Some parents were concerned about the arrangements for homework. Inspectors found the arrangements to be satisfactory. Homework policy is clearly stated and good information is provided about what pupils can expect each term through the 'topic sheets'. However, inspectors agree with parents that they receive inadequate information about their children's progress in pupils' annual reports.

52. The quality of information to parents, especially about pupils' progress is sound overall. The prospectus and governors' annual reports are well detailed about the school's policies and procedures. The school issues imaginative newsletters each week and these effectively keep parents abreast of developments in the life of the school. A very good feature of the newsletters is pupils' contributions, for example poems and views about school life. The school has recently started to issue half-termly, 'topic sheets' for each class. These provide very good information about the forthcoming work in each class. Pupils' annual reports are of unsatisfactory quality overall. Good reports are available for the under-fives. However, across the rest of the school they mostly lack details of what pupils know, can do and understand. Most lack clearly stated future learning targets. Information technology and design and technology are not reported separately as required. The school is in the process of changing the format of reports.
53. Since the last inspection, the school has made good improvement to communications between school and home. In particular, there are now clearly stated complaints procedures. The school has successfully addressed these key issues of the last inspection. There has been a marked improvement in the school's relationship with parents.
54. The school's links with its parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good.
55. A considerable number of parents attend Friday assemblies and this fosters positive relations. The parents' and teachers' association organises a number of social and fund-raising events. A considerable amount of money is raised by the group each year for the school and this is used to buy additional learning resources or support school activities. Some parents help with school activities on a regular basis. They help in preparatory work for lessons, listen to readers, help in the library and accompany pupils going swimming. Parent helpers are well briefed on their role. Home/school records show that parents are effectively involved in their children's learning at home. They give good support in listening to their children read as evidenced in records. All these factors contribute well to pupils' learning. The school has plans to introduce information workshops such as 'literacy' so that parents can get a more detailed awareness of what is taught in school and how.

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

56. The school is led and managed very efficiently. The headteacher provides very good leadership and gives a clear educational direction. She is proactive and has systematically introduced over past few months several new initiatives in order to establish an educational provision which is of good quality and ensures equal opportunity for all. The headteacher is supported very well by the governors and staff. An effective senior management team with clearly defined roles and responsibilities has been established and good teamwork has been promoted. Good

planning and assessment procedures have been devised and are being implemented. Standards achieved in national and internal tests are analysed consistently and used effectively to raise standards further. As a result the quality of teaching is good and standards are improving. The headteacher, since her appointment at Easter, has identified the monitoring of teaching as an important area for development and has produced a clear policy outlining the procedures. Along with the local authority Standards Officer she observes lessons. The monitoring by the subject co-ordinators is in the process of development.

57. The governing body has a clear structure with appropriate terms of reference. Regular meetings of the governing body and its committees have clear agendas and are well minuted. Governors have good understanding of the strengths and weaknesses of the school and support of the headteacher effectively in taking the school forward. They fulfil the statutory requirements fully and ensure that school development priorities are identified and appropriately linked to the school's financial planning. The headteacher reports to the governors termly keeping them well informed about the work of the school. They visit the school regularly and have a clear strategic overview of the performance of the school.
58. The school has a very positive ethos which is well reflected in the harmony within the school. The aims and values of the school are reflected well in its practice. It is clearly committed to high achievement and actively promotes equal opportunity in all areas of school life. The new school development plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school in order to take it forward.
59. Monitoring of pupils with educational needs is good. Individual education plans are reviewed regularly in consultation with parents. Effective links are maintained with outside agencies and regular contact is maintained with parents.
60. There have been a significant number of staff changes since the last inspection. The headteacher was appointed six months ago and started the autumn term with half the staff being new. These changes have had a significant impact in the adoption and implementation of, schemes of work and assessment. The school is now well staffed with teachers who are qualified and experienced. All teaching and support staff are conscientious and work effectively as a team, contributing to the good quality of education provided. The classroom support staff are well qualified and experienced and make a very significant contribution to the progress made by pupils, especially the pupils with special educational needs. Induction procedures are being put into place. Arrangements for the professional development linked to whole-school needs are identified in the school development plan. The school is well into the process of developing performance management.
61. Accommodation is sound overall in meeting the needs of the curriculum. Indoor areas are bright, attractive and comfortable. The school library is small and does not allow whole-class usage but the school works around this. However, lack of adequate space within the school building means that the school is not able to provide a well-equipped and planned area for the pupils to develop their skills in information and communication technology effectively, especially in Key Stage 2. Although the school has plans to develop a computer suite adjacent to the library, it is not clear when and how the finance for this will be available. If, however, this plan materialises, this will also extend library space. Displays, including pupils' work make a significant contribution to learning. The premises are well maintained, clean

and tidy. Outdoors, pupils benefit from a large size grass football pitch that is also used for other sports.

62. Learning resources are satisfactory. Many new books have been bought recently for mathematics and English. The level and quality of textbooks are satisfactory overall. The resources for information technology are inadequate. There is not a sufficient number of computers for the number of pupils in the school. This has a negative impact on pupils' learning of information and communication technology skills. The school has identified this as a priority in its development plan.
63. The school has a thorough approach to financial planning. The chair of governors and the chair of the finance committee, manage financial planning efficiently, in collaboration with the headteacher. School administration is efficient. The draft budget is presented to the governing body for approval, with appropriate reference to the school development plan. Grants for pupils with special educational needs are used appropriately and effectively monitored. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely.
64. The deployment of teaching and support staff is effective and ensures efficient management of the school. Resources are used effectively to enhance pupils' knowledge and understanding in most areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise the standards further and improve the quality of education the governors, headteacher and staff should:

- (1) raise standards of attainment in information technology in Key Stage 2 by:
  - providing adequate number of computers (paragraph 125);
  - implementing the scheme of work and assessment procedures (paragraph 125);
  - ensuring that all teachers receive appropriate training, as planned (paragraph 125);
  - developing the monitoring role of the co-ordinator (paragraph 125);
- (2) use the assessment results to inform future planning consistently (paragraph 29);
- (3) use the analysis of monitoring results to set class or individual targets across the school (paragraph 44);
- (4) improve the outside provision for the Foundation Stage by providing an adequately equipped play area (paragraph 74).

