

# INSPECTION REPORT

## **SACRED HEART CATHOLIC PRIMARY SCHOOL**

**Barrow-in-Furness**

LEA area: Cumbria

Unique reference number: 112363

Headteacher: Mr P Black

Lead inspector: Mr D Byrne

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> December 2003

Inspection number: 257382

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	201
School address:	Lumley Street Barrow-in-Furness
Postcode:	LA14 2BA
Telephone number:	01229 894635
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Gallagher
Date of previous inspection:	8 <sup>th</sup> June 1998

## **CHARACTERISTICS OF THE SCHOOL**

This a Voluntary Aided Catholic primary school of average size, educating 201 pupils, a significant number of whom live in socially disadvantaged homes. The attainment of children starting school in the reception class is below that expected for their age. An above average percentage of pupils (25 per cent) are eligible for free school meals and there is an above average percentage of pupils (27 per cent) on the school's special educational needs register. A very small number of pupils are from minority ethnic backgrounds and less than one percent of pupils need support for English as an additional language. The percentage of pupils joining or leaving the school at times other than the normal times of admission or departure is comparatively low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	Science, art and design, design and technology, physical education, English as an additional language, Educational Inclusion.
9224	Mr M Vineall	Lay Inspector	
18027	Mrs S Mawer	Team Inspector	Music
8263	Mrs M Forsman	Team Inspector	Foundation Stage, mathematics, information and communication technology
22990	Mr C Furniss	Team Inspector	English, history, geography, special educational needs.

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

### **OVERALL EVALUATION**

The school provides a **satisfactory** quality of education for its pupils and gives satisfactory value for money. Pupils enjoy school and behave well and so make the best of the satisfactory quality of teaching. Pupils are currently achieving satisfactorily overall with better progress occurring in Years 1 and 2. The leadership of the head teacher is unsatisfactory, but effective leadership by the deputy head teacher and senior management team ensures satisfactory leadership and management overall.

#### **The school's main strengths and weaknesses are:**

- The leadership of the head teacher is unsatisfactory.
- The governing body is very well led
- The provision in the Foundation Stage (the reception class) is good.
- Teaching is good in Years 2, 4 and 6.
- Standards are well below average at the end of Year 6 in science.
- Standards are good in art and design and aspects of music across the school.
- Procedures for assessment are poor.
- The provision for spiritual, moral, social and cultural development is good and promotes amongst pupils good attitudes and behaviour and very good relationships.
- The provision for special educational needs is good and teaching assistants make a very good contribution to the pupils' learning.
- There is a very good range of extra-curricular activities.
- The range and number of books in the library is unsatisfactory

The school is not as effective as it was at the time of the last inspection. It has responded well to the key issues for improvement by raising standards in information and communication technology and improving procedures for ensuring pupils' welfare and safety but in other areas there has been a decline. Standards achieved at the end of Year 6 have dropped, the quality of teaching is not as good and the impact of leadership and management is less effective.

### **STANDARDS ACHIEVED**

Pupils achieve **satisfactorily** overall. Children start school in the Reception class with below average skills and understanding especially in their communication, language and literacy. By the time pupils start Year 1, most children achieve the standards expected for their age with some exceeding them in their communication, language and literacy.

Pupils in Years 1 and 2 achieve well. On the basis of the 2003 end of key stage National Curriculum tests, standards at the end of Year 2 were well above the national average in reading, writing and mathematics. In comparison with similar schools, pupils' performance was in the top 5 per cent in reading and writing and well above the average in mathematics. Standards are good in art and design with a strength in aspects of music. Standards in other subjects are similar to expectations.

## Year 6 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

In Years 3 to 6 pupils achieve satisfactorily in English and mathematics but their achievement is unsatisfactory in science. In 2003, on the basis of the National Curriculum test results, standards at the end of Year 6 were in line with the national average in English and mathematics. In comparison with similar schools nationally, standards were well above the average in English and above the average in mathematics. Standards in science were well below the national average but in line with the average for similar schools. The trend in the results in the end of key stage National Curriculum tests has been below the upward trend seen nationally. Pupils in Year 6 do not do as well as they should given the results they achieved in Year 2 but inspection evidence shows that achievement is now improving in Years 3 to 6. Standards in art and design are good and there are strengths in aspects of music. In other subjects, pupils do as well as expected. Across the school pupils with special educational needs make good progress towards the targets in their individual education plans.

### Pupils' attitudes, values and other personal qualities

The school makes **good** provision for pupils' spiritual, moral, social and cultural development. Behaviour is good as are pupils' attitudes to learning. Throughout the school relationships are very good. Attendance is in line with the national average and is satisfactory.

### QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. The teaching is **satisfactory** overall, although it varies between classes. Good teamwork between teachers and teaching assistants benefits children in the reception class and those with special educational needs in other classes. Teaching is good in Years 2, 4 and 6 and at times very good. The teaching of English is good in Years 1 to 2 whilst in mathematics it is satisfactory across the school. Teachers are unsure of how to teach practical, investigative areas of science. The teaching of art and design and information and communication technology is good. Pupils' learning is satisfactory overall.

The curriculum is satisfactory. It meets the needs of all pupils from Reception to Year 6. Not enough attention, however, is given to developing pupils' independent learning skills. Pupils benefit from a very good range of extra-curricular activities that promotes the arts and sport. Resources are adequate but the range of books is unsatisfactory. Pupils receive good levels of care with good attention given to their health and safety. The school canvasses pupils' opinions about the running of the school, but does not always involve pupils in evaluating their own performance. The school has effective links with parents and satisfactory links with the community.



## **LEADERSHIP AND MANAGEMENT**

The leadership and management are **satisfactory** overall. The senior staff and, in particular, the deputy head teacher provide satisfactory leadership and management for the school's development but the head teacher does not provide a clear educational direction. This is shown by a lack of urgency to improve the school or to set and ensure high expectations for staff and pupils. Until recently, there has been a lack of planned opportunities for staff to monitor the pupils' work or the quality of teaching, and the role of subject co-ordinators is still underdeveloped. The provision for special educational needs is well managed. Financial management is satisfactory. The governing body is exceptionally well led. Governance is good and governors are aware of the weaknesses of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are happy with the school. They feel that their children are brought up to be well mannered and well behaved and that they achieve well. Some would like a more consistent approach to teaching, but state that differences are reducing as a result of staff changes. This judgment is confirmed by the inspection. Pupils enjoy school and, with the exception of a lack of playing field, are very happy with their education. They feel that they are involved in the running of the school.

