

# INSPECTION REPORT

**SAINT NORBERT'S CATHOLIC PRIMARY  
SCHOOL**

Crowle, Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 118040

Headteacher: Mrs P Tonge

Reporting inspector: Terry Dentith  
15088

Dates of inspection: 3<sup>rd</sup> March 2003 – 5<sup>th</sup> March 2003

Inspection number: 251960

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Saint Norbert's Catholic Primary Fieldside Crowle Scunthorpe
Postcode:	DN17 4HL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs F Robinson
Date of previous inspection:	5 <sup>th</sup> May 1998

## INFORMATION ABOUT THE INSPECTION TEAM

15088	Terry Dentith	Registered inspector	Science Design and Technology Music English as an Additional Language	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
9590	Roy Kitson	Lay inspector	Educational Inclusion	How well does the school care for its pupils? How well does the school work in partnership with parents?
6634	Ray Leeke	Team inspector	English Geography History Physical Education Special Educational Needs	How well is the school led and managed?
27047	Constance Tyce	Team inspector	Mathematics Information Technology Art and Design Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Saint Norbert's is a smaller than average sized Roman Catholic voluntary aided primary school. There are 102 pupils from four to eleven years of age and eleven part-time pupils, aged three and four, in the Nursery. Most pupils come from the town of Crowle and the rest from a wide surrounding rural area. The percentage of pupils eligible for free school meals is below average. All pupils come from a white ethnic background and there are currently no children speaking English as an additional language. About four in ten pupils are Roman Catholics. About one in five pupils have special educational needs, which is broadly average but there is an above average proportion of pupils with a statement of special educational needs. When they enter the school, children have skills and knowledge that are broadly average. Pupil mobility is high, nine pupils joined the school and eleven left the school during the last year.

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

Saint Norbert's provides a sound quality of education for its pupils. Improvements in standards over the last few years match the national trend. The standards achieved by pupils in Year 6 are average but fewer pupils attain higher levels compared with schools nationally. When measured against pupils' prior attainment, pupils make expected gains in English and science but not in mathematics. Teaching overall is satisfactory. There is a high proportion of good teaching but more than one lesson in ten is unsatisfactory. The school is successful in promoting very good attitudes in the pupils, relationships are very good and pupils' behaviour is very good. The headteacher and governing body give sound leadership to the school. They have a clear vision and the school is very successful in achieving a strong Catholic ethos. The school gives satisfactory value for money.

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

- Standards in English by the end of Year 2 have improved and are now good;
- Pupils' standards in speaking and listening are good throughout the school and their performance in speech and drama is excellent;
- The range of extra-curricular activities provided by the school is excellent;
- Pupils' behaviour is very good. Their personal development and response to school is also very good;
- The provision for the pupils in the Foundation Stage is very good and provision for pupils in Years 1 and 2 is good;
- The school is very inclusive and provision for pupils with special educational needs is very good.

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

- The teaching in Years 5 and 6 is unsatisfactory, particularly for the more able pupils;
- There is insufficient evaluation of teaching, learning and of the progress pupils make;
- The school development plan is not focused sharply enough on raising standards.

*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 1998. The school has made very good progress in addressing the key issues from the last inspection. There has been significant improvement in the quality of education for the pupils in the Nursery, the Reception class and in Years 1 and 2. The quality of teaching for these pupils is good. The investment in accommodation and staffing to meet the pupils' needs has had a positive impact. At the time of the last inspection provision was unsatisfactory but it is now very good in the Nursery and the Reception class and it is good in Years 1 and 2.

Since the last inspection, the school has gone through a period of significant change, including staffing difficulties, which have caused disruption to pupils' education, particularly for the current Year 6. This has resulted in pupils having some gaps in their learning. The unsatisfactory teaching in Years 5 and 6 is only slowly addressing these. Standards at the time of the last inspection for pupils in Year 6 were above average whereas they are now in line with what is expected nationally.

The quality of care and provision for pupils' personal development remains high and the pupils' response is still very good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	E	C	D	well above average    A above average        B average                 C below average         D well below average    E
mathematics	A	C	C	E	
science	A*	E	C	D	

The table shows that in the national tests for eleven year-olds in 2002, standards match those found in most schools. A greater proportion of these pupils achieved the expected level (Level 4) compared to all schools nationally, particularly in science, but a smaller percentage achieved the higher level (Level 5). Using the comparison based on the proportion of pupils receiving free school meals, the school's results are below average. When measured against pupils' prior attainment, compared to similar schools, pupils make expected gains in English and science but not in mathematics. The Local Education Authority provides value added data, based on each individual pupil, compared to national norms. The results show pupils make expected progress in the three subjects, with science being slightly stronger and mathematics being slightly weaker. The overall trend in test results in the core subjects has been broadly similar to the national picture but the school's progress has been uneven. This is to be expected when the number of pupils in each year is small and the proportion of pupils with special educational needs varies. One pupil can affect the grades by two levels.

In the 2002 national tests for the pupils in Year 2, results in reading were above average, in



writing they were below average and in mathematics they were average. There were more pupils than average who achieved the higher level (Level 3) in reading and mathematics but fewer in writing.

In the work seen, standards in speaking and listening are good throughout the school. A particular strength of the school is speech and drama, evident in the success in competitions. Standards in reading are good by Year 2 and Year 6. Standards in writing are good by Year 2 and Year 4, where pupils make good progress. This slows in Years 5 and 6, particularly for the more able, and standards are broadly average. In mathematics, standards are sound throughout the school. Pupils make satisfactory progress and they apply their secure knowledge of number to confidently and accurately solve problems. By the ages of seven and eleven, pupils' performance in science matches national expectations. In other subjects of the National Curriculum, standards are satisfactory throughout the school except in art and design which is above average.

The progress pupils make is sound overall but this varies across the school, particularly for the more able. Throughout the school, pupils with special educational needs make good progress, particularly in English and mathematics. The school's targets are ambitious in English and very ambitious in mathematics. In 2002 these were met in English but not in mathematics. Similarly challenging targets have been set for 2003. The English target is likely to be met but not the mathematics.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils participate in all aspects of school life with enthusiasm and commitment.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly and their behaviour in and around school is impressive.
Personal development and relationships	Very good. Pupils respond positively to the high expectations of staff. They take on responsibility for a number of tasks in the school.
Attendance	Satisfactory. Attendance is in line with the national average. Pupils arrive punctually and are ready for lessons to start.

All pupils have very good attitudes to school and to learning. They respond very well to the broad range of activities and opportunities offered by the school.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Unsatisfactory

*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 overall quality of teaching and learning is satisfactory. However, this masks variation

within the school. In the Foundation Stage, and in Years 1 to 4, teaching overall is good with some very good and excellent teaching seen. In Years 5 and 6, over half of the teaching is unsatisfactory. At the time of the last inspection, the quality of teaching was good with no unsatisfactory lessons seen. Around three out of five lessons seen in the last inspection were good or better, this has risen to four out of five. However, more than one lesson in ten is now unsatisfactory.

Teachers generally manage behaviour well and have good subject knowledge. Teachers are well supported by classroom support assistants who work with groups and individuals, helping them understand the work and, where necessary, keeping them on task. Homework is used effectively to extend pupils' learning. In the good and very good lessons, the teachers use questions well to make pupils explore their thoughts and show their level of understanding. Lessons move at a good pace, following effective planning. Teachers share the objectives of the lesson with pupils, give clear instructions, recap prior work and create links to the next steps in learning. Pupils' positive attitudes and willingness to work together also contribute to the positive progress they make in lessons. Teachers challenge pupils to achieve well and the learning reflects this. Lessons conclude with a plenary session that draws together the main learning points and gives a taster of what is coming next. All English and mathematics teaching seen was at least satisfactory with most of it good or very good.

In the unsatisfactory teaching, and in some lessons judged to be satisfactory, the pace of the lesson and the over-long introductions do not give sufficient time for pupils to practise skills and develop their learning or to share what has been learnt. There is insufficient challenge in the work, particularly for the more able pupils and they do not make the progress expected.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum fully meets the requirements of the National Curriculum and is well planned with good guidance for the teaching of all subjects. The curriculum is enriched through visits to places of interest and the excellent range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Equality of opportunity for all pupils is given a high priority and is a strength of the school. The special educational needs of pupils are met well by teachers and support staff. They are provided with good quality learning opportunities and make good progress.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good. The provision for promoting pupils' social, moral and cultural development is very good. The provision for spiritual development is good.
How well the school cares for its pupils	Good. the school takes very good care of the pastoral needs of its pupils. Pupils are well looked after in a safe and caring environment. Monitoring of pupils' academic progress is satisfactory.

The school has very good and productive links with parents and carers. There is an effective Home-School agreement and the informative homework diary is appreciated by parents.

Teachers are very responsive to parents who value the openness of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a strong vision for the school and is very successful in achieving a strong Catholic ethos. However, there is insufficient emphasis on raising standards where they should be higher. Many subject responsibilities are new to teachers but they are developing these well.
How well the governors fulfil their responsibilities	Satisfactory. The governing body works hard and is very supportive of the school. They have a sound overview of the school's strengths and weaknesses in many areas.
The school's evaluation of its performance	Unsatisfactory. The school development plan is not focused sharply enough on raising standards. Evaluation of teaching and learning across the school is under-developed.
The strategic use of resources	Good. Financial management is good and the school makes good use of the funding available to it. The school has worked very hard to improve the accommodation which is now very good.