Some minor issues that the governors may wish to address in their action plan are identified in paragraphs 47, 51 and 135.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	56	36	2	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	182
Number of full-time pupils eligible for free school meals	n/a	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	25

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	7
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12 (16)	13 (19)	25 (35)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11 (16)	12 (16)	11 (16)
	Girls	13 (18)	13 (18)	13 (18)
	Total	24 (34)	25 (34)	24 (34)
Percentage of pupils at NC level 2 or above	School	96 (97)	100 (97)	96 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11 (16)	12 (16)	12 (16)
	Girls	13 (17)	13 (17)	13 (17)
	Total	24 (33)	25 (33)	25 (33)
Percentage of pupils at NC level 2 or above	School	96 (94)	100 (94)	100 (94)
	National	82 (81)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19 (16)	12 (16)	31 (32)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18 (14)	17 (16)	19 (14)
	Girls	12 (15)	12 (14)	12 (15)
	Total	30 (29)	29 (30)	31 (29)
Percentage of pupils at NC level 4 or above	School	97 (91)	94 (94)	100 (91)
	National	75 (71)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15 (14)	14 (16)	15 (14)
	Girls	12 (15)	11 (14)	12 (15)
	Total	27 (29)	25 (30)	27 (29)
Percentage of pupils at NC level 4 or above	School	87 (91)	81 (94)	87 (91)
	National	70 (68)	72 (69)	79 (75)

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	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	163
Any other minority ethnic group	1

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	21.9
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	90

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
--------------------------------	-----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	355,336
Total expenditure	349,241
Expenditure per pupil	1,848
Balance brought forward from previous year	21,150
Balance carried forward to next year	27,245

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

### **Questionnaire return rate**

Number of questionnaires sent out	182
Number of questionnaires returned	65

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	2	0
My child is making good progress in school.	40	42	6	0	12
Behaviour in the school is good.	48	51	2	0	0
My child gets the right amount of work to do at home.	34	38	17	5	6
The teaching is good.	35	43	5	2	15
I am kept well informed about how my child is getting on.	25	31	35	5	5
I would feel comfortable about approaching the school with questions or a problem.	57	40	3	0	0
The school expects my child to work hard and achieve his or her best.	35	60	3	0	2
The school works closely with parents.	31	43	25	0	2
The school is well led and managed.	40	52	2	0	6
The school is helping my child become mature and responsible.	40	48	2	0	11
The school provides an interesting range of activities outside lessons.	20	43	14	9	14

## **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**

66. This inspection took place seven weeks from the beginning of the school year. All 27 children in the reception class are in school full time including a high proportion of children with their fifth birthday not due until the summer term. There are ten girls and 17 boys in this class, a significant gender difference. Their teacher is also new to the school. These children are settling and integrating well into the class.
67. Children enter the school with standards that are average for children of this age and make satisfactory progress so that standards are generally in line with expectation by the time children leave the reception year. The previous inspection found that the school provides a satisfactory foundation for the National Curriculum. This is still the case as children continue to have a sound start to their education in this class.

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

68. Nearly all pupils enter the reception class with some confidence and settle in quickly to school life. Personal social and emotional skills are developed effectively. The children make sound progress, which reflects the positive attitudes of both teacher and assistant. Children are on target to achieve the expected level by the end of the Foundation Stage. Most children settle happily and confidently to a variety of tasks. There is evident enjoyment and enthusiasm from the children and relationships are supportive. Many begin to concentrate well, persevering with their work and play. Most are learning to play well together and to take turns, relating well to adults and other children. Behaviour is good. There are appropriate opportunities to encourage independence and responsibility. Particularly good opportunities are planned for involving children in daily routines such as self-registration or in encouraging decision making. For example, in answering a daily question, such as, "Is it your birthday today?" or "Are you four?" children respond by putting their name card in either the 'yes' or 'no' basket. They also decide when to have their milk and do so sensibly, although children are not involved fully in preparing or tidying away all activities. Children are encouraged to dress and undress themselves, as seen before and after a physical development activity, or in the class with aprons or dressing up clothes. Giving help only when necessary supports learning and development of independent skills. The adults also promote children's personal development effectively, by ensuring that the equipment and resources that the children use are easily accessible to them and help them to become independent.

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

69. A significant minority of children enter the school with well-developed language skills. These children can write their own names independently and are articulate. Others distinguish letters from numbers and most will attempt to write. Most listen well in large or small groups, although a small minority find this difficult to concentrate. Children are encouraged to develop listening skills through reinforcement and appropriate use of whole-class or circle time. This also provides good opportunities for speaking to an audience. Most enjoy stories and poems and some talk readily about their experiences. By the time children enter Year 1, they have made satisfactory progress in speaking and listening.
70. Progress within language and literacy, as a whole is satisfactory and sometimes good. Most children are developing early reading skills, handling books with care

and talking about the pictures. The reading area has an appropriate selection of books; these are attractively displayed and inviting for children to make their own choices. They readily share books with each other and with adults. Early writing skills are developing, with some children able to sound out and write their own name independently, others copying from their name card. Most see themselves as writers and this lays a good foundation for their next steps in learning.

### **Mathematical development**

71. Children enter the school with mathematical development that is slightly above that of children of a similar age in their knowledge of number but are less confident in their knowledge of shape. They make sound progress in mathematical skills which are promoted effectively through various activities, most of them practical.
72. Children are able to sing songs and number rhymes with enjoyment. The higher attaining children count objects reliably to 12; for example, they can select a collection of bricks and count them. Some can count to 15 using fingers and the majority of children able to count to ten correctly. Most recognise numbers to six and a few beyond this. Teaching is sound. Some activities have an appropriate link to literacy, for example, with the book of the week, 'Kipper's Birthday'; children make birthday cakes from play dough with a chosen number of candles. Mathematics is resourced appropriately and there are good opportunities for children to extend their understanding of size and number through role-play in the shop.