## **IMPROVEMENTS NEEDED**

- The most important things the school needs to do to improve are to:
- Improve the quality of leadership of the head teacher.
- Improve the consistency of the quality of teaching so that pupils make the best possible progress across the school.
- Improve the quality of assessment.
- Implement effective procedures for the monitoring of teaching and learning.
- Raise standards in science by the end of Year 6 and increase the opportunities for pupils to develop their skills of performing independent research skills.
- Improve the range and number of books in the library.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

**Achievement overall is satisfactory.** Children in the reception class achieve well from a below average starting point. Pupils in Key Stage 1 achieve well overall in English, mathematics and science. Pupils in Key Stage 2 are currently achieving satisfactorily in English and mathematics but could achieve better in science. Pupils do well across the school in art and design and aspects of music. In information and communication technology good improvement is currently being made and pupils are achieving satisfactorily.

#### **Main strengths and weaknesses**

- Children in the reception class make a good start to their education.
- Achievement is better in Years 1 and 2 than in Years 3 to 6.
- The standards in reading, writing and mathematics at the end of Year 2 have risen over recent years and are now very high.
- Standards in English and mathematics at the end of Year 6 have declined in recent years but improvements are now occurring as a result of better teaching.
- Girls tend to do better than boys in English.
- Achievement in pupils' investigational skills in science is unsatisfactory in Years 3 to 6.
- Standards in information and communication technology are improving.
- Standards in art and design are good throughout the school and there are strengths in aspects of music.
- Pupils with special educational needs achieve well.

#### **Commentary:**

1. The children in the Reception class achieve well. The majority of children start school with below average standards particularly in their language skills. Most children make good progress from a low starting point. By the end of the Foundation Stage the vast majority of children reach the standards expected for their age in all the areas of learning and some exceed them in communication language and literacy.
2. Pupils' achievement in Years 1 and 2 is good and in Years 3 to 6 it is satisfactory. The reason for this is that until recently teaching has been more effective in Years 1 and 2 than in Years 3 to 6. Higher attaining pupils in particular have not been challenged enough in Years 3 to 6 and they have not achieved as well as they could or should. Recent changes in staffing in Years 3 to 6 are remedying matters and the quality of teaching is improving. Standards in science at the end of Year 6 have declined over recent years because of a lack of whole school policy to develop pupils' investigational skills. Recent improvements to the science curriculum instigated by the science co-ordinator are starting to improve standards in science in Years 3 to 6. In information and communication technology standards are rising with pupils achieving satisfactorily. The improvement is because of the effective leadership of the subject co-ordinator, the impact of successful staff training and the creation of the information and communication technology suite. Pupils do well in art and design because teaching and the curriculum for this subject is good with plenty of opportunities for pupils to explore a variety of techniques and materials. Pupils with special educational needs receive good support from well-qualified teaching assistants and this contributes to good progress towards the targets in the pupils' individual education plans. The large majority of pupils

with special educational needs are boys and this is a significant factor in the fact that girls generally do better than boys in English.

## Standards at the end of Year 2

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

(Unvalidated data)

Standards in:	School results	National results
reading	17.6 (13.4)	15.7 (15.8)
writing	16.5 (13.6)	14.6 (14.4)
mathematics	17.5 (14.3)	16.3 (16.5)

There were 22 pupils in the year group. Figures in brackets are for the previous year

3. Pupils of all abilities achieve well in reading, writing, mathematics and science. In 2003, pupils' attainment was well above the national average in reading, writing and mathematics. In comparison with similar schools, pupils achieved well and the results were in the top 5 per cent in both reading and writing and well above average in mathematics. For this year's pupils standards, though lower than last year, are still above average in English and science and are average in mathematics. The trend of improvement in these subjects has been below the upward trend seen nationally. Standards in most other subjects are at the expected level and pupils achieve satisfactorily. In art and design and some aspects of music, pupils achieve well and attain good standards.

## Standards at the end of Year 6

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

(Unvalidated data)

Standards in:	School results	National results
English	27.0 (27.0)	26.8 (27.0)
mathematics	26.8 (26.4)	26.8 (26.7)
science	27.4 (28.5)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. Attainment in the end of key stage National Curriculum test results in 2003 was in line with the national average in English and mathematics but well below the national average in science. In comparison with similar schools nationally, the standards were well above the average in English, above the average in mathematics and in line with the average in science. The current pupils in Year 6 are doing as well as last year's group but, given the overall lower level of natural ability of this group, pupils are achieving better. The trend of improvement over the last five years has been below the upward trend seen nationally which indicates that pupils could have done better. The school sets targets for the attainment of pupils at the end of Year 6, but these have not been achieved in recent years despite the introduction of strategies to boost standards for pupils struggling to reach the expected standard for 11-year-olds.

## **Pupils' attitudes, values and other personal qualities**

**Pupils' spiritual, moral, social and cultural development is good** and contributes to good behaviour and the development of good attitudes to learning. Throughout the school relationships are very good. Attendance is satisfactory, matching the national average for all primary schools.

### **Main strengths and weaknesses**

- Children develop good attitudes to learning from an early stage in the reception class.
- In Years 1 to 6 pupils behave well, have good attitudes and form very good relationships with others.
- Pupils demonstrate good levels of spirituality, an understanding of right and wrong, good social skills and a satisfactory awareness of their own culture and that of others.
- Pupils could do better in using independent research skills.

### **Commentary**

5. Pupils develop good social skills and a strong sense of right and wrong, demonstrated through the way they treat others. Pupils have good levels of tolerance of those who are different to themselves and value the importance of treating others with respect. The head teacher, senior staff and teaching and support staff provide good leadership in promoting spiritual, moral, social and cultural development. They ensure that pupils develop a satisfactory sense of spirituality and awareness of their own culture and that of others from different cultures and religious faiths. The good spiritual, moral, social and cultural development of pupils contributes to their good attitudes to learning and to the very good relationships amongst pupils and between pupils and adults. In the Foundation Stage, children achieve the Early Learning Goals for personal, social and emotional development and develop good attitudes to working and to sharing with others. These skills continue to develop in Years 1 to 6 with most pupils showing a willingness to learn. The majority of pupils behave well in lessons and very well outdoors at play, but a small number of pupils, mostly boys, can be noisy at times. By the time pupils reach Year 6, most confidently take responsibility and show initiative when required. Pupils could do much better, however, in using independent study skills in subjects such as science, mathematics and reading. Discussions with pupils show that pupils enjoy school and feel that they are taught well and given good levels of support by teaching and support staff.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.6	School data :	0.0
National data:	5.4	National data:	0.4

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

The overall level of attendance is broadly in line with the national average and pupils are punctual. The school has effective procedures for monitoring absence and quickly follows up incidents of concern. Bullying or harassment are not features of the school. There have been no fixed term or permanent exclusions in the last twelve months.

