

# INSPECTION REPORT

## **ST ALBAN'S CATHOLIC PRIMARY SCHOOL**

Denaby Main, Doncaster

LEA area: Doncaster

Unique reference number: 106771

Headteacher: Mrs M Prendergast

Lead inspector: Mrs M Warburton

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> February 2004

Inspection number: 257549

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	235
School address:	Wadworth Street Denaby Main Doncaster South Yorkshire
Postcode:	DN12 4AQ
Telephone number:	01709 862298
Fax number:	01709 869457
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Graham Kirby
Date of previous inspection:	6 <sup>th</sup> July 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is an average-sized primary school with 235 pupils on roll from aged 4-11. It is situated in the village of Denaby Main, around five miles from Doncaster in South Yorkshire. The socio-economic profile of the area around the school is below average, and the school admits children from Catholic families from a wider area. Pupils' attainment on entry to the reception class is below average, and the percentage of pupils who have special educational needs is above average. Three pupils have a Statement of Special Educational Need. Most of the pupils with special educational needs have learning or emotional and behavioural difficulties. Very few pupils speak English as an additional language. The school is part of an Education Action Zone. In recent years, the school has achieved the Healthy Schools Award, Artsmark Silver, Activemark Silver and an achievement award for the standards attained in the 2002 national tests taken by pupils in Year 2 and Year 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mrs M Warburton	Lead inspector	English, art and design, design and technology, English as an additional language, personal, social and health education and citizenship.
19365	Mr G Stockley	Lay inspector	
25577	Mr W Jefferson	Team inspector	Mathematics, information and communication technology, geography, history.
10911	Mrs C Deloughry	Team inspector	Foundation Stage, special educational needs, science, music, physical education.

The inspection contractor was:

Altecq Education Ltd  
102 Bath Road  
Cheltenham  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an improving school that is currently providing a **satisfactory** standard of education for its pupils. The standards achieved by pupils are improving and are in line with national expectations by the end of Year 6 in English and science, but remain below in mathematics. Pupils' achievement is satisfactory and it is improving. The leadership and management of the school are satisfactory overall. Teaching and learning are satisfactory, and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- There are very good links with the local community and other schools.
- The school gives a high priority to pupils' personal development and those in most need, including pupils who have special educational needs, are given good support.
- There has been a steady improvement in the standards attained by pupils in English, mathematics and science, although standards in mathematics remain below average.
- In some lessons, the higher-attaining pupils are not sufficiently challenged.
- There is no long-term curriculum plan in place to ensure that skills are taught in a progressive manner.
- Some good practices in assessment, behaviour management and reporting to parents are not used consistently across the school.
- The standards attained in art and design and physical education are often above the expected levels.

The school has made satisfactory improvement since the last inspection. The standards attained by pupils are steadily improving, and there is now more good and very good teaching in Key Stages 1 and 2. Most of the key issues identified in the previous report have been addressed. Procedures for tracking pupils' progress are now good, and better use is made of time in the school day. All statutory requirements are now met, and governors are fully aware of their statutory responsibilities. The library has been developed well and there is now better provision for books. There is still work to be done in developing a long-term curriculum plan for the school.

### STANDARDS ACHIEVED

#### 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	D	D	D	D
mathematics	E	E	E	E
science	D	E	E	E

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

Pupils' achievement is **satisfactory** and it is improving. When children start school their attainment is below that expected for their age. Children's achievement is satisfactory in the

reception class, but by the end of the year few have attained the goals they are expected to reach, except in physical development where most achieve well.

Inspection evidence is that standards are continuing to improve steadily and are in line with the expected levels in English and science at the end of Year 2 and Year 6. There are now more pupils on target to reach the higher level 5 in English in the 2004 tests in Year 6. Standards in mathematics are improving, but are still below the expected levels in Year 2 and Year 6.

In all other subjects of the curriculum that were inspected, standards are in line with the expected levels, except for art and design and physical education, where standards are above the expected levels in Year 2 and Year 6 because the school has focused on developing these subjects. Pupils' achievement is satisfactory overall and good in English, information and communication technology and physical education.

Pupils' spiritual, moral, social and cultural development is **good**. Pupils' attitudes, behaviour and personal development are good. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory** overall, and are improving as a result of the strategies that are being implemented in order to raise pupils' achievement throughout the school. These strategies have also led to pupils often demonstrating good levels of interest in their work. During the inspection teaching ranged from unsatisfactory to very good, with almost two-thirds good or better. Examples of very good teaching were seen in the Foundation Stage, Key Stage 1 and Key Stage 2, with a small number of unsatisfactory lessons in Key Stage 2. Assessment procedures are good.

The quality of the curriculum is satisfactory, and there are good opportunities for curriculum enrichment. The school takes good care of pupils. It provides good support, advice and guidance for pupils and involves them well in its work and development.

The school's links with parents are good, and there are very good links with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**.

The headteacher provides satisfactory leadership and direction to the work of the school. Strategic planning is improving, and curriculum co-ordinators and other key staff make a good contribution to the development of the school.

The management of the school is satisfactory. There is a very good commitment to the professional development of all staff, but more use could be made of the subject leaders' monitoring to contribute to a long-term curriculum plan for the school.