The number of teachers for the number of pupils is good. This ensures the youngest pupils are taught in smaller groups and most class groups are less than 30. There is a good number of classroom support assistants and they make a significant contribution to pupils' learning. The school applies the principles of best value well. The improvements to accommodation have enhanced the environment for pupils and make a positive contribution to pupils' learning.

## 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>• Teaching is good, children are expected to work hard and achieve their best and they get the right amount of work to do at home;</li> <li>• Children make good progress, behaviour is good and they like school;</li> <li>• The school is approachable and parents are kept well informed;</li> <li>• The school is helping children become mature and responsible;</li> <li>• There is a wide range of activities outside school.</li> </ul>	<p>All the comments at the parents' meeting were positive and there were very few parents who disagreed with any of the statements on the questionnaire.</p> <p>The highest level of disagreement was about homework where only 9% did not think their child brought home the right amount.</p>

Inspectors' judgements generally support the parents' positive views. Many pupils enjoy good teaching and progress well. The ethos of the school fosters good relationships and helps pupils take responsibility.



## **PART B: COMMENTARY**

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

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

1. The previous inspection in May 1998 reported that standards of achievement at five and seven were not significantly different from the national average. By the age of eleven, pupils' attainment was above the national average in the core subjects of English, mathematics and science. Since this time results have fluctuated due to a range of reasons:
  - ❖ the number of pupils in year groups is small, hence each pupil represents a significant percentage of the year group;
  - ❖ the number of pupils with special educational needs has varied from year to year;
  - ❖ the high mobility of older pupils and the disruption to their education as they move school;
  - ❖ the staffing issues since the last inspection concerned the teaching of Years 2 and 6.
2. The overall trend for the three subjects broadly matches the gradual upward national picture.
3. When children enter school the level of their skills and abilities matches those found nationally. During their time in the Foundation Stage, pupils make good progress and by the end of the Reception year, they reach the expected levels for their age in all areas of learning, and some exceed them, particularly in social and physical development.
4. At the end of Year 6, results in the three core subjects match the national average. A greater proportion of these pupils achieved the expected level (Level 4) compared to all schools nationally, particularly in science, but a smaller percentage achieved the higher level (Level 5). In the 2002 National Curriculum tests for the pupils in Year 2, results in reading were above average, in writing they were below average and in mathematics they were average. A higher proportion of pupils than is found nationally achieved the higher level (Level 3) in reading and mathematics but it was lower in writing.
5. Compared to similar schools, based on free school meals, the school's results are below average. A higher than average percentage of pupils achieved Level 4 in science but in English it was below average and in mathematics it was well below average. In all three subjects, a smaller proportion of pupils achieved Level 5 than in comparable schools. When measured against pupils' prior attainment, compared to similar schools, pupils make better than average progress to achieving Level 4 in English and science but progress in mathematics was below average. Progress to attaining Level 5 was below average in English and science and well below in mathematics. The Local Education Authority provides value added data, based on each individual pupil, compared to national norms. The results show pupils make expected progress in the three subjects, with science being slightly stronger and mathematics being slightly weaker.
6. Inspection evidence shows standards in speaking and listening are good throughout the school. By the end of Year 6, pupils talk and listen with confidence. A particular strength of the school is speech and drama, evident in the success in competitions. Standards in reading are good by the end of Year 2 and Year 6. Pupils in Year 6 read

confidently, make inferences and draw deductions from text. The focus in the school on improving writing has had a positive effect on the quality and quantity of pupils' written work. Standards in writing are now good in Year 2 and Year 4 and pupils make good progress. This slows in Years 5 and 6 and standards are broadly average, with the work of the more able often no better than the average pupils.

7. In mathematics, standards are sound throughout the school. Pupils make satisfactory progress and they apply their secure knowledge of number to confidently solve problems. By the end of Year 6, pupils have a sound understanding of fractions, decimals and percentages, display a good understanding of angle in geometry and record data, choosing appropriate charts and spreadsheets.
8. By the age of seven and eleven, pupils' performance in science matches national expectations. Their knowledge and understanding build well and many develop their investigative skills appropriately. However, the lack of challenge and opportunities for higher level work for the more able means they do not have the breadth of experience to explain inconsistencies in the outcomes of their experiments.
9. In other subjects of the National Curriculum, standards are satisfactory throughout the school except in art and design which is above national expectations. This is supported by the high profile given to the subject and the involvement of visiting artists. In music pupils sing well. The progress pupils make is sound overall but this masks variation. For example, in history and geography, progress is good in Years 3 and 4 but in Years 5 and 6 progress slows, particularly for the more able pupils. Pupils competently use the skills of literacy, numeracy and information and communication technology (ICT) in their work in other subjects.
10. Throughout the school, pupils with special educational needs make good progress, particularly in English and mathematics. The school tracks their progress well through their individual education plans and the school's assessment systems. Good quality support is provided to meet their needs, for example, through the targeted use of classroom support assistants.
11. The school's targets set are ambitious in English and very ambitious in mathematics. In 2002 these were met in English but not in mathematics. Similarly challenging targets have been set for 2003. The English target is likely to be met but the target of 83 per cent in mathematics is unrealistic.

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

12. All pupils have very good attitudes to school and to their learning. They respond very well to the broad range of activities and opportunities offered by the school. Behaviour in lessons and around the school is very good and pupils show respect for the building, school resources and the belongings of others. Personal development and the relationships the pupils have with their teachers and other adults are consistently very good. Attendance is satisfactory with very few unauthorised absences. There have been no exclusions.
13. The children in the Foundation Stage settle well into the routines of the day and clearly enjoy coming to school. They show good independence as they choose activities and resources. Playing together they collaborate well, for example, building a wall of interlocking bricks for Humpty to sit on. They listen to each other and to the teacher, wait turns sensibly and clear up efficiently. They show a high level of concentration

and work hard, even in unsupervised activities.

14. Pupils participate in all aspects of school life with enthusiasm and commitment. Their response in lessons reflects the high quality of teaching. They are keen to take part in activities, sharing and celebrating their achievements and listening with respect to the views and performances of others. Pupils' concentration is high in most lessons, for example when pursuing their investigative work in a history lesson, following lines of enquiry using a range of reference books. However, when the lesson lacks challenge, the attention of a few wanders and their behaviour deteriorates. In group work, pupils work together well, share out the various tasks and often produce a joint effort with a sense of pride. They show initiative, for example, in supporting others who find the work difficult, and take responsibility for elements of their own learning. The extra-curricular activities are well attended by pupils.
15. All parents who responded to the questionnaire agreed behaviour is good and at the meeting they felt it is very good. Pupils show respect for the school environment and have contributed to the development, for example, designing and working on the sensory garden. They are polite and friendly, helpful to visitors and respond positively to the high expectations of staff. They move sensibly around the building, accept school rules and follow instructions well. Lunchtimes are a good social occasion where pupils chat quietly and value the awards they can earn for good behaviour. The proactive school council plays a valuable part in giving pupils a voice in the running of the school. Recent issues, successfully resolved, have included school uniform and having lockers for pupils. A positive initiative is the "buddy" system where older pupils, identified by a yellow cap, provide welcome support, particularly to the younger children, who sometimes have nobody to play with at playtime or lunchtime. Pupils involved enjoy the responsibility it gives as do those who run the breakfast club and fruit store. The absence of oppressive behaviour is a reflection of the good relationships between pupils of all ages and the confidence they have that, should an incident occur, staff will deal with it effectively.
16. Pupils are keen to come to school and punctual for the start of the day and to lessons. Registers are completed promptly and lessons begin on time. Attendance in the past has been above national averages but this year has fallen to close to the national average. The figures are explained by significant absence due to a particular illness that affected many pupils.

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

17. In the Foundation Stage, and in Years 1 to 4, teaching overall is good. In Years 5 and 6, over half the teaching seen was unsatisfactory. At the time of the last inspection, the quality of teaching was good with no unsatisfactory lessons seen. Around three out of five lessons seen in the last inspection were good or better, this has risen to four out of five. However, more than one lesson in ten is now unsatisfactory.
18. There are some common features of good and very good lessons. These include effective planning that outlines the work for pupils of differing abilities and what they will learn. Teachers share these intentions with pupils and give a clear introduction to the lesson, recapping prior work and linking this to the next steps. Consequently, pupils understand what they are trying to achieve and they learn well. In a science lesson, for example, pupils were reminded of their predictions for the growth of a plant which they compared with what actually happened and given the opportunity to explain differences. Teachers have good subject knowledge and use questions well



to make pupils explore their thoughts and show their level of understanding. Lessons move at a good pace, often with clear deadlines for each part of the lesson. In good lessons, teachers challenge pupils to achieve well and they respond with enthusiasm. Pupils' positive attitudes and willingness to work together contributes to the good progress they make in lessons. The good lessons conclude with a plenary session that draws together the main learning points and gives a taster of what is coming next. This was exemplified in a design and technology lesson where the teacher wrote on the board the characteristics of a range of lights pupils had analysed and then helped them identify common features to be used in their next task, to make a working torch.