### 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	192	0	0
White Irish	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – Any other mixed background	1	0	0
Asian or Asian British – Any other Asian background	4	0	0
Parent/pupil preferred not to say	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is satisfactory.** The quality of teaching and learning is satisfactory. There have been some weaknesses in teaching in Years 3 to 6 in the past but recent changes are improving matters. The curriculum is satisfactory with very good provision for extra-curricular activities. The accommodation is satisfactory. The overall provision for pupils' health and welfare is good. The school works well with parents and satisfactorily with the community.

#### Teaching and learning

The quality of teaching and learning is **satisfactory** overall. The teaching is best in Years 2, 4 and 6, with some strengths in the reception class. The assessment of pupils' achievement is **satisfactory** in the reception class, **good** in information and communication technology across the school but **poor** in other subjects.

#### Main strengths and weaknesses

- Teaching varies across the school reflecting weaknesses in management and leadership.
- Teachers work closely with teaching assistants to manage pupils well and to ensure that pupils feel supported and cared for.
- Good teaching is evident in Years 2, 4 and 6 but not enough use is made of assessment across the school to identify and challenge higher attaining pupils.
- The teaching of information and communication technology and of art and design is good.
- Teachers' knowledge of teaching some elements of mathematics, science and of how to develop pupils' research skills requires improvement.
- The marking of pupils' work does not consistently involve pupils in their learning.
- Procedures for assessing and recording pupils' attainment and progress in Years 1 to 6 are poor except in information and communication technology where they are good.

## Commentary

### Summary of teaching observed during the inspection in the 29 lessons seen

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	12	1	0	0

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

6. The quality of teaching and learning is satisfactory overall, although there are variations between different classes. There have been many changes recently in the deployment of teachers and the quality of teaching is not as good as it was judged to be at the last inspection. Recent staff changes have been unsettling, but inspection evidence shows that there is a potentially good team being established, particularly in Years 3 to 6. The head teacher has lacked the necessary drive to ensure that there is consistency in the way that teachers teach. For example, some teachers make good use of marking to improve pupils' learning whilst others merely add ticks and rarely demand that corrections are made. The lack of suitable monitoring of teaching and learning by the head teacher contributes to differences between classes in the quality of teaching.
7. Despite the variations in how teachers work, there is very good communication between teachers and teaching assistants. Everyone works hard to successfully create an ethos that allows pupils to enjoy school within a secure and safe atmosphere. Lessons are generally well planned and executed, with at least satisfactory pace and attention to the needs of pupils with learning difficulties. The management of pupils is a strength of teaching. The teacher's knowledge and understanding of the needs of children in the Reception class is satisfactory. The teacher is supported by a very effective principal teaching assistant. There are strengths in the teaching of personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, and of creative skills.
8. The teaching of basic skills is satisfactory overall and good in Years 2, 4 and 6. Good attention throughout the school is given to developing pupils' speaking skills and teachers make sure that all pupils, including those who are less confident, are brought into discussions. There are times, however, when teachers do too much talking and do

not give pupils enough time to take full advantage of planned learning activities. Reading and writing is taught well in Year 2 but in Years 3 to 6 expectations have not been high enough for pupils to apply their skills to learning in other subjects. In Year 1 in particular, an overuse of printed worksheets reduces opportunities for pupils to gain confidence in recording, using literacy and numeracy skills. In mathematics, whilst basic numeracy is taught satisfactorily, the National Numeracy Strategy is not securely embedded across the school and is not yet taught in a consistent way. One effect of this is that higher attaining pupils are not always identified and given work that is challenging enough. In other subjects, not enough time is planned for pupils to build up research skills in subjects such as science, history and geography. The lack of books hinders the way teachers develop pupils' use of this resource for research. Recent improvements in information and communication technology resources and staff training, guided by an effective co-ordinator, have contributed to good teaching in this subject. Art and design is taught well with pupils being introduced to a good range of techniques and materials. Pupils with English as an additional language are taught satisfactorily.

9. The quality of assessment is poor. There are suitable procedures for assessing children when they start school in the reception class and good procedures for assessment in information and communication technology across the school. In other subjects, however, assessment systems do not provide enough relevant information for teachers to improve the quality of learning. Procedures for assessing pupils' attainment in English, mathematics and science at the end of Year 2 and 6 meet requirements but they are unsatisfactory between Years 3 to 5. Current systems make it difficult for pupils' progress to be tracked or monitored and for data to be gathered to set targets for future attainment. Assessment data is not consistently shared with pupils and all staff are not yet fully familiar with how to analyse assessment data to determine possible differences in performance related to gender or background.

## **The curriculum**

**The curriculum is satisfactory** with very good provision for extra-curricular activities. The quality of the accommodation is satisfactory and there is a satisfactory range of resources.

## **Main strengths and weaknesses**

- There is good provision for pupils with special educational needs.
- The National Numeracy Strategy is not yet fully established.
- A very good range of extra-curricular activities makes a valuable contribution to the development of pupils' artistic and sporting skills.
- The lack of a dedicated grassed play area presents a challenge to teachers in providing some aspects of physical education, although there is a very good playground environment.
- Although there are good resources for information and communication technology, the unsatisfactory range of books in the library reduces the levels achieved by pupils in carrying out independent research.

## **Commentary**

10. The curriculum fulfils all statutory requirements. It has improved since the last inspection with better planning, but the school has been slow to introduce the National Numeracy Strategy for mathematics. The children in the reception class are provided with a broad range of learning experiences suitable for their age. In Years 1 to 6, all pupils have equal access to the curriculum but parts of the school are not accessible to wheelchair users. There are effective ways of planning each subject. The national

strategy for literacy is used satisfactorily but the provision for numeracy is not yet fully embedded. Currently not enough time is given to developing pupils' investigative skills in science and aspects of mathematics. This reduces the standards attained by pupils in these areas of learning. The basic skills of information and communication technology are used satisfactorily with evidence of rapid progress being made. The provision for pupils with special educational needs is good overall with effective procedures for planning targets for these pupils using suitably devised individual education plans. The school's curriculum includes the components for developing pupils' personal, social and health education. The programme for citizenship has only recently been introduced, with the newly formed School Council making a positive contribution to this area. Very good provision for extra-curricular activities has a positive effect on the pupils' enthusiasm for developing a wide range of sporting, artistic and musical skills.