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

73. Children enter the reception class with a basic general knowledge. Most know and can describe the town in which they live, a minority know the street but very few know their full address. They select resources and tools safely to construct and build complex structures. They have a developing sense of how things join together and are willing to improve a design or construction. Children make satisfactory progress in their learning. Appropriate activities based on different topics widen children's knowledge and understanding in other areas of the Early Learning Goals. This was seen when wrapping a parcel for Sam's birthday, where several children sustained good concentration in measuring and cutting paper to size and modifying to fit. Computers are available during some session times and a small number of children use these spontaneously and show some developing skill in mouse control when they move objects using the mouse or 'paint a picture' using a variety of colours.

### **Physical development**

74. Overall attainment in this area is at least in line with expectations. Good use is made of the school hall in developing co-ordination and an awareness of space, themselves and others. However, limited opportunities are available for the physical development of these children, as there is no well equipped outside play area specific to their needs. Children learn vocabulary of movement, high, low, small, big, skip, walk, floppy, stretchy, fast, slow, flat and wide. They make generally good progress in their physical development. Some demonstrate their shapes and movements; others jump or hop with confidence. Most children are becoming aware of space and others, moving with imagination and increasing co-ordination and control. All show awareness of safety. They use malleable materials such as play dough to good effect. They develop appropriate skills for the handling of tools for cutting and shaping and gain safe control of these finer movements, for example, when making a 'birthday cake' or in cutting wrapping paper and making a successful

parcel or cutting and shaping a variety of materials in making a collage of the 'Hungry Caterpillar'.

### **Creative development**

75. Children generally make sound progress in developing their imaginative and creative skills. There are appropriate opportunities for role-play, and during the inspection this was based around the home corner or the class grocer's shop. They act out themes, with support, sometimes relating to the book of the week. Music is used mainly for songs and rhymes linked to current literacy and numeracy themes; children sing with enthusiasm. However, few pupils were observed painting independently, selecting their own paper, colour and paint and painting what they wanted.
76. The quality of teaching and learning of children in the Foundation Stage is sound overall and most make satisfactory progress. Children are prepared appropriately for entry into the Year 1. Planning processes and content are being developed to take account of the recent changes to the curriculum required nationally for this age group; this is identified in the school development plan as a priority for the coming year. Work covered is appropriately planned to the required Early Learning Goals within the new Foundation Stage and some is linked to National Curriculum subjects such as history and geography. The classroom support assistant supports pupils with special educational needs well. However, limited opportunities are in place to assess learning outcomes. There is no set policy or scheme of work for provision for children in the Foundation Stage. Short-term plans are developing well in general but are not always followed carefully. These are not always sufficiently focused to ensure that activities have specific learning outcomes and provide clear criteria for assessment. As a result assessment does not inform planning for the next steps in learning.
77. Provision for the early years is not monitored adequately. This means that there is insufficient awareness of the important process of baseline assessment and moderation of outcomes. Some support for curriculum planning within the Foundation Stage is in place. As a result assessment does not inform planning for the next steps in learning. Parents are appropriately involved in self-registration routines in the morning and are welcomed at the end of the day. They welcome the induction meeting for parents, as a new initiative, in the summer term.

### **ENGLISH**

78. Standards attained by 11 year old pupils (Key Stage 2) in the 1999 National Curriculum tests are above the national average, and for seven year olds (Key Stage 1) are well above average. Compared with schools similar to St Joseph's results are average in Key Stage 2 and well above in Key Stage 1. The 2000 national tests show similar results in Key Stage 1. The results in Key Stage 2 show further improvement in standards, with a high proportion of pupils attaining higher levels.
79. This inspection concludes that standards for seven year olds in the current Year 2 class are average and standards for 11 year olds are above average. No significant differences were observed between the attainment of boys and girls. Pupils with special educational needs achieve well in relation to their prior attainment.
80. By the end of both key stages pupils' attain standards in speaking and listening that are above the national expectations. By the end of Key Stage 1, most pupils respond

sensibly to questions and express their ideas clearly during whole-class and group discussions. They listen to the teachers and to each other carefully and are confident speakers in a variety of situations. By the end of Key Stage 2, pupils become more articulate and confident as they discuss their work and share their opinions about books they read. They use a wide range of vocabulary and make relevant contributions to lessons and discussions. Pupils extend their skills for writing for different purposes effectively, such as appropriate writing style for recounting an event, in a lesson. Here, they learn the use of chronological order for writing a report or a diary. They have many opportunities to explore ideas across a range of subjects and can change their style of presentation to suit different occasions. Pupils listen carefully to their teachers' instructions; are keen to respond when questioned and are confident when expressing their point of view.