19. Teachers manage behaviour well. In classrooms there is a quiet, purposeful atmosphere and routines are well established. Teachers are well supported by classroom support assistants who work with groups and individuals, helping them understand the work and, where necessary, keeping them on task. Homework is used effectively to extend pupils' learning. For example, in a music lesson, pupils were asked for homework, to decide which instruments best illustrated the theme they had been working on in the lesson.
20. In the unsatisfactory teaching, and in some lessons judged to be satisfactory, planning is sufficient but is not fully delivered due to the slow pace of the lesson and the over-long introductions. Pupils do not have sufficient time to practise skills and develop their learning or share what has been learnt. There is insufficient challenge in the work, particularly for the more able pupils and they do not make the progress expected.
21. The school has successfully introduced the National Literacy and Numeracy Strategies. They have been sensibly adapted to meet the needs of the pupils. All English and mathematics teaching seen was at least satisfactory with most of it good or very good. Teachers have secure subject knowledge in English and mathematics and encourage pupils to develop and use the correct vocabulary. Good links are made between subjects and literacy and numeracy skills are effectively promoted across the curriculum.
22. Good use is made of on-going assessment in the Foundation Stage and Years 1 to 4 but it is not used sufficiently in Years 5 and 6 to ensure the work is matched appropriately to the differing needs of the pupils, particularly the more able. Teachers usually mark work regularly but there is a lack of helpful feedback, for example, outlining why a piece of work is good or giving targets for improvement.
23. The inclusion of all pupils with special educational needs is a strength of the school. These pupils have equality of access to all the opportunities and experiences that the school offers. Pupils are provided with good quality opportunities to work as part of the whole class, in small groups with classroom support assistants or with a specialist support teacher, matched to their individual education plans. Teachers plan carefully to meet the needs of all pupils. Pupils are given the support to ensure that they are challenged and make good progress. The good quality teaching has a significant impact on the achievements and progress of these pupils as they are able to take full advantage of what the school has to offer by becoming more effective learners.

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

24. The curriculum provided for the children in the Foundation Stage is good and has considerably improved since the last inspection. It is very well planned and managed and provides effective transition from the Foundation Stage to the National Curriculum. The curriculum for pupils in Years 1 to 6 provides them with a good range of learning opportunities. It meets statutory requirements. A 'four year plan' ensures a broad and balanced curriculum, which follows national guidance for units of work, on a cycle to meet the needs of the mixed age group classes. Overall planning is good and ensures that pupils' learning is progressive, covers all areas of the curriculum and avoids unnecessary repetition of topics. The curriculum is enriched through a wide range of visits and visitors.
25. The curriculum is socially inclusive and all pupils have equality of access. The school takes a positive approach and ensures everyone is included in all activities. However, there are certain lessons when pupils are withdrawn for extra support that restricts the range of learning, for example, some pupils miss part of their music lessons for additional English.
26. The curriculum for pupils with special educational needs is good. Their progress is carefully planned and regularly assessed so that they receive the right support in lessons and around the school. The support assistants make a significant contribution to the high quality of this support. As a result, these pupils are able to benefit from all that the school provides. For example, one pupil is taken to and from home by staff so that he can take an active part in his chosen after-school activities.
27. The National Literacy and Numeracy Strategies have been adapted well to suit the pupils' needs. Additional sessions raise the standards of both higher and lower attaining pupils. Targets for literacy and numeracy are set for year groups with the support of the subject leaders and they are reviewed on a regular basis.
28. The school provides effectively for the personal and social education of the pupils. It has well designed policies and practices relating to drugs, health and sex education that are well matched to the aims and values of the school. During the inspection a lesson was taken by a Local Education Authority teacher and the school nurse as part of the LEA's 'Drugs Module'.
29. The school provides an excellent range of well attended extra-curricular activities and after school clubs. There is a very strong commitment in the school to drama and the arts, which is reflected in the number and range of clubs and activities that are available. The school is particularly strong in developing children's choral speaking. At the time of the inspection, pupils of all ages successfully took part in the local Speech and Drama Festival. Many pupils also take part in school and other local productions. These extra activities make an important contribution to the sense of community in the school. Educational visits are designed to offer the pupils a range of stimulating experiences to enhance the curriculum. Older pupils undertake an optional four day residential visit to give them the opportunity to take part in a wide range of specialist outdoor activities.
30. The local community makes a positive contribution to the pupils' learning. The school has particularly strong links with the local Roman Catholic Church. This is promoted through the use of the church building for special services and as a resource for

learning. Elderly residents and parishioners visit the school when pupils are putting on plays and other performances. These contacts help to enrich the curriculum and make pupils aware of the wider world.

31. The school has good and constructive relations with partner institutions. These include other local schools for sporting activities, joint meetings and in-service training. The school has also been involved with many local businesses such as the South Humber Business Advice Centre, which supported the pupils in Years 3 and 4 in the manufacture of packaging. Pupils also benefit from the regular use of the facilities of a nearby computer centre.
32. Provision for pupils' personal development is very good. The school operates as a caring community with a Catholic ethos and aims to provide experiences that encourage pupils to be caring, sharing and honest, to do their best, to pray and to be friendly and respectful. The school is very effective in fulfilling these aims.
33. The school's provision for spiritual development is good. It is promoted through the school's Christian ethos, which is evident in its collective worship and strong connections with the local church. The collective worship, together with the multi-faith curriculum, enables pupils to gain insights into values and beliefs of the principal faiths and provide opportunities to reflect about their personal experiences and explore relationships with others. The collective worship seen during the inspection was well planned and there were many opportunities for pupils to participate. For example, pupils were invited to suggest people for whom they would like to pray, and why. During the day pupils are provided with opportunities to reflect on their personal experiences and consider the needs of others. However, there are insufficient opportunities to enable pupils to explore spirituality in other areas of the curriculum.
34. The school's provision for moral development is very good. There is a strong Christian ethos to guide how everyone in the community behaves. School and class rules have been written with the full involvement of pupils. From the earliest days in the Foundation Stage Unit, children are encouraged to consider how their actions affect others. Values are fostered through the caring, supportive and very good relationships that exist between staff and pupils and the good example set by all those working in the school. Collective worship gives strong support to the teaching of the principles that distinguish right from wrong, fostering such values as being a good friend and having respect for one another. There is a strong sense of care for one another, which permeates the school.
35. The school's provision for social development is very good. There is a wide range of opportunities for pupils to work, play and pursue social activities. Positive relationships are successfully promoted and pupils are encouraged to show consideration and sensitivity for the needs of others in the school, in the local community and the parish and throughout the world. In most lessons, teachers provide opportunities for pupils to co-operate as they work in the classrooms. Good examples were seen in mathematics and when working in groups in design and technology, for example, when the pupils were expected to jointly analyse a range of foods and categorise them. Care is taken to ensure that those pupils who have special educational needs are fully integrated into the life of the school. Pupils have many opportunities to take responsibility in class and around the school. Social development is further enhanced through the wide range of extra-curricular activities the school provides, which includes visits to the garden centre, the theatre and a residential centre.
36. The school's provision for cultural development is very good. Pupils are given a

variety of opportunities to develop an appreciation of their own and others' cultural traditions in a number of curriculum areas. The school provides very good opportunities for pupils to develop an appreciation and knowledge of the arts through visits to places of interest, for example, museums. Visitors to the school further enhance this provision. Book and poetry weeks, sometimes attended by writers, contribute well to pupils' appreciation of literature. Pupils study the work of artists, for example, William Morris and there are good examples displayed around the school of pupils' work following a visit to the art gallery. The school has made good progress since the last inspection in providing further opportunities to develop pupils' awareness of the diversity and richness of other cultures and the multi-ethnic nature of society in Britain today.

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

37. The school takes very good care of the pastoral needs of its pupils and this is a strength of the school. Teachers and other adults know their pupils well and are skilful at looking after their personal needs. This ensures pupils feel happy and secure in the school. Teachers give good support to all pupils in school and the provision for pupils with special educational needs is good.
38. The school has clear policies on behaviour and anti-bullying and any inappropriate behaviour is firmly dealt with. These policies are regularly reviewed involving the pupils and their parents. Pupils confirm that when there has been any unpleasantness in the past the situation was effectively handled by the adults in the school. Effective systems to promote positive behaviour are in place. Good behaviour is rewarded by giving house points, good behaviour badges, praise in class and assemblies, certificates of merit and the granting of 'golden time' which consists of pleasant recreational activities. In the case of inappropriate behaviour various sanctions are applied. Parents are involved appropriately when there are concerns about the work or behaviour of their child.
39. The school has written policies of health and safety and child protection, all of which conform to legal requirements and ensure that the pupils are well looked after in a safe and caring environment. The school buildings and playground equipment are the subject of regular safety inspections. There is a breakfast club, a fruit club and safe cycling club all of which contribute positively to the welfare and care of the pupils.
40. The school has very good systems in place to evaluate pupils' personal development. Monitoring of their academic performance is generally satisfactory. However, in Years 5 and 6, the procedures for assessing higher attaining pupils and planning for their future learning and progress is unsatisfactory. Overall, attendance is satisfactory with very few unauthorised absences. The procedures for recording and monitoring attendance, which were the subject of criticism at the last inspection are now good. Unexplained absences are promptly followed up.
41. St. Norbert's is a very inclusive school with a good Catholic Christian ethos and helps all its pupils to develop a set of reasoned attitudes, values and beliefs. The school's commitment to being educationally inclusive is reflected in its good arrangements for assessing pupils' special educational needs and monitoring their progress. Pupils are identified through screening tests, progress tracking sheets, target setting and teachers' assessments. Once pupils have been identified, individual education plans and statements are used to target specific areas for development. These plans are of good quality. Termly reviews of the plans are detailed and comprehensive and

information is used well to produce the next plan. The school's practice reflects the national guidance in the revised Code of Practice and statutory requirements are met.