11. The limited space available within the school is well used, with particularly good efforts made by teachers to use community resources to overcome the lack of space for outdoor sport. The playground is very well developed to provide pupils with a bright and lively environment in which to play and learn. Teachers manage lessons well to reduce the impact on learning of poor acoustics, particularly in the hall, and organise classrooms efficiently to overcome the limited range of storage space. The children in the reception class benefit from very imaginative and creative outdoor play equipment. Resources are satisfactory except for the library resources. The range and quantity of books are unsatisfactory and this adversely affects the progress of pupils using books for both pleasure and research. Resources for information and communication technology have improved significantly with the development of a well-managed information and communication technology suite. This makes a significant contribution to the good progress being made across the school in information and communication technology.

### Care, guidance and support

The procedures for child protection and for ensuring the pupils' welfare, health and safety are **good**. The school provides **satisfactory** levels of support and guidance for pupils overall. The school seeks pupils' views in a **satisfactory** manner through the school council.

### Main strengths and weaknesses

- All staff have a good knowledge and understanding of pupils' personal development.
- The school is a safe, secure and healthy place to learn in.
- There are good procedures for involving pupils in the running of the school.
- There is no systematic way of involving pupils in setting personal and academic targets and monitoring their progress towards them.

### Commentary

12. The school cares well for pupils throughout the school and there are very good relationships amongst pupils and between pupils and adults. Since the last inspection, school has improved the systems for ensuring pupils' health and safety. The head teacher and senior staff effectively liaises with the governing body to ensure the safety and welfare of all pupils in the school. There are good procedures for maintaining child protection. The procedures for monitoring and promoting behaviour are good and the school makes sure that pupils know the difference between acceptable and unacceptable behaviour. Pupils are listened to informally during day-to-day events and formally through the School Council. They are encouraged to develop a sense of



responsibility through structures that include a prefect structure and a “buddy” system where older pupils help younger ones.

13. There are satisfactory levels of support and guidance for pupils overall and good support and guidance is provided for pupils with special educational needs through effective teamwork between the special educational needs co-ordinator, class teachers and special educational needs teaching assistants. Good links exist with outside agencies, for example speech therapists and educational psychologists, to support individual pupils. Pupils with English as an additional language receive suitable support from class teachers, teaching assistants and a local education authority support teacher. Whilst teachers know the personal aspects of their pupils, there are significant weaknesses in the way pupils’ academic attainment and progress are assessed and recorded. This reduces the effectiveness of procedures for guiding pupils’ academic development. There are good procedures in place for getting to know children when they start school in the reception class. Well-devised systems exist for easing the transition from primary to secondary school.

### **Partnerships with parents, other schools and the community**

The school has **good links** with parents and **satisfactory links** with other schools and colleges and with the community.

### **Main strengths and weaknesses**

- Parents are supportive of their children both at home and in school.
- There are good levels of parental involvement in the life of the school and in pupils’ care.
- There are close links with the church but links with the wider community could be better.

### **Commentary**

14. Parents have a high opinion of the quality of education in the school. The contribution of parents to pupils’ learning, both at home and at school, is good and makes a valuable contribution to pupils’ achievement. The relationships between parents and the staff are good and parents feel the school is approachable and that staff are accessible. Information for parents is satisfactory, with the recent addition of an attractive newsletter written by pupils. Parents’ evenings and opportunities for parents to consult teachers are satisfactory but more could be done to educate parents about what the school teaches and how it is taught. Reports to parents are satisfactory and meet requirements but often they lack a sharp diagnosis of pupils’ strengths and weaknesses. Links with the community are satisfactory with strengths in the links with Sacred Heart Catholic Church and the parish. Some speakers and visitors from the community do come in and some educational visits are made but more use could be made of the wider community to extend pupils’ education. There are good links with the Church Playgroup.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are satisfactory.** The vision and commitment of the deputy head teacher and senior staff ensure that the school is moving in the right direction but the leadership of the head teacher is unsatisfactory. The governance of the school is good.

## Main strengths and weaknesses

- The head teacher's leadership is weak and has held back the school's development.
- There has been a lack of rigour by the head teacher in establishing effective procedures for monitoring what goes on across the school.
- The school is well governed and governors are taking effective action to improve the school.
- The deputy head teacher and senior staff make a positive contribution to the school's management.
- The leadership and management of the provision for special educational needs and for the Foundation Stage is good.
- The school's finances are managed effectively.

## Commentary

15. Leadership and management are satisfactory overall but the leadership of the head teacher is unsatisfactory. Although the head teacher successfully ensures that there is a good ethos of care and support within the school promoted by good levels of spiritual, moral, social and cultural development, there has been a lack of urgency and determination to make sure that pupils and staff perform as well as they can. The impact of the weaknesses in leadership and management have been limited by the determination and commitment of key staff and the astute leadership of the chair of governors. Despite this, standards have drifted downwards in Years 3 to 6 over recent years and inconsistencies have developed in the quality of teaching and the quality of implementation of some key school policies, for example, assessment.
16. A newly appointed senior management team currently leads and manages the school satisfactorily. The deputy head teacher provides effective leadership for the school and ensures that the school is satisfactorily managed. By working closely with the local education authority and through consultations with staff, an accurate audit has been completed of what the school is doing well and where it needs to improve. Effective strategies for improvement have been developed that are incorporated in the school improvement plan. The success of the strategies has been limited to date because of a lack of regular non-contact time for key staff to support colleagues and to monitor the quality of teaching and learning. The subject co-ordinators for English, mathematics, science and information and communication technology are fairly recent to post and have the potential to develop strategies that will ensure that all pupils reach their true potential. The provision for the Foundation Stage is well managed by very good teamwork between an experienced teacher and very skilled principal teaching assistant. The provision for special educational needs is managed well by a knowledgeable and enthusiastic acting co-ordinator. The teaching assistant team is effectively led and managed to successfully meet the needs of all pupils identified with special educational needs. The provision for English as an additional language is satisfactorily managed.
17. The governing body is a supportive and effective group. The chair of governors provides outstanding leadership. Since her appointment just over twelve months ago, she has driven the school forward. Very good procedures have been established to enable governors to know about what goes on in the school. The weaknesses in the key areas of leadership, assessment and variations in the quality of teaching have been identified. Good performance management procedures are being introduced by governors to ensure that the identified weaknesses are addressed.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	449,986	Balance from previous year	46,888
Total expenditure	454,606	Balance carried forward to the next	42,268
Expenditure per pupil	2,380		

18. Finances are satisfactorily managed, with good management on a day-to-day basis. The school benefits from the services of a very efficient bursar who seeks to ensure that the school budget is effectively managed and monitored. However, the school had a sizeable surplus in 2002-2003 but this has been reduced by the need to adjust staff salaries. There are barriers to learning in the school because a comparatively high proportion of pupils live in socially disadvantaged homes. The school often suffers from vandalism which places a drain on funds that could be better used elsewhere. There is an active Parents' Support Group that raises considerable funds to provide additional resources for pupils.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

The quality of provision for children in the Foundation Stage is **good** overall.