81. Standards in reading are above the national expectations at the end of both key stages. Many love reading and read with expression, fluency and accuracy. By the end of Key Stage 1, pupils read stories and information books accurately and with expression. They make good use of their knowledge of phonics as they read books and study the shared texts used in the literacy hour. They show clear understanding of the events and characters of the stories they read. They recall and recount what happened previously in a story and often predict what will happen next. Some pupils discuss the stories they read using a wide range of words and evaluate their favourite parts of the stories and characters referring to the texts. For example one pupil in Year 2, gave an interesting account of his favourite stories with reference to the 'funny bits' that interest him most. Most can name favourite authors or talk about the different kinds of books in the classroom collections. By the end of Key Stage 2, pupils talk about the books that they read with enthusiasm and have strong views about what they like and what they do not like. Higher attaining pupils read very well from a wide range of interesting books that include non-fiction as well as fiction. They discuss preferences of author, genre and character. They are enthusiastic about the good collections of paperback books in each classroom. When looking for information in books pupils can use an index. Higher attainers can skim text to see if the book is what they want. All pupils enjoy the opportunities they have to read in the literacy hour and in other subjects. When they read they make sensible predictions about what might happen and have a good understanding of characters and events.
82. By the time pupils are seven, they attain standards in writing that are in line with the national expectations. They write for a suitable range of purposes. They compose their own stories, recall those they have heard, such as traditional fairy stories and write about things they have seen or done. However, the amount of time for extended writing is not sufficient for pupils to write stories of a good length. Most pupils are able to produce accurate sentences and have a good understanding of basic punctuation. They are able to transfer knowledge gained in the literacy hour to their writing in other subjects. Handwriting is not always joined or consistent. By the time they are 11 pupils' standards in writing are above the national expectations. Many write imaginatively for different audiences in a thoughtful way. For example, in a Year 6 lesson, while studying 'Macbeth', pupils learnt to manipulate narratives to suit their own modern version in order to present information in a journalistic style. Most pupils write appropriately for a wide range of purposes. Opportunities for writing include; stories, newspaper articles, persuasion, instructions, letters and poetry. Pupils with special educational needs achieve appropriate standards, and build on their previous attainment, and do well particularly when they have clear targets to achieve. The majority of pupils at 11 use punctuation correctly. They write with joined legible handwriting and standards of presentation are generally neat. Literacy skills are developed well across the curriculum. There is a wide range of

opportunities provided for pupils to speak, read and write across the curriculum, which broaden the range of pupils' experiences.

83. The teaching of English is good across the school. All English lessons observed in Key Stages 1 and 2 were good. This is mirrored by the good quality of the pupils' learning in English lessons.
84. There are many strengths in teaching English, in particular the teachers' understanding of how to teach the subject and motivate the pupils in their class. Teachers' understanding of the National Literacy Strategy is good and the vast majority ensure the whole class start is brisk and interesting. This helps the pupils become interested and engrossed in the lesson so that they make good progress. Learning objectives are clear and shared with pupils so that they understand what is expected of them. They plan effectively to ensure that pupils are able to work independently and also on guided group tasks. Teachers are very good at involving the pupils and building on their previous learning. This was evident in many lessons throughout the key stages. For example, a good level of discussion, drawing pupils previous knowledge of poetry writing, was seen in a Year 6 lesson where pupils identified the use of rhyming, metre and alliteration in Shakespeare's writing. Similar examples were seen in a Year 5 lesson where pupils were 'recounting a chosen event', linked to the 'Diary of Anne Frank'.
85. Most teachers know their pupils' strengths and weaknesses well. They question and challenge their pupils' thinking, throughout lessons, moving their knowledge and understanding on. Teachers expect their pupils to work hard and are skilful at keeping the pupils on task during lessons. In a Year 2 lesson, good class organisation and brisk pace with an appropriate range of activities enabled pupils to concentrate well and, as a result, good progress was made in developing 'instructional' writing skills.
86. Very good use is made of classroom assistants to support the pupils' learning, they are well briefed; know what they are expected to cover in a lesson; and support individual pupils and groups very effectively.
87. The curriculum in English is broad and well balanced. The format of the National Literacy Strategy is well established and teachers manage the different parts of lessons very well. Pupils of all abilities and ages work very well in groups. A regular book fair is used imaginatively to broaden pupils' understanding and love of English. Pupils are given the opportunity to join a poetry competition and some pupils had their poems selected to be published. The library is very small, but teachers use it effectively to widen pupils' knowledge of authors and genre of books. Resources for the subject are good, for example, there is a good range of suitable, new paperback story books in every room.

## **MATHEMATICS**

88. By the end of Key Stage 1, standards of attainment in mathematics are average. Pupils make satisfactory progress across the key stage. This is broadly in line with the last inspection. By the end of Key Stage 2, standards of attainment in mathematics are above average and pupils make good progress. Standards in Key Stage 2 have shown gradual improvement, while in Key Stage 1, the standards are maintained at similar level, since the last inspection.

89. Results of the 1999 national tests, at the end of both key stages, were well above the national average and above that of similar schools. The results of the national tests in 2000 show that standards are well above the national average in both key stages. The results also show a significant increase in the proportion of pupils attaining higher standards in both key stages.
90. By the end of Key Stage 1, pupils are developing a sound understanding of number. Most enjoy investigating odd and even numbers, for example, by selecting a handful of counters, putting them in pairs and deciding whether their number has a partner or is an odd one. This practical activity, in Year 2, supports learning well and all take part and collaborate appropriately in pairs. The higher attaining pupils successfully count on in twos on a hundred square and colour in the even numbers. However, other pupils find this confusing as the activity given for recording this work takes insufficient account of their level of understanding and prior learning. Most pupils are developing the ability to add, subtract and recall addition and subtraction bonds to 20. They compare and order numbers in sequence, for example, from zero to 20. They work with simple patterns by counting on in twos: the higher attaining pupils recording this to 84. Pupils with high attainment are developing an understanding of place value and use bricks to identify tens and units with some confidence. Most pupils have a secure knowledge of basic two-dimensional shapes. They have appropriate experience in data handling and can compile class graphs, with adult support, from investigating, for example, 'Our favourite foods'. Pupils' skills of problem solving are less developed. Most are developing some ability to use money and higher attainers identify, for example, that 18 pence can be made up of a variety of different coins.
91. The results of the 1999 national tests for 11 year olds show that pupils were achieving standards well above the national average and above average when compared with similar schools. National comparisons for the tests in summer 2000 show that standards in mathematics will continue to be well above the national average. This year's results show improvement especially in the number of higher levels (Level 5) achieved, as a result of the good quality teaching in Key Stage 2, target setting and the extra support and benefit pupils have gained through booster classes. Pupils make good progress overall with the higher attaining pupils making particularly good progress at the end of Key Stage 2 through the support of master classes.
92. Standards seen during this inspection confirm these results. This represents an overall improvement in standards from the last inspection, which found that levels of attainment were average at both key stages. The implementation of the National Numeracy Strategy is having a positive effect on learning. By the end of Key Stage 2, pupils work successfully with number, shape, measures and data handling. However, pupils are generally less confident in their knowledge and understanding of shape and measures. All pupils are developing a good understanding of the number skills they use. Pupils of all levels of attainment have a broad base in several aspects of number and are developing strategies to perform calculations mentally.
93. In Year 6 pupils consolidate and further develop their understanding of multiplying and dividing by ten, 100 and 1000. Most pupils understand place value very well. Most are developing strategies to explain their mathematical thinking and many can explain the methods used in problem solving for example, through developing their own number chains. Pupils in Years 5 and 6 are developing a good understanding of probability. Year 5 pupils investigate the probability of taking a card and getting a spade or selecting a card and it being red and similar challenges. Year 6 pupils are developing an understanding of a probability scale of zero to one and understand