Governance is good, and the governing body has a good understanding of the strengths and weaknesses of the school.

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

Parents have mostly positive views of the school. They are particularly happy with the progress their children make, the teaching and the range of activities provided by the school. A few have concerns about behaviour and the school's efforts to seek their views. Pupils also have positive views, enjoying the range of activities provided, although some would like to have more playground equipment provided.

## **IMPROVEMENTS NEEDED**

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

- Raise the standards in mathematics throughout the school.
- Ensure that there is sufficient challenge for higher-attaining pupils in all lessons.
- Develop a long-term curriculum plan for the school.
- Ensure that the good practice in assessment, behaviour management and reporting to parents is used consistently throughout the school.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **satisfactory** and it is improving. Overall standards are in line with the expected levels in most subjects by the time pupils leave the school in Year 6.

#### Main strengths and weaknesses

- Standards in English, mathematics and science are improving steadily.
- Pupils' achievement is improving.
- Standards in mathematics are still below national expectations.
- Standards in art and design and physical education are above the expected levels in Year 2 and Year 6.
- Occasionally higher attaining pupils do not achieve as well as they could.

#### Commentary

##### Key Stage 1

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

Standards in:	School results	National results
reading	14.9 (16.2)	15.7 (15.8)
writing	14.3 (15.2)	14.6 (14.4)
mathematics	15.1 (16.9)	16.3 (16.5)

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

1. In the 2003 tests taken by pupils in Year 2, standards were below the national average in reading and writing, and well below average in mathematics. When compared to similar schools, standards were average in reading and writing, and below average in mathematics. In science, as judged by teacher assessment, the percentage of pupils who attained the expected level 2 was average, but the percentage attaining the higher level 3 was well below average. Over the past four years, standards at the end of Key Stage 1 have shown a gradual improvement, but there was a decline in 2003 because of the higher than usual number of pupils with special educational needs in that cohort.

##### Key Stage 2

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

Standards in:	School results	National results
English	26.2 (25.9)	26.8 (27.0)
mathematics	24.7 (24.6)	26.8 (26.7)
science	27.3 (27.0)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

2. In the tests taken by pupils in Year 6 in 2003, standards were below the national average in English, and well below average in mathematics and science. When compared to schools where a similar percentage of pupils is eligible for free school meals, standards were above average in English, well below average in mathematics and below average in science. Over the past four years, the trend of improvement has been better than the national trend.
3. Inspection evidence is that standards are continuing to improve steadily and are in line with the expected levels in English and science at the end of both key stages. There are now more pupils on target to reach the higher level 5 in English in the 2004 tests in Year 6. Standards are also improving in mathematics, but have not yet reached the expected levels overall. This is partly due to the fact that when children start in the reception class their skills in mathematics are lower than their literacy skills. Overall attainment on entry to the reception class is below average. The school has introduced a number of successful strategies, for example setting, increased levels of support and specific programmes of work, aimed at improving standards in literacy and numeracy. The recent focus on improving pupils' speaking and listening skills has been successful in that they now make good progress and many attain the expected levels at the end of Year 2 and Year 6.
4. Standards in information and communication technology are in line with the expected levels at the end of both key stages, with some aspects above the expected levels. Pupils' achievement is good. In geography, standards are in line with the expected levels in Year 2 and Year 6, and are also in line in history in Year 6. There was not enough evidence to make a secure judgement about the standards achieved in history in Year 2, or in design and technology and music in either key stage. In art and design and physical education, standards are above the expected levels in Year 2 and Year 6 because of the emphasis that the school has placed on developing these subjects, and the good levels of curriculum enrichment provided.
5. Children in the reception class make steady progress and achieve satisfactorily overall, but few attain the goals they are expected to reach by the end of the reception year, except in physical development where many attain the goals and achievement is good. In Key Stage 1 and Key Stage 2, pupils' achievement is satisfactory overall, and it is improving as the strategies introduced to raise standards begin to have an impact. In English, information and communication technology and physical education achievement is good. Occasionally higher attaining pupils do not achieve as well as they could because the work they are given is not challenging enough. The progress and achievement of children with special educational needs in the Foundation Stage and Key Stage 1 and 2 is good. This is due to the good support they receive in the classroom and in small groups.

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

Pupils' attitudes, behaviour and personal development are **good**. The school makes **good** provision for pupils' spiritual, moral, social and cultural development. Attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- Pupils show interest and enthusiasm and are willing to take responsibility.
- The school promotes good relationships and supports pupils with emotional needs well.
- The school successfully gives pupils an appreciation of their own cultural traditions and helps them to understand and respect those of other cultures.

- There are good procedures to monitor and improve attendance.
- The behaviour of a minority of pupils is unsatisfactory.