#### **Main strengths and weaknesses**

- Children achieve well overall.
- The Foundation Stage is well led and managed.
- Assessment is effectively used.

#### **Commentary**

19. The standard of attainment on entry at age four is below average although there are considerable variations in the natural abilities of each year group. By the end of the Foundation Stage the vast majority of children reach the standards expected for their age in all areas of learning and some children exceed them in communication, language and literacy. Most children achieve well from a low starting point.
20. The standards observed at the time of the last inspection have been maintained. The Foundation Stage is well led and managed. The quality of teaching is good overall. At present the reception teacher is newly qualified and is being closely supported in the management of the Foundation Stage by the previous teacher and very knowledgeable and effective principal teaching assistant. The curriculum is satisfactory and meets the national guidance for children of this age. The quality of provision has been improved since the last inspection by the addition of an imaginatively designed outdoor play area. The quality of teamwork is high and the principal teaching assistant makes a valuable contribution because of her knowledge and experience. There is a good level of parental support in class. Assessment is effectively used to guide teaching and support staff when planning activities for children. Induction procedures are satisfactory and enable children to settle quickly into the reception class. There are good links with the neighbouring Church Playgroup.

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

The provision for children's personal, social and emotional development is **good**.

#### **Strengths and weaknesses**

- Children have positive attitudes to learning.
- Routines are established quickly and are understood by children.

#### **Commentary**

21. The quality of teaching and learning is good. Children achieve well and make good progress and attain the standards expected for their age by the end of the Reception class. Good teaching gives a good focus to developing children's social and personal skills. Children are encouraged to develop an awareness of others and to recognise the effect of their actions on others. Children work together well and form sociable relationships.

## **Communication, language and literacy**

The quality of provision for communication, language and literacy is **good**.

### **Strengths and weaknesses**

- The development of early reading and writing skills is good.
- Adults use dialogue well to extend children's vocabulary.

### **Commentary**

22. Many children have a limited vocabulary when they start school but are confident to speak. Children benefit from the good quality of teaching. Learning is good and children make good progress. Children are provided with a range of interesting and stimulating activities that develop their awareness of books and the importance of writing. Children quickly acquire early writing skills. Nearly all children wrote their names independently at the time of the inspection. Speech is clear but many children lack concentration for sustained listening. Structured learning promotes good reading skills. The majority of children achieve well and reach the standards expected for their age by the end of the reception class, with some exceeding them.

## **Mathematical development**

The provision for mathematical development is **satisfactory**.

### **Strengths and weaknesses**

- Opportunities for developing numeracy skills are integrated into many activities.

### **Commentary**

23. When they start school, children talk about numbers but are less skilled in recognising written numbers. The quality of teaching is satisfactory. Staff provide well-organised activities to promote mathematical understanding. Planning successfully combines the aims of the curriculum for children in the Foundation Stage with the objectives the National Numeracy Strategy. This results in most children developing a secure knowledge and understanding of counting and recording numbers to ten and for some this goes well beyond ten. The majority of children make satisfactory progress and attain the standards expected for their age by the end of the reception class. Achievement is satisfactory.

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

The provision for knowledge and understanding of the world is **good**.

### **Strengths and weaknesses**

- Teaching and learning are good.
- Children develop confidence in using the computer.
- The curriculum provides a wide range of learning experiences designed to develop children's knowledge and understanding of the world.

## Commentary

24. The quality of teaching and learning is good. Children achieve well and reach the standards expected for their age by the end of the reception class. Learning is promoted through a range of imaginative and well-organised activities. Children develop an awareness of change over time and experiment with everyday materials. Well-planned activities promote good levels of discussion between children and adults. This encourages the development of vocabulary associated with basic ideas of the world around us, a sense of the past and an awareness of the local area. Children are given good opportunities to become familiar and confident with using a computer. There is good provision for developing children's awareness of religious education.

## Physical development

The provision for physical development is **satisfactory**.

## Strengths and weaknesses

- Regular use is made of the school hall but there are limitations because of its other functions.
- Children enjoy opportunities for physical development.

## Commentary

25. The quality of teaching and learning is satisfactory. Children achieve satisfactorily and reach the standards expected for their age by the end of the reception class. In the classroom children move sensibly and show an awareness of safety for themselves and others. Children's skills of precision and accuracy are developed satisfactorily as they use equipment such as paint-brushes and pencils. Children's co-ordination, balance and sense of space and personal safety are effectively developed when they use the imaginative outdoor play area.

## Creative Development

The provision for creative development is **good**.

## Strengths and weaknesses

- Teaching and learning are good.
- The outdoor play area supports imaginative play.
- The teaching and support staff use dialogue well to promote role-play.

## Commentary

26. The quality of teaching and learning in creative development is good. The majority of children make good progress and achieve the standards expected for their age by the end of the reception class. Role-play is integrated into many activities and enables children to develop imagination as well as language and social skills. Good use is made of the dedicated area for painting, modelling and water play. The good level of parental support in class increases the range of possible activities.

## SUBJECTS IN KEY STAGE 1 AND 2

### ENGLISH

Provision for English across the school is **satisfactory**.

#### Strengths and weaknesses:

- Pupils achieve well in Years 1 and 2 and attain high standards in the Year 2 end of key stage National Curriculum tests.
- Standards in speaking and listening are good.
- Higher attaining pupils are not always challenged enough.
- Effective use is made of teaching assistants to guide pupils with special educational needs.
- Achievement is better in Years 1 and 2 than Years 3 and 6.