that an even number has three chances in six of being thrown on a dice. Higher attainers in Year 6 interpret data using frequency tables. They compile their own frequency graphs by researching data and can talk about their findings. Other pupils work collaboratively, in pairs, to investigate data and present their information either in tally charts, frequency tables or bar graphs appropriate to their ability; this reinforces their understanding. Pupils with special educational needs, in upper Key Stage 2, are usually provided with a suitable level of work to support and challenge their thinking.

94. In Key Stage 1 the quality of teaching is satisfactory overall with good features. The most successful part of lessons is in the mental, oral and whole-class session when pupils are challenged through careful questioning, to take account of what pupils know, understand and can do and to build on this. The pace for learning in the second half of lessons is less successful in both classes and pupils make limited progress. In lessons seen and in the analysis of work, pupils are set the same work usually the same page from the scheme workbook. This has the effect of confusing pupils who are not ready for this work and does not always stretch the higher attainers. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are generally supported well and, therefore, often make good progress.
95. At Key Stage 2 teaching is good overall, ranging from very good to satisfactory, with three quarters of lessons observed being good or better and one quarter being satisfactory. The best lessons observed are those where planning is specific and learning objectives are shared with pupils in a way that they can understand and return to at the end of the lesson to assess what learning has taken place. High expectations together with well-implemented classroom routines are a successful feature. A variety of methods, resources and activities, which capture the pupils' interest and keep them well on task, have a positive impact on learning. Work in Key Stage 2 is often carefully matched to the learning needs of all pupils, the pace is usually brisk and good questioning makes them think. Relationships are good and the contributions of all pupils are valued. Strength lies in the priority some teachers give for pupils to explain how they have reached a particular answer. This encourages pupils to think mathematically and, develop greater confidence. This is a particular strength in Year 6 and consequently most pupils' attitudes to mathematics in this class are invariably good and most enjoy the subject. Pupils with special educational needs are supported with tasks that match their ability well usually on the same theme.
96. The National Numeracy Strategy is generally having a positive effect, both on pupils' confidence and their enthusiasm for the subject. Teachers are familiar with the National Numeracy Strategy. However, not all have completed all of the training.
97. Pupils use mathematics to help learning in other subjects. For example, work linked to geography in Year 6 when pupils compare lengths. However, insufficient opportunities exist, in numeracy, for pupils to use information technology to develop their knowledge, skills and understanding.
98. The policy and a new scheme of work for mathematics have recently been introduced. This is bringing about an improvement in teaching and learning across the school. Assessment is developing generally well, but day-to-day assessment is not yet used consistently to inform the next steps in planning. This is particularly the case in Key Stage 1.

## SCIENCE

99. In 2000 pupils' standards of attainment in teacher assessments at the end of Key Stage 1 were in line with national average. However the number of pupils reaching Level 3, were below national expectations. In the tests at the end of Key Stage 2 in 2000, pupils' standards were well above the national average with 100 per cent of pupils reaching Level 4 and 81 per cent Level 5.
100. This is a significant improvement since the last inspection and last year when the results were in line with national averages. The improvement is due to the recent focus on standards, an increase in the profile of the subject in the school and challenging teaching, particularly at the end of Key Stage 2. Currently the standards of Year 2 pupils' work is in line with expectations for their age, and pupils in Year 6 are producing work above expectations. In Key Stage 2, particularly in Year 4 and 6, the work is well matched to pupils' needs and challenges higher attaining pupils.
101. Year 2 pupils are able to identify healthy and unhealthy foods and create a 'pizza' containing healthy foods, make a graph of the class' favourite foods and sort materials by whether they are natural or man made. In each of these examples the vast majority of pupils produce similar work and there is an insufficient range of expectation based on pupils' prior achievement.
102. In Year 6 the vast majority of pupils know that for plants to make their own food they require carbon dioxide, water and light. More able pupils know the process is called photosynthesis and results in stored energy and the production of oxygen. When learning about germs, approximately half the pupils relate the cause of disease to the passing of micro-organisms and are able to use the correct scientific vocabulary. Higher attaining pupils deduce how freezing and canning reduce the growth of micro-organisms. This challenging work significantly increases their learning to standards above those expected for their age.
103. Science contributes to literacy through, for example, the group discussion in Year 2 when sorting and grouping natural and man made materials and the use of vocabulary sheets to support pupils' use of scientific terms in Year 4. Science supports numeracy through, for example, the making of graphs of foods in Year 2 and tabulation of results and the use of 'sorting keys' in Year 6. However, science makes insufficient use of information and communication technology. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
104. Teaching is satisfactory at Key Stage 1. Teachers plan appropriately to the new scheme of work and have good control. This ensures a pupils are working in line with national expectations are able to complete the work set. At Key Stage 2 teaching is good overall. Where teaching is good teachers create challenging work, for example, using the unreliable comparison of hot, warm and cold water in Year 4 to demonstrate the need for accurate measurement using a thermometer, and the work on micro-organisms in Year 6. The less satisfactory aspects of lessons in both key stages show lack of pace and sufficient planning to meet the needs of all pupils based on their prior achievement. This results in a lack of challenge particularly for the higher attaining pupils.
105. This is directly related to teachers' planning where, at Key Stage 1 the interpretation of the scheme of work is insufficiently challenging to meet the needs of all pupils. The introduction of a new scheme of work is having a significant effect on standards and teachers' ability to plan work that builds systematically on pupils' knowledge,

understanding and skills. New assessment procedures are beginning to identify pupils' progress but are not being used sufficiently by teachers to plan challenging work to meet the needs of the full range of ability in their classes.