## Commentary

6. The vast majority of pupils enjoy school, work hard and show a high level of interest and enthusiasm in their lessons. They show a willingness to take responsibility by being school councillors and by looking after younger pupils. Overall, pupils' behaviour is good in lessons and around school. However, a minority have difficulty in conforming to the standards expected. These pupils exploit opportunities when they are not closely supervised or when the teacher's management skills are less effective by showing off and behaving badly. Some of these pupils have significant problems at home and the school does its best to help them to improve their social skills. The few instances of bullying that occur are dealt with satisfactorily by the school.
7. Staff of the school are effective in promoting good relationships and in making pupils aware of right and wrong. A number of pupils have emotional needs and the school helps these pupils well by raising their self-esteem and showing them why it is important to behave well and to get on with people. During the inspection, one child was reluctant to work with another. The teacher talked carefully to the whole class about this incident, and it was sensitively resolved. Pupils with special educational needs are totally included in all school and classroom activities. They form very good relationships with their classmates, teachers and support assistants. Their behaviour is generally good and they work with enthusiasm and try hard. This impacts positively on their achievement.
8. The school provides good opportunities for pupils to develop their social skills. A lunchtime drama session seen during the inspection was led by two members of the Education Action Zone, working with pupils to put on a play. Other good opportunities for older pupils to learn how to get on with each other occur during the overnight visit to Whitby Youth Hostel and the residential geography and history field trip. The school council provides a good opportunity for pupils to represent the views of others and to learn about the democratic process.
9. The school has responded well to the judgement at the last inspection that provision for pupils' cultural development was unsatisfactory. It is now good. Pupils regularly learn about and celebrate other faiths and there are close links with local churches. Pupils visit the theatre and put on a play of their own at a local theatre. Musical performances take place in school and there are visiting theatre groups from other cultures. Some pupils learned about performance poetry during a day with a visiting poet. The school promotes spiritual development well, especially through assemblies and religious education lessons. Personal, social and health education lessons and circle time include activities likely to encourage pupils to think more deeply about issues that affect themselves and others.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	5.9	School data:	0.2
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.

10. Attendance last year was just below the national median. The school works well with the education welfare service, the learning mentors and the parent link worker to improve attendance and punctuality.

### Exclusions

There have been no recent exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory**, and the school provides a **satisfactory** curriculum, with **good** opportunities for enrichment. Care, guidance and support for pupils are **good**, the partnership with parents is **good**, and there are **very good** links with other schools and the community.

### Teaching and learning

Teaching and learning are **satisfactory**. Assessment procedures are **good**.

### Main strengths and weaknesses

- Pupils are given good support and encouragement.
- There is insufficient challenge for higher-attaining pupils in some lessons.
- Lessons are well planned and organised.
- Resources are well prepared and used effectively.
- Teaching assistants make a good contribution to pupils' learning.
- Approaches to managing pupils' behaviour are not always consistently applied.
- Good use is made of the comprehensive assessment systems in English and mathematics, although there is a lack of consistency in assessment practices in science and in the marking of pupils' work.
- Pupils' capacity to work independently is improving.

### Commentary

11. Teaching and learning are satisfactory overall, and are improving as a result of the range of strategies that are being implemented in order to raise pupils' achievement throughout the school. Good use is made of classroom assistants to support individuals and groups of pupils, and the setting arrangement in place is helping to ensure that in most lessons work is matched well to pupils' prior attainment. During the inspection teaching ranged from unsatisfactory to very good, with almost two-thirds good or better. Examples of very good teaching were seen in the Foundation Stage, Key Stage 1 and Key Stage 2, with a small number of unsatisfactory lessons in Key Stage 2.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (24%)	12 (36%)	11 (33%)	2 (6%)	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.

12. In most lessons, pupils receive good support from their teachers and other adults. This means that they are encouraged and motivated to work hard and to concentrate.

Pupils who have special educational needs are supported well both in the classroom and when they are withdrawn for individual teaching, and this enables them to achieve well. Good use is made of their individual education plans to ensure that their needs are met.

13. Teachers plan their lessons carefully, especially in English and mathematics, where what pupils are to learn is clearly identified and shared with the pupils. This helps them to have a clear understanding of what is expected of them, and how they can improve. Lessons are well organised and teachers use a variety of approaches to engage all pupils in the class. Resources are well prepared and used effectively, for example prepared sheets that help the pupils to structure their writing were used well in some lessons.
14. Occasionally, the expectations of the highest-attaining pupils in the class are too low. When this happens, these pupils complete their work with relative ease, and spend time on tasks that do not challenge them enough. However during the inspection lessons were seen where the higher-attaining pupils were challenged very well, particularly in upper Key Stage 2, and they made very good progress in extending their thinking and skills.
15. In most lessons, pupils' behaviour is managed well, but the approaches used are not always consistently applied in all classes. Occasionally, teachers do not give sufficient positive feedback to encourage the pupils to behave well, or spend too much time dealing with pupils' misbehaviour. When this happens it prevents the pupils from learning as effectively as they could.
16. A recent priority for the school has been to increase the pupils' capacity to work independently, and this is beginning to have a positive impact on pupils' learning as they find things out for themselves and use their own ideas and strategies. Opportunities for them to work collaboratively in pairs or small groups are used well to encourage co-operation and independence.
17. The overall quality of assessment of pupils' progress and attainment in English and mathematics is good. In Key Stage 2 results from a wide range of tests provide good quality data on pupils' achievement. This information is used to accurately place pupils in ability sets for literacy and numeracy lessons, to track individual pupils' progress and to set group and individual learning targets as pupils move through the school. In some classes, however, teachers occasionally do not plan work that matches the needs of all pupils accurately, by ensuring that it is based on what they have learned previously. For some, work is sometimes too difficult and for higher-attaining pupils there is occasionally a lack of challenge. Procedures in Key Stage 1, while satisfactory, are not as rigorous and comprehensive as those in Key Stage 2. Some good assessment practices in science are not used consistently throughout the school.
18. The quality of marking is inconsistent. In some classes, it is used effectively to guide pupils' learning and to encourage them to be proud of neat and tidy work. However, in a few classes, books are often untidy with little attention to the presentation or completion of tasks. Pupils' understanding of how well they are doing and what they must do to improve is good in the Foundation Stage and Key Stage 2.