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

42. The school has very good and productive links with parents and carers. The school effectively welcomes parents from the time when their child is preparing to start in the Nursery and Reception. The Foundation Stage teacher and Nursery Nurse visit children in their own homes prior to their joining the school in order to establish friendly relationships in familiar surroundings. Induction sessions are also held in school for new starters, where children can become familiar with their new friends and surroundings. Parents are also provided with a leaflet 'Hand-in-Hand' which gives them very useful information and advice on how they can work in partnership with the school.
43. Parents are encouraged to support their children at home and to come into the school to support learning in classrooms. A small number of parents and governors do help in school on a regular basis. However, there is lack of parental involvement in school in the Foundation Stage. The school is aware of this and is considering ways to further increase parental involvement in their children's learning in this important start to their education.
44. Parents are very satisfied with the education provided by the school. They feel comfortable about approaching the school with a question or a problem. There is an effective Home-School agreement that helps parents understand their role and commitment to the school. Pupils also complete a Homework Diary which helps parents to keep abreast with their children's learning and at the same time providing a valuable link between home and school. The range and quality of information provided to parents, such as the school prospectus, governors' annual report and newsletters are informative and well presented.
45. Teachers are very responsive to parents and communicate sensitively and willingly to requests for information. Regular parent consultation evenings are held which are well supported by parents. The headteacher is also available each term at special 'surgeries' to meet parents on an individual basis to discuss matters of concern. Written reports on pupils' progress are sent to parents in July of each year prior to final parents' consultation meeting. They have improved since the last inspection and now show how well the pupils are achieving and contain targets to help pupils and parents understand the next steps in their children's learning.
46. The support of parents, carers, the church and the local community make a positive contribution to pupils' learning. A very strong feature in the life of the school is the Friends of St Norbert's Catholic Primary School. They have raised considerable funds for the school which have been used extensively to improve the buildings and to provide valuable equipment and facilities for the benefit of the pupils and their education.
47. The parents of pupils with special educational needs are very supportive of the school. The school involves and informs parents very well about its work, their children's targets and progress through meetings, reports, and other contacts.

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

48. Both the leadership and the management of the school are satisfactory. The headteacher, supported well by the governing body, has a strong vision for the school which seeks to promote high standards and effective teaching and learning. The school is very successful in achieving a strong Catholic ethos, very good relationships and equality of opportunity for all. Standards and quality in some areas of the teaching and learning are high but there are weaknesses in Years 5 and 6. The school analyses pupils' performance data from a range of internal and external tests. There is some monitoring and evaluation of the quality of the teaching and the progress pupils' make in their learning. However, these arrangements are insufficiently rigorous, mainly due to the headteacher's high teaching commitment. Improvement planning is not focused sharply enough on raising standards where they should be higher.
49. The governing body makes a significant contribution to the successes of the school. It works hard through its committees and is very supportive of the school. The chair of governors meets regularly with the headteacher. Governors bring an extensive range of expertise to their roles and take an active interest in the school's work. They receive regular reports from the headteacher and are involved in the school's development planning process. Governors are very committed to the aims and values of the school. They ensure that the school fulfils its statutory duties, including promoting inclusive policies in relation to special educational needs, race, equality and disability. They have a sound overview of the schools' strengths and weaknesses in many areas but need to focus more on the question "How do we know that standards for all our pupils are high enough?".
50. Overall, subject leadership is satisfactory. All teachers, including the headteacher, have a wide range of subject and curriculum responsibilities. The school does not have a deputy headteacher but there are satisfactory systems in place, for example, to cover for the headteacher when out of school. Many subject responsibilities are new to teachers and they are developing these well. The recent subject leader policy allocates time for each co-ordinator to monitor the teaching and learning in their subjects but implementation is, as yet, under-developed and does not contribute to raising standards. The results of monitoring are not analysed in order to feed back strengths and weaknesses to teachers.
51. Performance management arrangements are fully in place. Within this, the quality of the teaching is monitored and teachers are given feedback on their performance. The school has a high commitment to professional development. Teamwork is well established in the main and staff share a common sense of purpose. However, there is more to be done to bring about improvement in the teaching where this is needed.
52. The school development plan is not focused sharply enough on raising standards and improving teaching. It identifies important improvement priorities such as using the Basic Skills Award Criteria to self-evaluate school procedures, and raising the levels of attainment in boys' writing. It contains a wide range of activities over each term. However, there is not always sufficient detail in the actions identified to ensure the priorities are successfully achieved. The document "Looking Ahead 2003-2005" states that all priorities in the current plan have been successfully achieved and identifies a very large number of potential priorities for the next school development plan. The number of priorities is far too large and they do not focus enough on improving the teaching and learning of the pupils and thereby on raising achievement.
53. The headteacher, staff, and governing body are committed to the principles of

inclusion and equality of opportunity for all pupils. All pupils have equality of access to all the opportunities and experiences that the school offers. The headteacher is the special educational needs co-ordinator. The provision for special educational needs is very well led and managed. The progress of all pupils with special educational needs is regularly monitored and informative records are maintained. Pupils are supported well in mainstream classes and when withdrawn for small group activities. The governor responsible for special needs involves herself well in the school. Good links are maintained with outside agencies such as speech therapists or educational psychologists.

54. Financial management is good and there are good control arrangements. The school makes good use of a peripatetic bursar to support the work of the secretary. Administration in the school is very efficient. The school applies the principles of best value well. The school compares its results with those of similar schools and those nationally. It challenges some of its practices by bringing about improvements in areas of its work, for example, the separation of the Foundation Stage from Key Stage 1. The school consults well with parents and ensures fair competition in its tendering arrangements. Overall the school makes good use of the funding available to it. The current carry forward will be used to pay for planned improvements in accommodation and staffing. Budget implications of the tasks are identified in the school development plan.
55. The number of teachers for the number of pupils is good. This ensures the youngest pupils are taught in smaller groups and most class groups are less than 30. There is a range of subject expertise to cover the demands of the curriculum. The governors have made it a priority to ensure that there are a good number of classroom support assistants. They too are very well qualified and make a significant contribution to pupils' learning. There is a good range and quality of learning resources in the school and these are used well by the teachers and pupils. There has been recent investment in books for the library but many still need cataloguing. Also, as the room is used for small group lessons, it is difficult for pupils to use the library effectively.
56. The school has worked very hard to improve the teaching accommodation which is now very good. These improvements include a new area for the Foundation Stage, a covered activity area, an adventure playground and sensory garden. The accommodation is enhanced by high quality displays of pupils' work.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

57. To improve the standards of education, the headteacher and governing body should:
1. Raise the quality of teaching and learning in Years 5 and 6 by:
    - raising expectations for all pupils, particularly the more able;
    - increasing the pace of lessons and address the balance of the parts of the lesson to give pupils sufficient time to develop skills and show the extent of their understanding;
    - improving the use of assessment to inform planning.
- (Paragraphs 20, 40, 77 & 88)

2. Improve the evaluation of teaching, learning and the progress pupils make by:
  - undertaking more systematic and rigorous observations and scrutiny of pupils' work;
  - analysing the results of monitoring and feeding back strengths and weaknesses to teachers.

(Paragraphs 48, 50 & 78)

3. Improve the impact of the school development plan on attainment by:
  - reducing the number of targets and areas for development;
  - focusing more sharply on those targets that will help raise pupils' attainment;
  - including more detail in the actions needed to achieve the targets.

(Paragraphs 48 & 52)

58. In addition to the key issues above, the school should address the following less important areas:

- improve the quality of marking of pupils' work to include helpful feedback to pupils on how to improve;
- give pupils better access to the library during lesson times.

(Paragraphs 22 & 55)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	57

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	19	3	4	0	0
Percentage	3	21	56	9	12	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### 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)	6	102
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	19

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	9
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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*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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	10	12
Percentage of pupils at NC level 2 or above	School	92 (73)	77 (67)	92 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (73)	92 (80)	92 (73)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	4	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	9	12
Percentage of pupils at NC level 4 or above	School	83 (67)	75 (89)	100 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	12
Percentage of pupils at NC level 4 or above	School	75 (75)	83 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

As there are less than 11 boys or girls, separate figures are not included.

***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	102	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	4.55
Number of pupils per qualified teacher	22.4
Average class size	25.5

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

Total number of education support staff	4
Total aggregate hours worked per week	39

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

Total number of qualified teachers (FTE)	0.2
Number of pupils per qualified teacher	17.1
Total number of education support staff	2
Total aggregate hours worked per week	39
Number of pupils per FTE adult	5.5:1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002
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	£
Total income	302227
Total expenditure	292510
Expenditure per pupil	2925
Balance brought forward from previous year	16541
Balance carried forward to next year	26258

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

### **Questionnaire return rate**

Number of questionnaires sent out	102
Number of questionnaires returned	49

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	71	27	0	0	2
Behaviour in the school is good.	84	16	0	0	0
My child gets the right amount of work to do at home.	65	22	10	0	0
The teaching is good.	78	18	0	0	2
I am kept well informed about how my child is getting on.	61	37	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	90	8	0	0	2
The school works closely with parents.	80	18	0	0	2
The school is well led and managed.	84	14	0	0	2
The school is helping my child become mature and responsible.	80	18	0	0	2
The school provides an interesting range of activities outside lessons.	82	14	2	0	2

There were no issues raised by parents.