#### Commentary

27. In the 2003 National Curriculum tests, pupils at the end of Year 2 attained standards that were well above the national average in reading and writing and were in the top 5 per cent of similar schools. In the 2003 National Curriculum end of Year 6 tests the pupils' results were broadly in line with the national average and very high when compared with similar schools. However, when compared with prior attainment the results were poor. Over the last three years, girls have performed significantly better than boys at the end of Year 6. The inspection evidence shows that more boys than girls have special educational needs and the boys tend to be less attentive during lessons. Over recent years, standards at the end of Year 2 have improved and been above the national average in both reading and writing whereas at the end of Year 6 there has been very little improvement. Standards are not as good at the end of Year 6 as they were at the time of the last inspection.
28. The findings of the inspection indicate that the attainment of Year 2 pupils is currently above the levels expected for their age, and pupils achieve well. Standards in reading and writing are above the level expected. By the end of Year 6, pupils are currently achieving satisfactorily and attainment is currently in line with national expectations in both reading and writing. Speaking and listening skills across the school are good with pupils being generally confident and able to express themselves well using a wide vocabulary. Progress is good in Years 1 to 2 and satisfactory from Years 3 to 6, but there are variations. In the recent past, however, progress in Years 3 to 6 has been unsatisfactory. Inspection evidence shows that progress is much better in Years 2, 4 and Year 6. Well-trained teaching assistants give good support to pupils with special educational needs and effectively support groups of pupils through strategies such as the Advanced Literacy Strategy (ALS). Pupils with special educational needs in literacy make good progress towards the targets in their individual education plans.
29. The quality of teaching and learning is satisfactory overall although, given inspection evidence showing that achievement in Years 3 to 6 has been too low in the past, the quality of teaching and learning has been unsatisfactory until recently. During the inspection, some good teaching was seen in Years 2, 4 and 6. Teachers know the pupils well and have very good relationships with them and this helps to motivate them and make them want to succeed. Planning is sound and there are clear learning intentions for lessons, which are shared with pupils and which help them to focus their learning. Good use is made of time at the end of lessons to review and evaluate what has been learned, and this practice helps pupils to think about how to improve. The

more effective teachers are also giving clear targets to pupils on how they can improve and these are reflected in the marking. This effective use of marking is not, however, consistent throughout the school.

30. The subject co-ordinator is knowledgeable and committed to raising standards. There is a clear subject action plan, which has identified areas that need developing, such as presentation and writing. The leadership and management of English are satisfactory but the impact of the co-ordinator is restricted because not enough time is provided for the regular monitoring of learning and teaching. Although there are systems for assessing and recording pupils' attainment and progress, they are not as effective as they should be in helping teachers and support staff to evaluate what is going on across the school and to find ways of improving teaching and learning.

### **Literacy across the curriculum**

31. The use of literacy across other subjects is satisfactory. The literacy strategy has been effectively developed in the school and there are some good links between English and other subjects. One very good example of this is the Victorian projects done by Year 6, which are linked with history and are of a high standard. The school lacks, however, a coherent approach to planning that identifies specific elements of literacy to be developed alongside work in other subjects.

## **MATHEMATICS**

The quality of provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The National Numeracy Strategy is not securely embedded across the school.
- Attainment at the end of Year 2 shows improvement over time.
- Assessment procedures are unsatisfactory.
- Higher attaining pupils could do better by the end of Year 6.
- Teachers' expectations vary from class to class.

### **Commentary**

32. National Curriculum test results for 2003 show that standards at the end of Year 2 were well above national average and in were in the top 5 per cent for similar schools. Attainment at the end of Year 6 in the 2003 National Curriculum tests was in line with the national average but above the average for similar schools. Inspection evidence is that standards are in line with the national expectations by the end of both Years 2 and 6.
33. Standards have declined since the last inspection. National assessment results show considerable variation over time which is partly due to the natural ability of different year groups but in Years 3 to 6, mostly because of variations in teaching and a weakness in subject management. There has been an upward trend in test results at the end of Year 2 since 2001 but this has not been mirrored at the end of Year 6. Inspection evidence is that pupils across the school show satisfactory number skills but have limited experience of investigations. Data handling skills are reinforced with the frequent use of information and communication technology. Currently pupils make steady progress in Years 1 and 2 and achieve satisfactorily with many pupils making good



progress from the level at which they start school. The majority of pupils in Years 3 to 6 are also achieving satisfactorily except for higher attaining pupils who are not always given work that is hard enough. The progress of pupils with special educational needs and those with English as an additional language matches that of other groups.

34. The quality of teaching and learning is satisfactory. Some good quality teaching was observed during the inspection, for example, where mental mathematics was used with good pace and challenge. There was also some unsatisfactory teaching observed in Year 1 because of low expectations. The National Numeracy Strategy has only recently been fully implemented and some teachers do not demonstrate confidence in delivering it. The lack of a successful implementation of the scheme has held back the development of mathematics across the school. Planning is adequate but on occasion teachers require more detailed guidance in their preparation. Whilst the needs of lower attaining pupils and average attainers are generally well met, there are times when the needs of higher attaining pupils are not. Teaching assistants contribute well and provide effective support for pupils with special educational needs. Throughout the school pupils show a positive attitude to mathematics and work hard in lessons. Methods for solving calculations also vary from class to class and pupils are not always given enough support or help to improve. There is an excessive use of worksheets in Year 1 and this limits pupils' experience in recording independently. The quality of marking is variable across the school and does not always help pupils progress. Teachers' expectations in areas such as the quantity and presentation of work are satisfactory but there are variations between classes.
35. The leadership and management of the subject are currently good and effective action is being taken to reverse the decline in standards at the end of Year 6. The co-ordinator is new to the post and shows energy, enthusiasm and the vision. The school recognises that the co-ordinator needs to have time to develop and implement strategies to remove the inconsistencies in the quality of teaching and to improve the currently unsatisfactory procedures for assessment.

### **Mathematics across the curriculum**

36. The use of mathematics in other subjects is satisfactory. In science, for example, pupils read tables and interpret graphs and apply number skills with decimals to two places. Numeracy skills are applied in the use of spreadsheets in information and communication technology when pupils use formulae for calculations.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well by the end of Year 2 but in Years 3 to 6, their achievement is poor.
- The quality of teaching in Years 3 to 6 is improving but it has been unsatisfactory until recently.
- More needs to be done to support teachers in planning and teaching scientific investigations.
- Assessments are not effective in guiding teachers and informing planning.
- The recently appointed co-ordinator provides very good leadership.