### **The curriculum**

The curriculum is **satisfactory**. There are **good** opportunities for enrichment. Accommodation is **satisfactory**. Resources are **satisfactory** in the Foundation Stage and **good** in Key Stage 1 and Key Stage 2.

## Main strengths and weaknesses

- There is good provision for the arts and sport.
- There is no long-term curriculum plan that ensures that skills are taught in a progressive manner in some subjects.
- Good work has been done to develop pupils as independent learners.
- There are good opportunities for pupils to develop their speaking and listening skills.

## Commentary

19. The curriculum now meets statutory requirements. However, although the curriculum has improved since the last inspection, the school has still not done enough to develop a long-term cohesive curriculum plan for the school. Good use is made of the National Literacy and Numeracy Strategies, and the basic skills in these areas are satisfactorily prioritised. In particular, there are very good opportunities in many lessons for pupils to develop their speaking and listening skills across the curriculum. The school follows the national guidance for other subjects, and class teachers make decisions about when and how they will teach the curriculum allocated to their year group. However, the lack of a long-term curriculum plan means that there is no systematic way for teachers to ensure that pupils acquire skills which build step-by-step on what they have previously learned. The curriculum for children in the reception class is satisfactory. There is good provision for pupils who have special educational needs. Provision for personal, social and health education is satisfactory and the school ensures that all pupils have equality of opportunities. Good opportunities are provided for pupils to develop the skills to work independently through activities such as 'Thinking skills'.
20. There are good opportunities for curriculum enrichment, especially in sport and the arts. The school has been involved in a range of projects relating to the 'Artsmark' silver award, including lantern making, tree sculptures and designing a climbing frame for the playground. Such activities make a good contribution to the standards that pupils achieve in art and design. Specialist coaching in sports such as basketball, cricket and football contributes well to the development of pupils' skills, and there are good opportunities for pupils to participate in sporting activities organised by the local secondary school. A good range of visits to museums, galleries and local places of interest further enhances the curriculum, and pupils in Key Stage 2 benefit from residential visits to study different localities. Good links with the Education Action Zone provide further opportunities for involvement in community ventures such as the 'Heads Together' and 'Two Villages' project. A good range of after-school clubs provides pupils with opportunities to participate in sporting and other activities.
21. The accommodation is around 80 years old and presents some problems for staff and governors. Some classrooms are small and the facilities for the Foundation Stage are not as good as those found in many more modern buildings. The playground is on a slope and the field gets very wet. The building is on three levels and whilst this provides interesting display opportunities, it is not suitable for staff or pupils with physical disabilities. On the positive side, there is a very useful and well-used additional hall and the wide corridors provide good storage space and facilities for small groups of children to work outside the classroom. A good, well-equipped computer room has been set up. The inadequacies in resources noted at the last inspection have been put right and there are now at least adequate resources for every curriculum area.

## Care, guidance and support

The school takes **good** care of pupils. It provides **good** support, advice and guidance for pupils and involves them **well** in its work and development.

### Main strengths and weaknesses

- The school provides very good support for pupils' personal development.
- Good health and safety procedures and child protection practices ensure that pupils are well protected.
- The school council ensures that pupils' ideas and opinions are valued.

### Commentary

22. Caring for pupils' physical, social and emotional needs is a high priority at St Alban's. There are good procedures for child protection, including the involvement of the learning mentors, who play a major part in this area of the school's work. There is a designated governor for child protection and the school works closely with the Diocese in this area. All staff have recently renewed their first aid training and all routine safety inspections are carried out at regular intervals. Caring staff look after children who have been hurt at school and those who need additional support in the dining room, where good attention is given to helping pupils acquire good social skills and eating habits. The individual education plans for pupils with special educational needs are discussed with their parents at the open evenings, and suggestions made for helping the pupils at home.
23. The learning mentors provided through the Education Action Zone visit the school several times each week and provide good support to individual children who most need it. The Rainbows group gives good support to pupils who are coping with family bereavement or parental break-up.
24. Good assessment procedures ensure that teachers know their children well and this enables them to identify and meet specific needs in academic and personal areas of their development. The vast majority of pupils who completed the inspection questionnaire enjoy being at school, think that their teachers are fair and would talk to an adult if they were worried at school.
25. Older pupils are involved in making some decisions about the running of their school through the school council. Council members are elected by their class and the council meets monthly under the guidance of the deputy headteacher. The council has discussed a range of matters and has made some suggestions that have been implemented, such as a rota for school dinners and ideas for playground activities. They also raise money to pay for their initiatives. Members of the council are proud to be involved in this way, although they claim that it is hard work!