## **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**

59. Children enter the Foundation Stage Unit on a part-time basis the term after their third birthday. Well structured lessons and play activities figure largely in the provision of work for children. They learn well because learning is fun and the staff makes it enjoyable for them. Learning is closely structured and monitored to take account of the different stages of development of the children in the Nursery and Reception groups. Whole class teaching sessions begin with the Reception children and elements of the national numeracy and literacy strategies are introduced. This works very well, largely because of the undoubted talents of the teachers. The children make good progress and are on track to transfer to Year 1 with the appropriate skills for children of their age.
60. Since the last inspection, the provision for the young children in the Foundation Stage has improved considerably. At that time, the provision was unsatisfactory and the children made insufficient progress. The provision is now very good. The curriculum takes due account of the new requirements and a very good range of activities across the six areas of learning is provided for both the Nursery and Reception children. All the children are supported well, and higher attaining children achieve appropriately because the work is planned satisfactorily for them. The very good policies and systems ensure a very good quality of education for these young children. The teachers work very well with the nursery nurses, planning the work very effectively, to provide a stimulating and exciting range of activities and environment. As a result, the children learn well, because they are engrossed and fully involved in the tasks they are set. They respond well to questions and want to do well in all activities to please the staff, whom they regard as their friends. The assessment and recording policies are effective in ensuring children's needs are catered for. Whilst in the Foundation Stage Unit, the staff carefully monitor each child's progress and carry out observation and assessments in accordance with the school policy.

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

61. Children enter the unit with skills that are similar to those found nationally in personal, social and emotional development. Provision in this area of learning is very good so that by the end of the Foundation Stage, all children are likely to achieve the early learning goals and most will exceed them. Teaching and learning in this area are very good. No opportunity to promote personal or social development is missed and the staff create a learning environment in which the expectations are high. The children are expected to behave very well; to be courteous, polite and considerate at all times. They respond very well and their behaviour is very good. All the staff are very skilled in encouraging the children to join in, and the less confident children learn to work and play well with others. The high expectations of behaviour develop the children's awareness of boundaries and of how to behave with others. They respond well to adults and to other children, learning to co-operate and work as part of a group. Excellent relationships quickly develop between the children and between the children and the staff. Many of the children are happy working alone with a minimum of adult help. This was particularly noticeable when they were making a model of a castle with trees to surround it. A small group of children worked alone, with no direct adult supervision. They did so happily and responsibly, showing a good level of concentration and independence. They treat each other courteously and rarely argue. Children are encouraged to take responsibility. They run simple errands and tidy

away after work, carrying out these tasks briskly and confidently. By the end of the Foundation Stage, they understand about being part of a family and part of the school community. Most children speak clearly and confidently as they share their work with their friends. They show that they are aware of their value in the community and are confident in school.

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

62. Most children are on track to achieve the early learning goals relating to speaking and listening, writing and reading by the end of the Foundation Stage. Teaching and learning across this area of learning are good. Attainment in speaking and listening is very good by the time the children are five, and many reach above average levels in reading and writing. From their earliest days in school, children are encouraged to give opinions and to discuss their answers with their friends. The staff involve the children very well in class discussions. The children share their news and as they do so, the staff ensure that they pronounce words correctly and that they use a good range of vocabulary. All children concentrate well when listening to others and to stories, responding appropriately. During a story telling session, the teacher skilfully asked questions to develop their understanding of character and motive, and taught them to think ahead in the story to predict what might happen next. Thus, their involvement in and understanding of stories are greatly increased. She gave clear instructions, taking good account of the level of children's understanding. The children follow these simple instructions accurately. The majority of children express their thoughts and feelings using vocabulary that is more sophisticated than is usually found. Evidence of this was seen during a class discussion when the children talked about danger and how they could keep themselves safe. The children listen well to the staff because they make learning so enjoyable and interesting.
63. Opportunities to develop the early skills related to reading are good. Stories are a regular feature of the day and large print books are well used to focus children's attention on the text. There is a strong emphasis in these sessions on the enjoyment of reading, with humour and involvement a very positive feature. A reminder about sounds and the reading of frequently used words are natural and regular parts of every activity and provide a secure basis for early reading. A very good session was observed in which the teacher made a whole class game out of rhyming words. The children are making good progress in word building and phonics. All children read regularly to an adult and books are sent home, so that parents can support this element of children's learning. Children read from the books in the class confidently, with some expression and accuracy. Most achieve the early learning goals related to reading, and many exceed them.
64. Many children come into Reception able to make recognisable marks relating to their own name. From the outset, children are taught the single letter sounds and how to write them, and are encouraged to write whenever the opportunity arises. The teaching of writing is good. Skills develop at a good rate so that when they enter Year 1, all children understand that words make sentences to give specific information. Many write simple sentences of their own. In a whole class session the teacher invited the children to construct a simple sentence, including the full stop, on the whiteboard. In their writing the children show a good command of vocabulary and sentence structure. Almost all of the children attain the early learning goals in writing by the end of Reception year and some exceed them.



## **Mathematical development**

65. Children's attainment is in line with national expectations. Teaching and learning in this area are good. The children experience a full range of mathematical activities, including counting, matching, comparing and shape work. The majority of children achieve the early learning goals as a result of the good teaching. Activities are relevant to the children's age and experience. Teaching is good and concentrates on counting, ordering and using numbers. As well as activities focused specifically on mathematics, the teacher provides a range of opportunities in other tasks and the every day routines of unit. The teacher read the story of 'Mr Wolf's Week' and encouraged the children to make their own books to help them understand the sequence of the days of the week. Most children match numbers to sets of objects, and identify the biggest, the middle-sized and the smallest objects in a group. Appropriate activities are provided to enhance children's knowledge of shapes and patterns. For example, some children accurately described the pattern that bricks made in their rocket and talked about the sizes, shapes and positions of the bricks they were playing with. All the children are able to count to ten and some count in tens to 100 as they count the 10p coins collected at tuck time.

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

66. Across this wide area of learning, all children are likely to reach the early learning goals by the end of the Reception year. Teaching and learning are good overall. The children show great interest in new experiences asking how things work and showing one another how to do things. In ICT the children make effective use of simple computer programs. During the inspection the programmable toy was made into one of the sheep that Little Boo Peep had lost and the children estimated the distance and gave correct instructions to move the sheep. They try out new ideas and talk about their likes and dislikes. For example, the children had designed and made their own gingerbread men. They recorded appropriately what they had done through writing, pictures and models. The Reception children show a good awareness of where they live and talk confidently about places they know, for example, they described a recent visit to the garden centre and the display they created afterwards. Many photographs of activities are taken by the staff and the children remember and talk about the things they have done in the past. The children have access to a wide range of resources, and enjoy exploring the opportunities provided in the covered area. However, at present there is no direct access to the outdoor area to enable the children to extend their learning outdoors. Throughout the year, good opportunities for studying other cultures and beliefs are given, and the children's understanding of the community is being extended to include an appreciation of our multicultural and multi-faith society.

## **Physical development**

67. Teaching and learning in this area are good and all children are on track to attain the early learning goals by the end of the Reception year. Many will exceed them. The staff have high expectations about children using space well and regularly remind them about taking care. Children move around the classroom with due regard to others. They line up well, without bumping into others and walk very sensibly when returning to class from the hall or playground. In physical education lessons, they show good body control and use space well, walking or running with due regard for the comfort and safety of others. They demonstrate a growing awareness of the way they move and respond differently to the change of sound of a range of instruments. Some children describe accurately the movement they make and why they had

chosen to move in that way. A range of equipment is provided for the children during their outdoor play session. The children are beginning to understand the changes that happen to their bodies when they are active and what it means to keep their body healthy. An appropriate range of opportunities and resources are provided to develop control of their hands. In painting, drawing and writing tasks, children's control of small tools, like brushes and pencils, is developing well. When building with construction kits, children lock pieces together skilfully and adapt and change their constructions with care.

### **Creative development**

68. Children develop above average skills in their creative development. There is a rich range of activities to promote the children's creative development, and in lessons good advice and intervention from adults ensure this area is well taught. Teaching is very good, sometimes excellent. There are many good opportunities for the children to explore different media to draw and paint. In lessons, they discuss colours and the vast majority of children identify the primary colours accurately. Stimulating and very attractive classroom displays show a very good range of examples produced by children. The care with which work is displayed demonstrates to the children that their work is valued. In music, the children sing strongly and very well, with great enjoyment, using their bodies as well as their voices to bring the nursery rhymes to life. Opportunities are provided for children to explore the sounds made by a range of instruments. They recognise and play unpitched percussion, keeping time well. The children are developing confidence in expressing and communicating their ideas through imaginative role-play. For example, Nursery Rhyme Land enabled the children to dress up as a range of nursery rhyme characters. The peripatetic nursery teacher took an excellent session as each child was given the golden key to Nursery Rhyme Land to allow them to enter and experience some 'magical moments'.

### **Other aspects**

69. The staff firmly believe that parents should be involved with their children's learning. They have developed a good induction programme, which includes home visits before the children start in the Nursery. The parents are well informed about what the children are learning and are involved in relevant activities at home. However, the contribution parents make to the assessments and learning by sharing what the children do at home is limited and just being developed. The governor for the Foundation Stage regularly visits the school to observe children and to talk to the staff.
70. The leadership and management of the Foundation Stage is excellent. The Reception teacher is very experienced and leads an excellent team, supported well by the peripatetic Nursery teacher. This ensures that the children gain an education of a high quality. The integration of the Nursery group in the afternoon sessions is good and only occasionally are the Nursery children distracted by the activities being undertaken by the Reception children. The quality of teaching and learning is consistently good and some is outstanding. As a result, children of all abilities achieve well. With their current achievements and the progress they are making, most children's attainment is likely to reach or go beyond the early learning goals in all six areas of learning.