106. To improve the subject further the recently adopted assessment procedures need to be used to plan work that is clearly based on prior achievement and matched to pupils' needs.

## **ART AND DESIGN**

107. No lesson was observed during the inspection. However, based on the examination of pupils' work, teachers' planning and discussions with pupils and the co-ordinator, it is judged that the standards in art, in both key stages, are in line with those expected for the relevant age groups. This indicates an improvement since the last inspection when the standards were below the expected level.
108. Pupils study a range of techniques such as drawing, painting and printing. In Key Stage 1, pupils draw and explore self-portraits and learn that a portrait is an image which tells people about the character of that particular person. They show imaginative use of crayons, chalk and coloured pencils as they explore the effect of mixed media to produce drawings of fruits. Pupils in Key Stage 2, study a chair designed in 1918 and design their own chair. They study still life and draw musical instruments using a range of colour mixing techniques. Classes in both key stages learn about the work of famous artists. In Year 6, pupils study the work of Clarence Cliff's 'The Bizarre Affair' and produce their own paintings using geometric designs and bright strong colours. Pupils' work suggest that teaching is satisfactory and pupils make satisfactory progress.
109. The co-ordinator's role is beginning to develop appropriately since the appointment of the new headteacher. The policy is being reviewed and the school started to use the scheme of work by the Qualification and Curriculum Authority. Assessment procedures are at an early stage of development. Resources have been improved and are now adequate.

## **DESIGN AND TECHNOLOGY**

110. As only two lessons were observed in design and technology during the inspection, it is not possible to make a reliable judgement about the quality of teaching. However, pupils' previous work was examined and this, together with a scrutiny of the planning, shows that attainment is similar to the standard normally found among pupils of a similar age. The quality of work seen suggests that work in design and technology is developing appropriately in the school, particularly in Key Stage 1 in the way it makes effective cross-curricular links.
111. Standards of attainment were found to have serious weaknesses during the previous inspection, and the lack of an appropriate scheme of work adversely effected the progress of pupils at both key stages. The school has recently adopted a national scheme of work that supports teachers in their planning. Evidence from this inspection suggests that both teaching and standards have improved since the last inspection but the school acknowledges that this is a developing subject with some staff training required.

112. In Key Stage 1, pupils in Year 1 follow instructions to make jelly and talk about the correct sequence for making it. Photographs and instructions are displayed attractively and this consolidates learning. Good use is made of role-play in the DIY shop to extend opportunities to select tools and develop an understanding of materials used to make and decorate items. Books are appropriately displayed, to stimulate interest alongside the shop, such as, 'Fun things to make and do' and 'Paper engineering'. In Year 2, pupils make puppets, investigating different paper or card to best fit the purpose and design. They discuss their designs and explain their choices of the materials used. Aspects of this work are closely linked to art and literacy when discussing different materials to be selected and in providing a real purpose for using puppets in the class puppet theatre; this has a very positive effect on learning. They also make 'healthy food' collages and appropriately link this to numeracy by making graphs of their favourite foods.
113. In Key Stage 2, pupils develop their design and making skills through both discussing designs and some product analysis. Year 3 look at picture frames and discuss likes and dislikes appropriately and consider particular designs for different age groups and interests. Pupils in Year 4, linking an art topic, design chairs inspired by an exhibition and posters of chairs by Gerrit Rietveld (1918) and Oldman Duho (1200 – 1500). For example, one pupil designed a chair for Harry Potter, 'The chair is for flying home from school. If he runs into trouble he can use his wands.' Year 5 pupils investigate musical instruments effectively. This links well with developing their research skills by searching the Internet for more information about musical instruments. By the end of the key stage pupils are generating ideas and are developing an understanding of the need to satisfy conflicting requirements. They are starting to use models and sketches that demonstrate how they work. They do not experience systems and control.
114. Pupils enjoy this subject and have good attitudes towards their work. The new co-ordinator is keen to build on the good start already made to the work covered in this subject, and is developing useful photographic evidence for a portfolio of work to support ideas and ensure progression in learning across the school. She is aware that the 'design and making' elements of the subject are satisfactory and that in some instances evaluation of plans is underdeveloped. Sharing the most effective practice more widely, especially with less confident teachers, and developing the scheme of work to reflect the revised National Curriculum and teachers' growing confidence have been usefully identified as priorities for development. Visits to local exhibitions provide good stimulus for work in both art and design and technology. This supports pupils' understanding of cultural influence and in making appropriate links between these two areas of learning.

## **GEOGRAPHY**

115. It was not possible to see any geography lessons in Key Stage 2 and little work was available during the inspection therefore, no overall judgements can be made. However, two lessons were observed in Key Stage 1. Standards in geography, from work seen, are average when compared to those found with pupils of this age. Findings in the last inspection have, been maintained where both teaching and standards across both key stages were deemed sound.
116. In Key Stage 1 there is an emphasis on discovering the local environment and developing geographical skills and vocabulary. Pupils in Year 1 learn their home address. Real letters are used as a good resource to illustrate addresses and how they are presented. By the end of the key stage, most pupils are able to observe and

discuss changes that are caused by the weather and different seasons of the year. Pupils have a developing knowledge of simple maps and some awareness of localities beyond their own. In Year 2 pupils are beginning to identify the physical and human features of a place through the story, 'The Two Grandmothers'. This supports learning with good use of questions comparing the life on an island village with that on the mainland. Lively discussion and good use of correct vocabulary, for example, harbour, village, jetty, take place when pupils are asked to identify key features on a map of their own island. Good teaching in this lesson has a good impact on learning. Most pupils are making satisfactory progress in developing understanding of geographical features with a contrasting locality. However, several do not understand how to draw the island and mainland to show where both Granny Island and Granny Mainland live.