## Partnership with parents, other schools and the community

The school's links with parents are **good**, and there are **very good** links with other schools and the community.

### Main strengths and weaknesses

- Pupils are prepared very well for their transfer to secondary school.
- Parents make a good contribution to their children's learning.
- The quality and consistency of pupils' reports could be better.

## Commentary

26. The school is doing much to encourage parents to work in partnership. Parents feel welcome in school and the school provides a good range of opportunities for parents to help and to learn about how their children are taught. In the family learning sessions, parents spend time in lessons helping their children with maths activities. This gives the children good support and shows parents how mathematics is taught. Other parents help on a regular basis in classes and by supporting social and fund-raising events.
27. The school provides curriculum evenings to help parents in supporting their children's learning. The computer suite is also available for parents to use. The school seeks parents' views from time to time and takes action on areas of concern. There is good attendance at induction evenings and open days. Through the Education Action Zone, the school is able to offer parents the support of link workers closely targeted to individual families' needs.
28. The school prepares pupils very well for the transfer to secondary education. There is a very good relationship with the main Catholic secondary school and a thorough induction programme for Year 5 and Year 6 pupils in preparation for their transfer. This includes teachers from the high school taking some Year 6 lessons, a two-day visit to the high school by Year 5 pupils, and a two-day visit by Year 6 pupils where they sample the secondary curriculum. Year 6 pupils also take part in sporting activities at the high school and there are some shared cultural events between the two schools. Learning mentors support Year 6 pupils before and during their transfer. The transition arrangements have been commended by the Education Action Zone as a model of good practice.
29. During the summer term, the school provides parents with an annual written report on their child's work and progress. Whilst these reports are satisfactory, there are some inconsistencies in the way the reports are written and the amount of information they give. The better reports show clearly the progress that the pupil has made during the year and whether or not this is good enough. They also have specific and clear targets for English, mathematics and science. Other reports are not so clear, targets are too general, and in some cases, none are given.
30. There are strong links with the Parish community and the school hosts Diocesan and Parish functions and celebrations. Other community links include the local 'Earth Centre' where pupils have worked with sculptors and artists on activities such as a 'Scarecrow Festival'.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The leadership of the head teacher and other key staff is **satisfactory** and management is **satisfactory**. Governance of the school is **good**.

### Mains strengths and weaknesses

- There is positive involvement of the governing body in the life of the school.
- Performance management is fully embedded as part of school management.
- Consistent and rigorous practices amongst subject co-ordinators are not yet fully-developed.



- The provision for pupils with special educational needs is well led and managed.

## **Commentary**

31. The governing body is well organised and has developed effective ways of evaluating what the school does and where it has strengths and weaknesses. Governors continue to be aware of the low standards in mathematics at the end of Year 6 and the matter is constantly at the top of their agenda. They evaluate and continue to challenge initiatives and spending decisions put in place to bring about improvement. The governing body fulfils all its statutory responsibilities.
32. The headteacher provides satisfactory leadership and direction to the work of the school. Strategic planning to reflect the school's ambitions and goals has improved recently, and there is a good commitment to inclusion and concern for the needs of individuals. The headteacher has recognised the need to raise standards, particularly in English and mathematics, and has introduced some well-planned strategies such as setting and specific teaching programmes. The success of these initiatives needs to be carefully monitored so that further improvement can be planned for. Very good opportunities are regularly provided for all teaching and support staff to keep up-to-date with national and local educational initiatives that support the development of their particular areas of responsibility. Good performance management systems are now in place that are accepted and valued by staff. Professional development opportunities are linked directly to teachers' personal targets. Whole-school targets currently reflect the school's commitment to raising standards in mathematics, with recently implemented strategies by the head teacher and governing body now beginning to be effective.
33. The leadership and management for special educational needs pupils are good. The co-ordinator organises the systems for placing pupils and writing their individual education plans well. She spends some time monitoring the teaching of small groups and knows the pupils well. She has innovated and is making good use of the information and communication technology program for writing individual education plans, which are adapted to the school's needs.
34. The role of the curriculum leader in most subjects is satisfactory, and it is good in English and physical education and very good in information and communication technology. Recently, co-ordinators have been given non-contact time to manage their subjects. Electronically generated data now provides good information to support improvement, but the role of subject leaders does not yet include close scrutiny of teaching and learning on a regular basis as a means of raising standards. The information they gain from their scrutiny of teachers' planning and pupils' work has not yet been used effectively to inform a comprehensive long-term curriculum plan for the school.
35. The school's finances are managed well. The head teacher and governors have introduced effective procedures for evaluating spending, for example in the strategic deployment of additional staff and support staff to raise standards in English and mathematics. Considerations of best value for money are good and are supported by a comprehensive policy.