### **ENGLISH**

71. For the current Year 2, standards in speaking and listening, reading and writing are

good. This is a significant improvement on the last inspection which reported that only standards in speaking and listening were good. Pupils achieve well and make good progress because the teaching is consistently good and all pupils are appropriately challenged.

72. Current standards in Year 6 in English are broadly satisfactory but this masks significant variation. Standards in speaking, listening and reading are good overall and the standards in the last inspection have been maintained. Standards in writing are good in Years 3 and 4. In Years 5 and 6, standards in writing are broadly satisfactory but some pupils, particularly the most able, do not make the progress they should because expectations are not high enough in either quality or quantity. In the last inspection, standards in writing by the end of Year 6 were good. Pupils with special educational needs make good progress.
73. In comparison with all schools nationally and with similar schools in 2002, the results of pupils in Year 6 in National Curriculum tests were average in English. The school met its target. The results of higher attaining pupils were below average compared to similar schools. In comparison with all schools nationally in 2002, the results of pupils in Year 2 in National Curriculum tests were above average in reading and below average in writing. Compared to similar schools nationally, results were below average in reading and well below average in writing. Higher attaining pupils achieved average results in reading and below average results in writing.
74. Standards in speaking and listening are good throughout the school. By the end of Year 2, pupils are showing good levels of confidence in speaking and listening to one another and to adults. Pupils sustain concentration and some able pupils are beginning to express their views and thoughts confidently. They speak clearly, explain their ideas well and justify their opinions. By the end of Year 6, pupils talk and listen with assurance. Their talk is adapted well to a range of purposes and audiences, conveying their opinions clearly. A particular strength of the school is speech and drama. Pupils enter speech and drama competitions with other local schools and perform very well. High standards in this aspect of pupils' work are a result of high quality teaching. In one lesson, the pupils were using voices in different ways to interpret the poem "The Wind" by James Reeves. The teacher modelled the reading effectively and pupils were asked to identify opportunities to use and vary their voices to interpret the text. Pupils planned their readings and responded imaginatively and positively to the activity. They suggested appropriate sound effects and focused on variations of pace and volume. Because the expectations of the teacher were high, because she had a very good knowledge of her subject, and because she knew her pupils well, the achievements of the pupils were very high and they made very good progress in their learning.
75. Standards in reading are good throughout the school. By the end of Year 2, pupils show a very good awareness of letter sounds and they use this well to work out how to read words that are not familiar to them. Able pupils read very accurately and fluently, with very good understanding and expression, and obvious enjoyment. Some lower attaining pupils have difficulty with comprehension, though most make very good progress over time. All pupils have the opportunity to read to adults in the school, and take books home regularly. By the end of Year 6, many pupils read with accuracy, fluency and expression. They make inferences and draw deductions from the text.
76. Standards in writing are good in Year 2, and broadly average in Year 6. Most Year 2 pupils' handwriting is accurately formed and consistent in size. They are making

good progress in joining their handwriting. Higher attaining pupils write at greater length and produce some very good stories, descriptive writing, poems and instructions. Pupils of average ability write stories and accounts of events well, using punctuation and spelling mainly accurately. Pupils use a widening vocabulary in their writing and able pupils are beginning to use more complex sentences and more advanced punctuation. Overall, pupils' presentation of their work is good. In Years 3 and 4, standards in writing continue to be good and pupils make good progress. There is a good range and standard of narrative and non-narrative writing. Writing is used for a range of purposes in other subjects, for example, clear instructions in a display on "Packaging" and "How to make rum truffles". In Years 5 and 6, standards of pupils' writing are generally average, although some pupils, particularly the more able, do not make enough progress. There is a satisfactory range of writing, but the quality varies. Standards of presentation vary significantly, and some work is messy and of unsatisfactory quality. Activities are not always matched well to pupils' abilities and the quality of the writing of the more able is often no better than that of the average pupils. Throughout the school, most pupils use word processing skills well. Pupils use their literacy skills well in all other subjects.

77. In Years 1 and 2, the teaching is consistently good and this contributes well to the progress pupils make. Good teaching continues in Years 3 and 4, and in Years 5 and 6 it is broadly satisfactory. In Years 1 and 2, for example, pupils were learning about story settings and sentence structure, using "The Tiger and the Jackal" story. The lesson was very well planned and pupils knew what they were supposed to learn in the lesson. The Literacy Strategy was used well but sensibly adapted to meet the needs of the pupils in the class. The teacher's subject knowledge was good and she used questions effectively to assess pupils' understanding and to challenge. The teacher's expectations were high. For example, she regularly asked the pupils "Is there a better way of saying that?" and did not always accept first answers. Good planning, a clear sense of purpose and high expectations ensured that pupils made good progress in their learning. Pupils enjoyed the lesson and responded positively and confidently. In Years 5 and 6, the organisation of the lesson was weak and pupils were not always sure what they were supposed to be learning. The less able pupils were well supported but some more able pupils were insufficiently challenged and did not make enough progress.
78. The National Literacy Strategy has been established well, giving breadth and balance to the curriculum as well as supporting the good teaching. Arrangements for tracking pupils' progress in English are satisfactory. They include a writing tracking document which includes annotated examples of pupils' work. However, insufficient use is made of this to inform future planning in Years 5 and 6. The subject leadership role is developing well but the monitoring of teaching and learning in the subject is under-developed.

## **MATHEMATICS**

79. In the national tests in 2002 almost all seven year-olds gained the level expected nationally and nearly half did better. All eleven year-olds likewise met the expected standard, though the proportion which reach the higher level was less compared to some similar schools. Standards therefore have remained similar to those of previous years. However, since the school has implemented the National Numeracy Strategy, the teachers now have a greater confidence and their lessons are well structured.

80. By the age of seven, pupils make satisfactory progress developing their mathematical knowledge and understanding. Most pupils have a secure understanding of number. They add doubles competently and show a sound understanding of the value of numbers up to 100 and beyond. They know, for example, what each digit in a two digit number represents and many confidently partition two and three digit numbers. In a lesson in Year 2, higher attaining pupils accurately added amounts of money mentally up to one pound. Average and lower attaining pupils used coins and fingers to achieve a similar task. Previous work indicates that pupils have a satisfactory understanding of shapes and measures. They know the properties of common geometric shapes, recognise shapes with a line of symmetry and measure lengths in centimetres. In small group and whole class sessions, the pupils discuss what they are doing and explain clearly how they worked things out using correct mathematical language.
81. By the age of eleven, pupils of all abilities make satisfactory progress in their learning with some pupils with special educational needs making good progress. In a Year 5 and 6 lesson, the teacher used the interactive whiteboard effectively to enable the pupils to identify angles and to demonstrate how to use a protractor. During the lesson the pupils displayed a good understanding of angles, identifying different types and using the correct names. However, a few pupils were unsure about identifying the number of degrees on the protractor. Most pupils have a good understanding of the structure of number and apply what they have learnt to problem solving activities. Although the higher attaining pupils correctly solve a variety of problems, they are sometimes insufficiently challenged in their work. Previous work indicates that most pupils have a sound understanding of what fractions, decimals and percentages are and how they are inter-related. Pupils have a range of strategies to enable them to calculate mentally, however, some pupils are not secure in the written methods that are taught. In Years 5 and 6 pupils record their work, choosing appropriate charts and spreadsheets, recording such data as the distances travelled by different size parachutes.
82. The teaching of mathematics is satisfactory and often good. Teachers are familiar with the three-part lesson structure and planning is usually good. In the best lessons the work is well planned so pupils of all abilities learn well. These lessons begin with a rigorous mental session or games to engage the pupils in their learning. In a good lesson in the Year 3 and 4 class, for example, the teacher had a good repertoire of practical activities to reinforce pupils' understanding of data handling. Teachers often have high expectations of pupils' concentration and effort that encourage them to learn well. They make sure pupils are fully involved by their skilful questioning and good attention to everyone's learning needs. The teachers demonstrate good subject knowledge, use a good range of mathematical vocabulary and encourage their pupils to explain their work using the correct mathematical language. In some lessons there is an over reliance on worksheets, which restricts the pupils' learning. Pupils with special educational needs are particularly well supported in their learning. Support assistants help these pupils very well, using initiative and questioning effectively to clarify their understanding. As a result of the very good support these pupils make good progress. In the best practice, marking informs pupils of the quality of their work and provides pointers for further improvement. However, in some cases work is not marked accurately and is not used as an effective assessment tool. A particularly good feature of lessons is the quality of relationships between staff and pupils and between the pupils themselves. The level of care that the teachers show encourages pupils to grow in confidence and self-esteem. In response, most pupils display positive attitudes to their work and want to do well. Teachers regularly use homework to support the pupils' learning in class.