## Commentary

37. Standards at the end of Year 2 are above national expectations and pupils benefit in Year 2 from high expectations for them to get involved in relevant scientific investigations. Pupils achieve well in Years 1 and 2, but in Years 3 to 6 achievement is currently unsatisfactory. This because of weaknesses in the curriculum and in the quality of teaching and learning in the recent past. Standards at the end of Year 6 have declined since the last inspection. In Years 3 to 6, there is no coherent way of developing pupils' practical investigational skills. This reduces the pupils' performance in the National Curriculum tests at the end of Year 6 and lowers their level of understanding of key scientific ideas. The recently appointed co-ordinator is very aware of this situation and is taking effective action to put things right but it is too early to see the impact in terms of the levels that pupils attain.
38. By the end of Year 2, most pupils have developed good skills of observation and willingly volunteer suggestions and predictions about what they think will happen. Pupils have a good knowledge and understanding for their age of the idea of change and the impact of insulating things. They understand the idea of a fair test and the need to observe carefully and make accurate records. In Years 3 to 6, however, pupils do not build effectively on their earlier knowledge. By the end of Year 6, the majority of pupils struggle with the process of measuring accurately using relevant equipment and of selecting the most suitable way of recording information. Although they understand the idea of fair testing, many pupils find it hard to actually plan and perform a fair test. Pupils are also unsure about many basic scientific ideas. Whilst there has been a recent push by teachers to make better use of scientific terminology, most pupils are not sure of the meaning of many key words and this restricts the way in which they can express their thoughts and link ideas together. Higher attaining pupils, in particular, are not challenged sufficiently to reach their potential because teachers do not identify them and set harder tasks for them.
39. The quality of teaching and learning observed during the inspection was satisfactory, with some very good teaching in Years 2 and 4 and good teaching in Year 6, but the low standards indicate that, until recently, teaching has been unsatisfactory. During the lessons observed, pupils learned well and made at least good progress. Despite the limitations imposed by a lack of experience in performing scientific investigations, pupils enthusiastically enter into activities and work hard to gather information. The levels of co-operation and collaboration are good. Teachers are working hard to establish links between science and mathematics and information and communication technology in order to represent empirical data. Although there is an effective model being adopted for teaching scientific investigations, it is not yet embedded in all classes, and teachers need support in order to teach investigations.
40. The quality of leadership and management has improved significantly within the last twelve months. It is currently very good but the impact of the well thought through and carefully planned strategies is not yet apparent in terms of test results. The lack of time provided for the co-ordinator to manage the subject has restricted opportunities for the quality of learning and teaching to be systematically checked. Despite this, an accurate audit of the state of science has been drawn up and the school policy and scheme have been improved and updated. There is recognition of the need to support staff in regularly planning and teaching investigational science and to develop a manageable system for assessing pupils' attainment and progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- As a result of good teaching, standards are improving and achievement is satisfactory.
- Assessment is effective in raising standards.
- Information and communication technology is used regularly to enhance other subjects.

### **Commentary**

41. Standards in information and communication technology have improved significantly since the last inspection. The majority of pupils are now achieving satisfactorily. Standards are in line with national expectations at the end of both Years 2 and 6. Good improvement is occurring but some older pupils still have gaps in their experience because of weaknesses in the curriculum in the past. The improvements have been brought about by much better provision of resources in the new information and communication technology suite. Pupils now have frequent opportunities to use information and communication technology in other subjects and are able to apply their skills in a range of different contexts. Pupils with special educational needs and those with English as an additional language achieve well. Throughout the school, pupils enjoy using computers and enjoy the thrill of developing new skills. They show a great sense of pride when creating images and pictures in art and design and when representing mathematical data in the form of graphs and tables.
42. The quality of teaching is good and there are instances of very good teaching. Teachers demonstrate a confidence and competence in the subject that are communicated to pupils. They plan lessons well and manage large groups in the computer suite efficiently. Very little time is wasted and pupils are quickly on task. In-house training for staff has been effective in raising subject knowledge so that the scheme of work is being delivered in full.
43. The quality of leadership and management is good. The co-ordinator is knowledgeable and hardworking and has a long-term vision for the improvement of the subject. There has been a very good improvement in resources recently. The new computer suite makes whole class teaching possible and all teachers make good use of it. Pupils enjoy good access to the suite outside lessons. Necessary precautions have been taken for Internet safety. The quality of assessment is good and the school benefits from its participation in the external validation scheme run by the local education authority.

### **Information and communication technology across the curriculum**

44. The provision for information and communication technology across the curriculum is good. The scheme of work provides valid links with other subjects such as art and design, history, geography and science. Teachers make good use of these links. Several examples of pupils' work were noted where computers were used well to support literacy, through research, preparing multi-media presentations and using word processing. Pupils across the school are turning to information and communication technology as the natural tool to use in a range of tasks.

## HUMANITIES

Opportunities to observe lessons in history and geography were limited to one lesson of each and therefore it is not possible to report in depth on each subject.

### History and Geography

45. In **history**, teachers make good use of artefacts to add interest to lessons. Year 3 pupils were observed looking at a wide range of 'ancient' Greek artefacts to think about what they show of life in ancient Greece. Pupils showed a secure knowledge and understanding of how to draw conclusions, drawing upon what they had already learned about the Greeks. The Year 6 pupils demonstrate good skills in carrying out independent research into Victorian life using books, CD ROMs and Internet searches. Good links are established with the local Dock Museum. Artefacts are loaned to support some units of work, for example, on the Victorians. In **geography**, learning is made to be relevant and interesting. Year 6 pupils use research skills well to gather information, for example, by looking at photographs of parts of Barrow. Photographs have been taken by the pupils themselves and have been laminated to make a resource for the school. As part of the planned programme pupils use information and communications technology skills to prepare question sheets based on the pictures for younger pupils to use as part of their geography lessons.
46. The coordinators give satisfactory leadership and management and have a good awareness of the strengths and weakness of their subjects. However, their role is underdeveloped because they are not provided with enough time to regularly monitor the quality of teaching and learning. Both subjects have recently been linked to the Qualifications and Curriculum Authority schemes of work but procedures for assessing and recording pupils' achievement are unsatisfactory, therefore reducing the opportunities for monitoring what goes on in the subjects. Resources for geography and history are adequate but a lack of books in the library reduces opportunities for pupils to use books for research.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and Design

Provision in art and design is **good**.

#### Main strengths and weaknesses

- The curriculum provides many opportunities for a good range of art and design activities.
- There is a good emphasis given to appreciating the styles of great artists.
- Teachers are knowledgeable and willing to try new ideas, for example, using information and communication technology.
- Although teachers know pupils well, there is a lack of a formal way of assessing pupils.
- The school makes good use of people in the community to develop art and design.