## Financial information

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

Income and expenditure (£)	
Total income	603 019
Total expenditure	599 194
Expenditure per pupil	2 744

Balances (£)	
Balance from previous year	84 816
Balance carried forward to the next	88 641

36. The school faces a number of barriers to raising achievement. Most notable are the under-developed language and numeracy skills of many children when they start school and low expectations of a significant number of parents. These barriers are coupled with a significant number of pupils with high levels of social and economic deprivation. Particular aids to overcoming some of these obstacles are an involvement in a 'Sure Start' initiative, good staffing levels and a current whole school commitment to raising standards, particularly in mathematics.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

#### Main strengths and weaknesses

- Good relationships promote very good attitudes to learning.
- Children are well supported by effective support assistants who work well as a team with the class teacher.
- There is over-emphasis on the use of worksheets.
- Children display very good body control in physical development lessons.
- Good emphasis is placed upon developing early reading skills.
- There are weaknesses in the accommodation, which places limits on some aspects of the learning.

#### Commentary

37. All children are admitted to the reception class at the beginning of the autumn term each year. Most have benefited from attending a nursery, but their attainment on entry is below average in all areas of learning. Their achievement throughout their reception year is satisfactory overall and good in physical development, but many will not have reached the goals they are expected to reach by the time they enter Year 1, especially in the areas of communication, language and literacy, mathematics, and knowledge and understanding of the world. Teaching and learning in all areas are satisfactory overall and sometimes good in mathematical development and very good in physical development. The leadership and management of the Foundation Stage are satisfactory. The teacher knows the children well and has made a good and valuable start in assessing and tracking their progress on detailed, individual profiles, and involves the support staff effectively in the process. The accommodation imposes some restrictions on provision. The classroom is too small to designate clear learning areas, but maximum use is made of the corridor space and, since the previous inspection, access to an outside area has been a marked improvement.
38. The good relationships that exist between the adults and children, and the caring atmosphere created provide a secure and happy environment, which promotes the children's **personal, social and emotional development** well. They benefit from the good example set by the adults and learn to respect each other and share and take turns. The positive encouragement they receive promotes good attitudes and most are keen to learn and behave well. Children are very willing to struggle with difficult buttons when dressing and undressing and can be relied upon to tidy away neatly and efficiently at the end of a lesson. A significant minority, however, have a short concentration span and this impacts on their rate of progress.
39. Children's achievement in **communication, language and literacy** is satisfactory. The teaching is satisfactory overall and has some good features. The adults provide plenty of opportunities for the children to speak and listen throughout the day and they are careful to use the correct language. The children listen well and most are willing to answer questions, sometimes calling out in their enthusiasm. Children's enjoyment of books is fostered by the attractive classroom collection. They are fully aware that print conveys meaning and is read from left to right and from top to bottom of the page.

Most of them already know many of their letter sounds, because the teacher provides regular practice. These are very profitable sessions, but sometimes are rather too long and are backed up by too many worksheets all of a similar design, so do not present a variety of approaches. The children benefit considerably from the emphasis placed upon reading individually to an adult nearly every day. Very good use is made of the support assistants and the volunteers for this purpose. As a result, children are highly-motivated and are making a good start, using the school reading scheme. The children hold their pencils correctly when writing and are carefully taught how to form their letters. Most manage to write their name but many will not be capable of forming short, legible sentences by the end of the year without adult support.

40. Children's achievement in **mathematical development** is satisfactory and in the observed lesson, the teaching and learning were good. Most children count up to 10 objects reliably and are beginning to gain some notion of 'more' and 'less'. The children recognise colours and differentiate between simple two-dimensional shapes. They also join in a variety of number rhymes and jingles, which successfully help them to learn. Mathematical skills are reinforced well through a range of practical experiences which, because of the invaluable help of parent volunteers, can be practised in small, well-supported groups. This is making a valuable contribution to the children's achievement.
41. Many children's **knowledge and understanding of the world** is very limited when they first come to school. A variety of experiences are provided in the reception class to compensate for this, which enables the children to achieve satisfactorily. Much of the teaching is done through topic work, such as a study of the human body, with the children learning about healthy eating and hygiene. They make simple maps of routes to school and have opportunities to meet people from the local services when they receive visits from people such as the fire, police and ambulance services. Their annual visit to Austerfield field study centre generates much interest and enhances and widens their experiences well. The children are becoming competent users of basic computer skills and programs as they make regular use of the information technology suite.
42. The children achieve well in their **physical development**. A lesson observed during the inspection, which was very well taught, showed them to be well above average in their attainment and achieving well in body balance and control. The teacher is knowledgeable and enthusiastic and successfully encouraged the children to improve. They responded very positively and thoroughly enjoyed the experience. They have learned how to put out and put away benches safely, and are using the warm-up and cool-down sessions sensibly and effectively. The easy access to the playground enables the children to benefit from regular outdoor play using wheeled toys and larger apparatus. Although this is a significant improvement since the previous inspection, there are limitations imposed on the development of the area for the specific use of the reception class, because it is not enclosed. The children's fine motor skills are less well developed in some cases and some children have difficulty in handling and manipulating tools such as scissors and pencils satisfactorily.
43. The children's achievement in the area of **creative development** is satisfactory, but a significant minority will not reach the expected level by the end of the year. They have gained experience in using a variety of media, such as chalk, paint, ink and crayon to create handprints and to produce a good display of self-portraits. Their collage pictures vary in quality and skill, and are often useful extensions to their mathematical work using shapes, but they have also used a variety of materials to make and decorate some colourful paper masks. The children thoroughly enjoy their weekly music lesson, which is taught well. They have a good sense of rhythm and are able to hear, play

instruments and move appropriately in response to loud and soft sounds. They sing tunefully and, in the main, join in robustly with songs and jingles.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