83. Throughout the school, pupils are beginning to make use of the computers to support their work in number, shape and data handling. Pupils make use of mathematics to help learning in other subjects. For example, they use accurate measuring skills in realising their designs in design and technology projects and tabulate findings of their experiments and generate graphs in science.
84. Teachers use a range of strategies to assess pupils' attainment in mathematics. This is some improvement since the last inspection. The results from the annual non-statutory tests are beginning to be used to track pupils' progress from year to year and are also used to guide the school's target setting. Teachers evaluate pupils' progress against 'key objective' statements for the elements of mathematics covered. However, in some instances this information is not being used effectively to inform the planning.
85. The subject leader has recently taken on the responsibility for the subject and has been allocated time to develop mathematics in the school. He has conducted a mathematics audit and looked at the pupils' work but there have been insufficient opportunities to observe mathematics lessons. Some teachers have attended training and the school has received support from the Local Education Authority. Good support is given by the numeracy governor who regularly visits the school to observe lessons and talk to the teachers and pupils.

## **SCIENCE**

86. Standards in science for pupils aged seven are in line with the national expectations overall with more pupils achieving the higher level, (Level 3), than average. By the age of eleven, in the national tests, all pupils attained the expected level, (Level 4), which is commendable but fewer than the average nationally attained the higher level (Level 5). Compared to results from similar schools, based on the pupils' results at age 11, pupils are making reasonable progress. Value added analysis from the Local Education Authority shows a similar picture. Results have fluctuated significantly since the last inspection, from well below average to well above, with no identifiable pattern to the results. Taking a three year average, results are close to the national picture. The current work indicates that attainment this year mirrors that of last year, most pupils are on track to achieve the expected level but the proportion who achieve the higher level will be lower than the national average.
87. Pupils' knowledge and understanding of science builds well as they move through the school. In Year 2 they know parts of the body and of plants together with needs for survival. They understand a fair test and make reasoned predictions, for example, a pupil on seeing a plant had grown faster in the dark suggested it was because it had more sleep! Another realised the plant in the cupboard was in a warmer environment and suggested this was the reason for the growth. They accurately sort objects using a range of criteria including soft/hard, magnetic/non-magnetic and the material it is made of. They understand simple forces and describe how they will fair test their buggies, to be made in design and technology, to see which will travel farthest. Year 6, pupils have a good understanding of animal habitats, their need for shelter and the relationship between predators and prey in food chains. By Year 6, pupils sort materials by dissolving, sieving, etc. using appropriate vocabulary. Their understanding of forces has extended to gravity, friction and other natural phenomenon. They decide on appropriate approaches to investigate scientific questions, for example, they identified several ways of testing the thermal insulation of

a range of materials, discussed the merits of each and predicted outcomes. More able pupils have not had the opportunities to extend such theory into practice to demonstrate higher level skills such as identifying differences in re-runs of the same experiment and explain inconsistencies.

88. The quality of teaching in Years 1 to 4 is good but is unsatisfactory in Years 5 and 6. In the good teaching, pupils understand the purpose of the work, clear introductions remind them of the work so far and effective questioning extends their thinking. In well focused plenary sessions, teachers draw the work to a conclusion, valuing pupils' contributions. Too much time is spent in the unsatisfactory teaching re-capping prior work and pupils completing low-level worksheets on tasks better done practically, for example, reading scales on meters. Lessons are generally well planned with good resources to hand. Teachers have good subject knowledge and in better lessons the work is well matched to the abilities of the pupils. Classroom support assistants support pupils well and contribute to their good progress. Pupils are expected to behave well and they respond positively. They work hard to complete their tasks and collaborate well. They organise themselves sensibly, for example, deciding who will take on particular tasks in the activity, getting the equipment they need and clearing away efficiently. They listen to others and show respect for their views. The school runs science booster classes in Year 6 which has a positive impact on the number of pupils achieving Level 4.
89. The co-ordinator for science has recently taken over the subject. She monitors pupils' work throughout the school to assess progress and time has been allocated for her to observe teaching. A priority in the school is to develop investigative work in science and links with York University are supporting this. The Local Education Authority science consultant is also working with the co-ordinator to raise staff confidence and expertise.

## **ART AND DESIGN**

90. Judgements about the attainment and progress in this subject are based upon the examination of work on display, pupils' sketch books, work portfolios and discussions with pupils and teachers. The last inspection found that attainment in art and design was in line with the levels expected by the end of Year 2 and above by the end of Year 6. This picture has been maintained and enhanced, with some pupils producing work of a high standard.
91. By the end of Year 2, pupils understand how to mix paints to create the colour effect they wish. They also have a good repertoire of techniques to draw on to produce a wide range of work. For example, pupils in Year 1 and 2 produced some very good examples of weaving and sewing using a range of natural materials. They also experimented with wallpaper designs and explored the work of William Morris. The work displayed showed a good awareness of colour, tone and texture, and they have developed the skill of using fine brushwork when necessary, such as paintings of fruit and flowers with seeds. Year 3 and 4 pupils have worked on three-dimensional images of chairs for a particular character. By the end of Year 6, the wide experience they have had of using a range of materials has extended their understanding and skills. A key strength is the confidence of pupils which enables them to experiment and use their imagination. This results in some work that is highly individual, expressive and of high quality. Pupils are not afraid to produce large works of art and work effectively in both two and three dimensions. Examples of this are seen throughout the school. Year 5 and 6 pupils have developed good techniques, sometimes based on the style of other artists such as putting glue into the paint to

produce oil paintings. They visited the art gallery and using a wide range of textured papers produced copies of their favourite painting. They have also visited a sculpture park to explore the sculptures of Henry Moore. Some pupils have produced skilful pencil drawings showing a good understanding of how to create tone and texture through lines and shading.

92. Art and design has a high profile in the school, which is another reason for the high standards. Pupils produce large murals for the hall and are often supported by a visiting artist. Pupils thoroughly enjoy art and are very proud of their work. Some pupils are provided with the opportunity to discuss good features of their own and others' work and how it might be improved. The Year 1 and 2 teacher makes positive comments and suggestions in the pupils' sketch books. They concentrate well and persevere with challenging tasks. There are many opportunities to develop art and design through other subjects especially in history and the study of other cultures and science when pupils observe closely and draw what they see. Art is also used to stimulate discussion about the work of artists.
93. Teachers have a good understanding of the subject, helped by the subject guidance, which they use well. Many teachers enjoy teaching the subject, and their enthusiasm motivates the pupils. They use the technical language of the subject, which is a good model and ensures that pupils use it with understanding. Information and communication technology is used well as part of the teaching; for example, the work on repeating patterns in Year 3 and 4 was produced on the computer as it was quicker than drawing out each pattern. Teachers ensure that work extends the more able pupils and appropriately challenges the lower attaining ones, either by giving different tasks, or by their expectations of the finished product. A good range of resources is available.
94. The subject is well led. The subject leader is very knowledgeable and leads by example. The teachers use the national guidance for units of work to ensure coverage and progression. The key strength, however, is in the encouragement of pupils to use their creativity.

## **DESIGN AND TECHNOLOGY**

95. By the end of Year 2 and of Year 6, pupils' standards in design and technology are in line with national expectations. Pupils progress well through Years 1 to 4 but in Years 5 and 6 the rate slows due to the lack of challenge in some of the work.
96. Last term, pupils in Year 2 made Christmas cards using a pop-up mechanism. They described their work and showed a clear understanding of the design and make process. They used examples of mechanisms to explore different effects. They chose an appropriate design and planned the way they wanted it to move. When completed, they evaluated their own work and commented on the work of others. By Year 6, pupils make more complicated models and use a wider range of methods for creating movement, for example, last term they made a successful working carousel driven by a motor and pulleys. They carefully research the topic using video, photographs and books in the library. They plan individually then effectively pool ideas to design their intended product which they make and evaluate against their design.
97. Teaching is good in Years 1 to 4 but unsatisfactory in Years 5 and 6. Teachers have good subject knowledge and lessons are planned well. Most lessons proceed at a good pace but where teaching is unsatisfactory, the introduction is over-long and the



work proceeds too slowly in getting to the main focus of the session. When this happens, pupils drift off task and chat quietly. Where teaching is good, work is linked with other subjects, for example, pupils are designing lights while learning about electrical circuits in science. In better lessons, teachers ensure pupils understand the purpose of the work and question well to deepen pupils' thinking. They encourage pupils to analyse carefully and record observations to help inform further work. Pupils respond positively to the work and collaborate well on the tasks. They explain their findings and listen with interest to others.

98. The school uses outside organisations well to extend the pupils' experience. For example, in their work on creating packaging for hand made truffles, pupils in Years 3 and 4 worked with people from Scunthorpe Trading Standards and the local business advice centre who extended pupils' understanding of the use and impact of package design. Subject co-ordination is developing. Design and technology is part of the next school improvement plan and time has been allocated for the co-ordinator to monitor work across the school.

## **GEOGRAPHY**

99. Because of the cycle of topics in the curriculum planning, no teaching of geography was observed during the time of the inspection. Judgements are based, therefore, on an examination of pupils' previous work and discussions with pupils. Standards throughout the school broadly match national expectations and pupils are making satisfactory progress, although progress is weaker in Years 5 and 6. The last inspection reported that by the end of Year 2, pupils' standards were in line with national expectations, but by the end of Year 6, pupils' standards were above the national expectations.
100. By the end of Year 2, pupils suitably describe features of the locality as well as having an awareness of features further away. They are starting to compare other localities with their own, for example, comparing the Isle of Coll with Crowle. They are starting to use appropriate geographical vocabulary, for example, hill, river, far and near. Pupils are developing their knowledge, skills and understanding of maps.
101. By the end of Year 6, pupils show their knowledge and understanding in studies of a range of places and environments, for example, studying mountain environments, local studies and discussing concerns about pollution. Pupils know why Crowle is important and offer clear explanations. They continue to develop their use of maps and atlases and identify some key places in the world. They have a developing understanding of weather, including a knowledge of the symbols used on weather maps. They have used the Internet to study weather reports and are starting to understand the impact weather has on people's lives.
102. Pupils make generally satisfactory progress throughout the school, although the presentation in some of the work in Years 5 and 6 was unsatisfactory and more able pupils were not always making enough progress compared to average ability pupils.
103. The curriculum planning is based on the national guidance for schemes of work and is appropriately broad and balanced. The school makes good use of the local environments as a resource for learning. The subject leader's role is at an early stage of development and monitoring the teaching and learning are as yet under-developed.