117. Very little work was available for scrutiny in Key Stage 2. Pupils in Year 5 make plans of the school with an appropriate key. They are developing a sound understanding of aspects of physical geography through work on rivers and draw appropriate diagrams with labels. Most pupils are developing the use of appropriate geographical vocabulary and develop their own 'River' glossary which includes, for example, channel, estuary, sediment, deposition, erosion, valley. Year 6 locate some significant places on maps in Britain, Europe and the world. Local and contrasting study work are developed appropriately in Key Stage 2 especially through well-planned and focused use of the local environment.
118. The quality of teaching in Key Stage 1 is satisfactory overall but is sometimes good. When teaching is good, planning is appropriate and preparation of lessons is thorough. Tasks are matched well to the pupils' ages and abilities. This ensures that all pupils are motivated and appropriately challenged. As a result, learning for most pupils throughout this key stage is satisfactory including pupils with special educational needs.
119. Geography makes an effective contribution to literacy in Key Stage 1 with their study of non-fiction books, writing an address correctly, including postcode, and in the use of story to study contrasting localities.
120. An adequate policy is now in place and the national scheme of work is being implemented this term. Most classes were only starting this during the week of the inspection so it is impossible to judge the impact of this on teaching and learning. The school is aware of the need to evaluate the scheme and the new co-ordinator has sound ideas for further development. She understands the need to evaluate the current programme. Management of the subject is underdeveloped, as is the role of the co-ordinator. There is insufficient monitoring to ensure coverage of the agreed policy and scheme of work. A portfolio of work has been started. Resources in geography are generally adequate but specific posters and video material for topics, more atlases, globes and local maps are needed. There is insufficient computer software to further enhance the curriculum for all age groups.

## **HISTORY**

121. No history lessons were observed in Key Stage 1 during the inspection. History was the focus for the previous half term and a limited amount of work was available for scrutiny. Two lessons were seen in Key Stage 2. Evidence from these lessons, documentation, work seen and discussions with staff indicate that pupils have a balanced programme of history in both key stages.

122. The previous inspection reported that standards of attainment in both key stages are in line with the expected level for this age. Teaching was reported as being satisfactory in both key stages. There is insufficient evidence for the current inspection to form a judgement on teaching and standards of pupils' work but the indications are that standards have improved across the school. An appropriate policy and scheme of work is now in place.
123. In Year 1, pupils take favourite toys to school to look at toys today and toys in the past. They explain how they sort teddies into new and old groups. A photographic display of activities undertaken supports consolidation of learning, such as teddies arranged in a timeline. Good links are made to literacy by the related display of both fiction and non-fiction texts such as, 'Toys in the Past' and 'Dolls now and long ago'. Year 2 have a stimulating area focused on the Victorian era and the work of Florence Nightingale. Role-play supports learning extremely well through the creation of a hospital area, as it would have been in Florence Nightingale's day. A quality display reinforces learning and acts as an inspiration. Letters are simulated, for example, from Lord Palmerston (Prime Minister) showing concern about the dreadful conditions and thanking Florence Nightingale for her bravery in trying to make improvements. All pupils know she was called the 'Lady of the Lamp' and why. These provide meaningful contexts for learning and pupils talk about their work with enthusiasm.
124. In Key Stage 2 pupils enjoy their history lessons. In the two lessons seen they listen and join in discussions with interest showing good motivation. Teaching motivates the pupils who apply themselves very well and show much interest in their work. This was well illustrated, in Year 6, when pupils were given opportunities to analyse and compare well-chosen documentation and pictorial sources to determine the effects of the Blitz on the lives of the people of London. Teachers show good command of the subject and have good questioning skills. They are successful in getting the pupils to distinguish between fact, opinion and propaganda and provide challenging work. However, sometimes there is an over-reliance on worksheets and activities provided do not meet the learning needs of all pupils. The subject is well led. Good use of resources, visits and first hand experience enhances learning, such as visits by Year 6 to Eden Camp and Year 5 to Armley Mills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Pupils' achievement in information and communication technology at Key Stage 1 is in line with national expectations. At Key Stage 2 achievement is below national expectations. At the last inspection, standards were in line with expectations at both key stages. The reduction in standards at Key Stage 2 is due to its low priority since the last inspection, the inadequacy of new hardware and software and the lack of teacher expertise to adequately support the full range of the Key Stage 2 curriculum. Since the appointment of the new headteacher resources have improved, but still are far from being adequate. The newly appointed co-ordinator has implemented a scheme of work and assessment procedures, but these have not been in place for long enough to raise standards. The number of computers available are insufficient for teaching information technology skills to the whole class in an organised way. Teachers need appropriate training to enhance their expertise. The scheme of work is in place, but it is not yet implemented. The assessment procedures have not been implemented to ensure that work is clearly based on pupils' prior achievement. In order to address these, the school has prioritised training to begin in January 2001 in the school development plan.