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

- Pupils are now achieving well.
- Standards in speaking and listening are improving well, although pupils' vocabulary is limited.
- Very good opportunities are provided for pupils to read.
- The recently introduced setting arrangements in Key Stage 2 are having a positive impact on standards.
- Pupils' progress is tracked well.
- There is insufficient challenge for higher-attaining pupils in some lessons.
- Resources for learning are good.

#### **Commentary**

44. In the 2003 national tests, the standards attained by pupils in Year 6 were below the national average but above average when compared to schools where a similar percentage of pupils is eligible for free school meals. The standards attained by pupils in Year 2 were below the national average in reading and writing, but were average when compared to similar schools. Since the last inspection, standards have steadily improved, although the test results for Year 2 pupils in 2003 showed a slight decline due to a higher proportion of pupils with special educational needs than usual in that cohort.
45. Inspection evidence is that standards in Year 2 and Year 6 are in line with national expectations and are improving, with an increasing number of pupils on target to exceed the expected levels in the Key Stage 2 tests this year. When pupils start in Year 1 their attainment is below the expected level. Throughout the school, achievement has been satisfactory over time, but because of the focus on raising standards it is improving, and pupils who are currently in Year 2 and Year 6 are achieving well. Pupils who have special educational needs make good progress and achieve well because of the good support they receive.
46. Standards in speaking and listening are improving well and are in line with the expected levels at Year 2 and Year 6, due to the school's focus on developing this aspect. Because of the many opportunities provided in lessons, pupils listen attentively to their teachers and to each other and grow in confidence to speak to a range of audiences. However, the range of vocabulary used by a significant minority of pupils is limited. Standards in reading are in line with the expected levels throughout the school and pupils achieve well, largely due to the school's emphasis on developing pupils' reading skills and the frequent opportunities provided for them to read. Pupils say that they enjoy such opportunities. Standards in writing are improving as the strategies introduced such as setting and additional support begin to have an impact, and in Years 5 and 6, in particular, there are high expectations of what pupils can achieve.

However, in a minority of lessons, higher-attaining pupils are not always sufficiently challenged so they do not always achieve as well as they could.

47. Teaching and learning are good throughout the school. Teachers plan and organise lessons well and make good use of the National Literacy Strategy to teach relevant skills and knowledge. As a result, pupils build on their understanding and make good progress. Work is usually well matched to the pupils' prior attainment, and good provision is made for pupils who have special educational needs through their individual education plans and the support and encouragement they are given by teachers and support assistants. There is frequently a good level of challenge for higher-attaining pupils, but in a few lessons these pupils could achieve more if more was expected of them. Pupils respond well when they are challenged by working hard and trying to improve. As a result of the school's efforts to increase pupils' independence, many confidently make choices and work productively on their own or in pairs. Teachers are skilled in using many opportunities to extend pupils speaking and listening skills. The teachers model tasks and activities well and this gives pupils a very clear understanding of what is expected of them. In most lessons, the final part of the lesson is used successfully to consolidate the learning and prepare the pupils for the next steps. Assessment procedures are good and are used effectively to inform planning and group work. Half-termly focused assessments enable teachers to track the pupils' progress well and useful, detailed records are kept.
48. Leadership and management of the subject are good. The co-ordinator has recently taken over responsibility for English throughout the school and is building on earlier good work in identifying areas for development and planning strategies for improvement. The decision to teach pupils in ability sets in Key Stage 2 is having a positive impact on standards. Resources for learning have improved and the school now has a very good range of books in classrooms and the library, although some books in the reading scheme are in poor repair. The co-ordinator has a good understanding of the strengths and weaknesses of the subject and the initiatives aimed at securing improvement are beginning to show in the standards that pupils now attain.

### **Language and literacy across the curriculum**

49. Teachers make **satisfactory** use of opportunities to teach literacy skills in subjects other than English. Opportunities to develop pupils' speaking and listening skills are well-planned across the curriculum. Pupils write for a variety of purposes in subjects, such as history and geography, and use the library for reading and research. However, opportunities to develop reading and writing skills are not systematically planned for in all classes.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below average in Year 2 and in Year 6.
- A good range of strategies has recently been put in place to raise standards
- There is good assessment and tracking of older pupils' progress.
- Some teachers make limited use of available assessment information to meet the needs of pupils of different abilities.
- Some pupils show insufficient pride in the presentation of their work.