## **HISTORY**

104. No teaching of history was observed during the time of the inspection in Years 1 and 2. Judgements in Years 1 and 2 are based, therefore, on an examination of pupils' previous work and discussions with pupils.
105. Standards throughout the school broadly match national expectations and pupils are making satisfactory progress, although progress is weaker in Years 5 and 6. This is similar to the judgement in the last inspection report.
106. By the end of Year 2, pupils are developing an understanding of chronology by placing events and objects in order. For example, using a timeline with clothes from the past, pupils understood why clothes are different today. They also compared how their own lives were different from the lives of people in the past. By the end of Year 6, pupils show a sound knowledge and understanding of some periods of British history, for example, the Tudor period and Henry VIII. They are beginning to understand some of the main events and people in history, often resulting in good quality writing in Years 3 and 4. For example, "What was the job of a Tudor King? – He could demand what he wanted and no-one would dare argue with the King". Pupils in Years 3 and 4 use sources of information well to find out more about Victorian artefacts and pictures, collecting information and drawing conclusions. Pupils in Years 5 and 6 are developing a reasonable understanding about what Crowle was like in Victorian times.
107. The teaching in two lessons was observed. The teaching in Years 3 and 4 was very good and this resulted in very good achievement and progress for all pupils. The teacher had good subject knowledge and identified clearly what the pupils were going to learn. Questioning skills were very good and she challenged the pupils appropriately. Pupils responded very positively to the lesson and demonstrated a genuine enthusiasm. Less able pupils were supported well by the classroom support assistant and made good progress. The teaching in Years 5 and 6 was unsatisfactory because of weaknesses in the organisation, low expectations of behaviour and learning, and insufficient challenge for many pupils. This resulted in pupils losing interest and making unsatisfactory progress in their learning.
108. The curriculum planning is based on the national guidance for schemes of work and is appropriately broad and balanced. The school makes good use of visits to places of historical interest as resources for learning. The subject leader's role is at an early stage of development and monitoring the teaching and learning are as yet under-developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. The improvements in the provision for ICT since the last inspection, coupled with the developing skills and enthusiasm of all the staff, have ensured that the school has improved the teaching and learning in this subject. The older children use the computer suite at the local resource centre. Attainment is beginning to improve. Pupils reach average standards by the end of Year 2 and Year 6 and all make good progress, including those with special educational needs.
110. By the age of seven, all pupils use the computer to write accurate final copies of their stories and captions and labels for their pictures. They use paint programs well to create patterns and draw pictures of vehicles. They know how to control programs, how to open and close them and how to save their work, although some need help

with this. The higher attainers, who often have and use computers at home, know the names of the equipment they are using and use the keyboard and mouse accurately and well. Lower attainers are sometimes hesitant and need support to carry out work using the computers. Some pupils access the Internet with help and find information from it. They search for pictures and information to support their learning in other subjects.

111. By the age of 11, pupils are attaining average levels overall. There are clear signs however, that the recent improvements in provision are having a positive effect on pupils' attainment and it is rising. They use simple databases to record and analyse data to solve problems such as 'What do dogs eat?' Pupils in Years 3 and 4 use the computer to solve the problem by representing and interpreting data in tables, graphs and charts. They also compose and print out their own music. The older pupils use a computer with confidence for a wide range of purposes. They also demonstrate how to control a robotic arm to achieve a desired effect. Some pupils have produced well laid out newspapers by importing pictures and clip art into their text. They send and receive email from friends and family. Much of this is new and there is evidence that as the pupils in earlier years move through to Year 6, the skills they are learning will be even more secure and attainment will rise further.
112. In all classes, pupils control tape recorders and CD players, inserting tapes or discs and playing, stopping and pausing them as needed. All pupils develop satisfactory word processing skills. Pupils have opportunities to use computers to support their learning in other subjects. For example, in mathematics pupils in Years 3 and 4 used the computer to make nets for their boxes and rotated pictures from clip art to decorate the sides. In science, Year 5 and 6 pupils use spreadsheets effectively to organise and retrieve data they have collected. The pupils make good use CD-ROMs and the Internet as secondary sources to find out information. This helps them to improve the breadth of their work in different subjects. All pupils are well motivated by the new developments in the subject and are beginning to explore a range of equipment, for example, scanners and electronic microscopes. They are enthusiastic about their work and have good attitudes to technology. The pupils talk knowledgeably about what they are doing and support one another when problems arise. All pupils are helped to experience success. Individual and group support provided by support assistants ensures that the pupils with special educational needs participate fully and make good progress.
113. Overall the quality of teaching is good. In Years 1 and 2 the teacher involved the children in helping her to demonstrate a paint program. She was very confident in the use of the computer program and used the correct terminology. There are appropriate systems in place to ensure all pupils have access to the equipment. However, there are missed opportunities during some lessons for pupils to use the computer to support their learning, such as producing a first draft of some of their writing so that editing is efficient. All the staff have been trained in the use of ICT and see this as an important area of pupils' learning. The majority of pupils have experience of using computers at home and this knowledge is built on skilfully by the teachers to move pupils' learning forward. The school uses the national guidance for units of work and has carefully planned the curriculum to reflect the mixed age classes. There is a clear focus on teaching appropriate skills, developing pupils' confidence to draw on their previous experience and teaching them to be independent in their attempts to use new software. Good questioning supports learning. Pupils' knowledge, skills and understanding are assessed as they proceed through the units of work and their attainments are recorded.
114. The subject leader is leading the development of the subject well. National initiatives

have enabled the school to upgrade and improve the provision, which has made a significant improvement to the situation at the last inspection. The use of the resource centre has contributed well to the achievements of the older children. The school is well placed to make further improvements in the subject.

## **MUSIC**

115. Pupils in music make sound progress and by the ages of seven and 11 attain standards that match the national expectations. This is different to the picture at the time of the last inspection when pupils' attainment was above average. However, singing throughout the school is good.
116. By the end of Year 2, pupils listen to a range of music, identify their favourites and describe the moods created. They name and play a range of instruments, mainly percussion, and are confident to sing well in groups and solo, sometimes unaccompanied. By the end of Year 6 they have extended their knowledge and understanding of recorded music, identify differences in tempo, pitch and dynamic, together with many of the instruments playing. They sing accurately, sometimes their own compositions. Many play an orchestral instrument, some through the school and some having private lessons. Pupils perform well, exemplified by the older pupils' contribution to assembly when one girl played a clarinet and two pupils sang a hymn.
117. The quality of teaching in the two lessons seen was good. Planning ensured a well matched range of tasks with clear learning objectives shared with pupils. Teachers lead singing well and challenge pupils to practise their piece and perform it with accuracy. Lessons move with a good pace and pupils respond positively. They work hard and volunteer to act as conductor or sing without being self-conscious. They listen to the performance of others, giving feedback and applauding sensibly. When asked, pupils collaborate well to produce shared ideas, for example, when asked to use music to illustrate a theme. All pupils in the school took part in the Christmas production, a clearly enjoyable musical experience for pupils and adults alike.
118. Music is valued in the school and pupils take part in a range of performances and festivals. They have won several awards and, recently, a bursary for the choir. The school is supported by Local Education Authority advisory staff and this has a positive impact on the work in the school.

## **PHYSICAL EDUCATION**

119. During the inspection period, just two lessons were observed and therefore it is very difficult to make an overall judgement about standards. In the lesson in Years 1 and 2, standards were above national expectations and pupils made good progress, and in Years 5 and 6, standards were below and pupils made unsatisfactory progress. In the last inspection report, standards were in line with the national expectation.
120. In the Year 1 and 2 lesson, pupils explored simple actions with control and co-ordination. They listened attentively and responded well to instructions. They evaluated appropriately the quality of the movements made by others. They plan travelling movements and talk with confidence to others about their performance. The teaching was good. The lesson had a clear focus and the teacher had a good understanding of the subject. The lesson was well paced and challenging and this

ensured that pupils made good progress. Pupils' behaviour and attitudes were very good because the lesson was interesting and the teacher had high expectations.

121. The teaching in the Years 5 and 6 lesson was muddled. Learning objectives were not clear. Expectations were low. Pupils were engaged in activities but there was no evaluation of the quality of the movements or actions. Praise was given for some activities and performances, but it was difficult to see how these were better than any others. A pupil with physical disabilities was included well into the lesson. Mostly, however, pupils were not challenged enough and this resulted in insufficient progress.
122. The curriculum planning is based on the national guidance for schemes of work and is appropriately broad and balanced. It includes games, dance, gymnastics, athletics and swimming. The subject leader's role is at an early stage of development and monitoring the teaching and learning are as yet under-developed.