## Commentary

47. Evidence gathered from work around the school, discussions with pupils and staff and a review of planning show that standards achieved by pupils are good across the school.
48. Good teaching introduces pupils to a wide range of techniques involving the use of paints, crayons, fabrics and three-dimensional work. Teachers have a good knowledge of great artists and this is used to provide pupils with interesting and challenging activities. Pupils in Year 2 use pastels well and have created some very good sea-scapes based on the work of the artist Neil Whatmore. Year 6 pupils have studied a piece of work by Paul Klee and used it as basis for a very good quality design using geometric shapes to make a head. At times, good use is made of information and communication technology to dovetail in with the art work. For example, pupils in Year 2 have used the computer to generate impressive designs reflecting the style of Mondrian. Pupils in Year 3 have used a digital photograph to create line drawings that have then been developed using paint into a picture. There are some good links with the community. Very good support by an ex-parent has resulted in pupils using sewing techniques to make some outstanding three-dimensional fabric designs depicting the story of Noah and the Ark. The involvement of a local artist enables pupils to create an impressive rainforest mural that brightens up a potentially uninspiring corridor. Outdoors, children's designs have been translated into some impressive designs that make the playground a vibrant place for pupils to play. Throughout the school, pupils are encouraged by teachers to use art skills in supporting different aspects of their work. Pupils like art and design and state that it is one of their favourite subjects. Pupils from Year 4 upwards benefit from attending the extra-curricular craft club.
49. The subject is well led and managed but not enough time is provided for monitoring teaching and learning. Teachers know what standards pupils are attaining and what progress they are making but there is no suitably manageable system for recording the attainment and progress of pupils. Resources are adequate but there is only a limited range of books available in the library for pupils to find out about aspects of art and artists.

## Design and Technology

50. It was not possible to observe a lesson in design and technology. It is, therefore, not possible to make a firm judgement about provision. The limited evidence available indicates that the school has planning that adequately covers each element of the design and technology curriculum. Pupils experience a range of materials and techniques when designing and making a variety of products. In Year 2, pupils have designed and made a puppet of their own, whilst in Year 6 pupils have applied good techniques to create tie-dyed fabrics.

## Music

The provision for music is **good**.

### The main strengths and weaknesses

- Singing in the school is good.
- There is no assessment for music and there are weaknesses in the way that teaching and learning are monitored.
- Good provision is made for extra-curricular music.

## Commentary

51. By the end of Year 2 pupils are beginning to understand about musical notation and how symbols can represent sounds. Using a range of percussion instruments pupils competently work in groups to put together a sequence of long and short sounds. The quality of singing in hymn practice is good. Pupils sing tunefully and Year 6 pupils sing well in harmony. Some pupils have good skills of playing instruments. This was illustrated during the inspection by the impressive way that twelve pupils accompanied a Christmas carol on xylophones and glockenspiels. Pupils achieve well and attain standards in music that are above expectations. Standards have been maintained since the last inspection.
52. Most teaching observed during the inspection was good and teachers have high expectations for pupils to sing skilfully in rounds and extend their rhythmic skills on percussion instruments. Some teachers are less confident and this shows when the pace slows along with the learning and there are a few unproductive parts to the lesson. Pupils enjoy learning music and particularly enjoy dancing, singing traditional songs and learning about the structure and language of music. Pupils enthusiastically represent the school in the local Primary School Music Festival.
53. About a quarter of pupils in Years 4 to 6 belong to a music club. This provides very good opportunities for pupils to play a wide range of percussion instruments. They learn the melodeon and improve their singing and dancing and make good progress in learning musical notation, rhythm and tempo. The club is well led by a very capable outside volunteer assisted by the music co-ordinator. This club makes a very good contribution to the music provision in the school and is helping to raise standards.
54. The subject is satisfactorily led and managed but there is no effective way of assessing and recording pupils' attainment and progress or of monitoring the quality of teaching and learning.

## Physical education

The provision for physical education is **satisfactory**.

## Main strengths and weaknesses

- Teachers do well to reduce the impact of a lack of sports field.
- There is a very good range of extra-curricular activities.
- Teachers work hard to make sure that all pupils have equal access to sport regardless of ability or gender.

## Commentary

55. The school works hard to overcome some severe restrictions presented by the lack of a suitable sports field. Close links between the school and a local sports club enable pupils to participate in basketball events. There is access to a sports field adjoining a nearby school but it is about ten minutes walk away. Teachers work very hard to provide a broad and varied physical education curriculum and there is a very good range of extra-curricular sporting events that supplements a suitably broad range of activities taught in lessons. Standards have been maintained since the last inspection.

56. The quality of teaching in lessons is satisfactory. There are clear targets for learning that give a clear structure to lessons. By the end of both Years 2 and 6, pupils achieve satisfactorily and reach standards that are in line with the expectations for their age. Pupils with special educational needs are fully integrated into lessons and, where necessary, teachers sensitively provide extra support and advice. During lessons, the performance of pupils is carefully monitored and teachers make good use of pupils demonstrating in front of others to raise the expectations of others. Pupils are well behaved and work well with each other in pairs and groups. During a dance routine in Year 6, both boys and girls entered into things with spirit and enthusiasm in creating a sequence of movements to represent a piece of music from the film *Lord of the Rings*. Both boys and girls are given an equal chance to take part in team games, such as soccer, and extra-curricular events, such as country dancing and table tennis, are popular with both boys and girls. Pupils display good attitudes when participating in competitive team events. Even when the soccer team suffers a loss, team members are positive and complementary to the victors. Pupils do well in swimming and by the end of Year 6 achieve the standards expected for their age. Pupils benefit from the input of local qualified coaches for soccer, cricket and table tennis as well as for basketball. Pupils in Years 5 and 6 have an opportunity to take part in residential educational visits, for example, to Tarn Hows.
57. The subject is satisfactorily led and managed. There is an effective scheme of work established but no formal assessment system. Resources are adequate and teachers have a secure knowledge and understanding of how to teach each area of physical education. The school makes good use of the accommodation although the hall has poor acoustics that demands that indoor lessons are managed well in order to minimise noise.

### **Personal, social, health and citizenship education**

58. No lessons were observed for personal, social, health and citizenship education. Discussions with pupils and staff, however, show that all elements of provision are met satisfactorily within the school. Pupils' knowledge and understanding of aspects of health education and sex education are taught as part of the science curriculum and social skills are promoted effectively through the approach taken to teaching physical education and parts of other subjects. The school listens to pupils' views and the School Council provides a satisfactory vehicle for developing pupils' sense of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	6
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3



The leadership of the headteacher	5
The leadership of other key staff	3
The effectiveness of management	4

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