126. No direct teaching of information and communication technology at Key Stage 1 was seen. However samples of Year 2 pupils' work since September 2000 demonstrate that work is in line with expectations, for example, they use a word processor to write simple sentences using the 'shift' key to create capitals, change the size and colours of fonts.
127. At Key Stage 2 good use of resources enables Year 3 pupils to plan, explain and execute a simple series of instructions to control a Roamer' to move forwards, backwards and turn through 90 degrees. Year 5 pupils use a word processor to write their own epitaphs using clip art, scanned photographs and a range of fonts and colour and Year 6 pupils are introduced to the use of the Internet to resource information related to their history project. However, because of a previous lack of the systematic development of knowledge, understanding and skills over time, the work at Key Stage 2 is underdeveloped and below expectations.
128. Information and communication technology contributes to literacy through, for example, the creation of simple sentences using a word bank in Year 1 and making of graphs in numeracy in Year 2. It contributes to both in Year 3, supporting numeracy when ordering instructions for the 'Roamer', and literacy when developing their 'Roamer' programs within their groups and then explaining to the rest of the class. Pupils' attitudes are good. This enables, for example, the Year 6 teacher to instruct a group in the class on how to access the Internet whilst the rest of the class completes other work conscientiously.
129. Although support for information and communication technology does not feature on the individual education plans for pupils with special educational needs, these pupils are assisted well by teachers and support staff, and make good progress.
130. As only one lesson of information and communication technology was seen, as insufficient direct teaching takes place at present. It is, therefore, not possible to come to secure judgement on the quality of teaching. The school has identified the provision for information technology as a priority area and the plan for improvement is in place.

## MUSIC

131. Pupils' attainment at the end of Key Stage 1, and in the work seen at Key Stage 2 are above national expectations. At the last inspection, standards were in line with expectations at both key stages. The improvements in standards are due to specialist teaching, the introduction of a new scheme of work to ensure breadth and balance, an increase in the range of untuned percussion instruments and the range of extra-curricular music that contributes to high standards in the classroom. However, the scheme of work is yet to be implemented fully and the assessment procedures are yet to be developed.
132. In Year 2 pupils identify percussion instruments by their sound and copy a rhythm given to them. They play in a group and moderate the loudness of their instruments from a simple notation. They play in simple parts and adhere to a basic pulse. Their good behaviour and positive attitudes enable them to practise conscientiously to improve the quality of their performance. Year 3 pupils develop a clear understanding of the differences between rhythm and pulse, maintain the pulse and create the 'ostinato' pattern. With good teacher support pupils make constructive evaluations of each other's performance. Year 6 instrumentalists play enthusiastically, in tune and in simple parts to give a rousing rendition of Feelin' Blue.

133. Music contributes to literacy and cultural development through, for example, the singing of hymns at mass and singing of calypsos in classrooms. Music contributes to numeracy through the counting of pulse and halving of beats, for example, in Year 3 where pupils maintain different rhythms in parts. However music makes insufficient use of information and communication technology. Pupils with special educational needs, are assisted well by teachers and support staff, and make good progress.
134. The quality of teaching in music is good. Teachers have good subject knowledge and assess pupils' progress effectively. They have high expectations of pupils. These were evident in a Year 3 lesson where pupils concentrated more on the quality of sound made and, also, in a Year 2 lesson where the grouping of pupils play loud and soft instruments to emphasise playing in parts. Teachers' good control, positive relationships with pupils and the good behaviour and attitudes of pupils make a significant contribution to pupils' attainment and progress. This means that lessons proceed with good pace which maintains pupils' involvement and interest. The large number of pupils learning instruments, for example, clarinet, trumpet, violin and trombone as well as the extra-curricular activities such as the choir, orchestra and bell ringing, helps to maintain the high profile of music in the school and raise standards.

## **PHYSICAL EDUCATION**

135. Pupils' achievements at the end of Key Stage 1, and in the work seen at Key Stage 2 are above national expectations. At the last inspection standards were above expectations at Key Stage 1 and in line with expectations at Key Stage 2. The improvement in standards is due to the improved mid and short-term planning as a result of introducing a new scheme of work, good teaching and the emphasis on clear lesson objectives. Since the appointment of a new co-ordinator in September 2000 formal assessment procedures are now in place. However, the implementation of the assessment procedures to inform future planning is not fully developed yet.
136. In Year 2 pupils develop the kicking, rolling, and throwing of balls with increasing control and co-ordination by, for example, increasing the distance between partners when throwing and less pupil movement when receiving a kicked ball. The teachers' good control and pupils' responsible attitudes make a significant contribution to the pace of lessons and the time available for pupils to be active to develop their skills.
137. Year 6 pupils clearly understand that exercise increases the heart rate and this is necessary to increase the amount of oxygen available for increased activity, and that the rate of recovery is related to fitness. Pupils are able to maintain strenuous exercise for the majority of a 40 minute circuit training lesson involving jogging, bunny hopping, throwing, jumping and stretching. They evaluate their work effectively. The persistence and perseverance of the pupils are directly due to good pupil/teacher relationships, the good subject knowledge of the teachers, brisk pace in lessons, and the very positive attitudes of pupils.
138. Physical education contributes to literacy when pupils evaluate their own and others work, for example, in Year 5 when they discuss the quality of sequences that involve a balance, jump and roll. It contributes to numeracy when, for example, Year 6 pupils take their pulse before and after exercise and calculate the difference and make simple judgments as to whether these are realistic changes. Physical education makes insufficient use of information and communication technology. The needs of pupils with special educational needs are well addressed.

139. Teaching in physical education is good. The good features of teaching are the use of the scheme of work to ensure lessons are well planned and have pace. Appropriate ongoing assessment ensures that lessons are challenging and, therefore, pupils make good progress. For example in Year 5 where the expectation was reduced from a three to a two part sequence to support lower attaining pupils yet a small group of higher attaining pupils were challenged to improve the fluidity of their sequences.
140. While the school has done well to reach the quarter-finals of the local athletics championships the range of extra-curricular sport is limited. However the new co-ordinator has plans to develop the range to include, for example, rounders, netball, cross country, tennis and Kwik cricket. Pupils go swimming in Year 3 and take 'Dolphin' awards. Approximately 40 per cent of Year 3 pupils swim 25 metres. There are no other opportunities for pupils to go swimming before they leave the school. Consequently the school does not know how many pupils can swim 25 metres before they leave, so, it does not meet the statutory requirements.