## Commentary

50. Currently, standards are below average in Year 2 and in Year 6. This is a better picture than that indicated in the national test results of 2003, when standards in both year groups were very low compared to all schools. At that same time, a comparison with similar schools showed pupils in Year 2 to be below average and those in Year 6 well below. During the previous inspection, standards were judged to be average.
51. The school has very recently introduced a number of strategies to raise standards in mathematics, particularly in the Key Stage 2 classes. Pupils are now taught in mixed-age groups formed according to ability to give a clearer teaching focus. Additional teaching and support staff enable extra groups to be made to reduce the number of pupils in each group. The school receives support from members of the Education Action Zone team, who teach targeted groups of Year 6 pupils during lunch breaks. An additional 'Booster' class takes place once each week, when work currently being undertaken during Year 6 numeracy lessons is further developed in ability groups. Although these initiatives have not yet had sufficient time to take full effect, indications are that they are proving successful.
52. From the analysis of pupils' recorded work, the overall quality of teaching and learning is satisfactory. In lessons inspected, the quality of teaching varied from very good to unsatisfactory. Where it is very good, teachers have high expectations of concentration and behaviour. They know their pupils well and ensure that written activities fully challenge the higher-attaining pupils or accurately meet the needs of lower attainers. For example, Year 3 higher attaining pupils complete tasks normally undertaken in Year 6, such as successfully calculating the area of regular quadrilaterals by counting whole and half square centimetres. Most pupils have very good attitudes to mathematics and many say they enjoy it. They co-operate very well and nearly all of them show a clear willingness to succeed. Relationships are good and most are eager to demonstrate their mathematical understanding when invited to write on the board. However some pupils do not take sufficient pride in the presentation of their work.
53. The school uses a very good variety of tests, the results of which enable teachers to have a very good knowledge of what pupils have learned and what they can do. This information enables the school to set targets, track an individual pupil's progress and to place Key Stage 2 pupils into appropriate ability groups. In lessons where teaching is less than good, this assessment information is not used well enough to allocate work that is the right level for the pupils. When this happens, higher attainers are given tasks that involve repeating what they already know and understand. In a significant number of cases, lower -attaining pupils do not finish all that is asked of them because they find it too difficult and make many mistakes.
54. The co-ordinator has only recently taken responsibility for the subject. Currently she has the knowledge and expertise to lead and manage the subject satisfactorily. There is a need to monitor pupils' workbooks regularly to promote consistency in the presentation of pupils' work and thus help to raise standards.

## Mathematics across the curriculum

55. Satisfactory use is made of opportunities to develop pupils' mathematics skills in other areas of the curriculum. The school has adopted nationally approved schemes of work for most curriculum areas. They identify a good range of planned opportunities for teachers to develop pupils' mathematical knowledge and understanding and also to enable them to appreciate the importance of the subject in many aspects of life, for example in the accurate use of measuring skills at the design and cutting stages in

design technology. Very good use is made of ICT to support pupils' mathematical development, particularly when representing and interrogating graphical data.

## SCIENCE

Provision in science is **satisfactory**.

### Strengths and weaknesses

- Practical activities enthuse and motivate pupils to work hard.
- There is a good emphasis on scientific investigation.
- There are inconsistencies in the assessment systems.
- There are too few opportunities for many pupils to record their work independently resulting in a lack of challenge, especially for the higher-attaining pupils.

### Commentary

56. Statutory tests for 2003 show that pupils in Year 6 attained standards that were well below the national average. Teachers' assessments for Year 2 showed that standards were in line with the expected levels, but the percentage of pupils reaching the higher Level 3 was well below average. Inspection findings indicate that pupils in both key stages are now achieving satisfactorily and standards are at the expected levels. Pupils with special educational needs are achieving well. These findings are similar to the time of the previous inspection.
57. The teachers place a high priority on providing opportunities for pupils to gain 'hands-on' experience and to carry out scientific investigations. Pupils in both key stages respond well and work with enthusiasm and interest, resulting in good learning. Pupils in Years 3–6 have a clear understanding of how to set up a fair test and are able to predict and check the outcomes. Often, however, teachers give too much direction when pupils are recording the methods and results of their inquiries. This means that, although they make fewer errors, the written tasks often lack suitable levels of challenge, especially for the higher-attaining pupils, and opportunities to work independently and learn from mistakes are missed. Pupils are, however, taught to record their discoveries in different ways and teachers emphasise and reinforce the use of accurate scientific terminology well. They do this consistently and, as a result, most pupils use the correct specific vocabulary when explaining what they are doing.
58. The quality of teaching and learning is satisfactory, with some good features, especially in Years 5 and 6. Teachers have good subject knowledge and the lessons are well-sequenced. Good opportunities are provided for pupils to work together in small groups, where they co-operate well. The work is not always carefully enough planned to match the different abilities of pupils in the class, but when there are classroom assistants in the room they are used well to support the pupils with special educational needs, which is helping them to achieve as well as their classmates. The teachers use good questioning techniques to help the pupils think, plan and hypothesise, and use the end of lesson sessions effectively to reinforce the learning.
59. The leadership and management of the subject are satisfactory. The school has adopted a relevant curriculum that ensures that pupils are taught knowledge and skills systematically. Pupils' knowledge and skills are assessed, but a consistent system, such as that applied in Year 6, has not been adopted throughout the school to help teachers track the progress of each pupil and plan what they need to learn next. The



co-ordinator monitors the teachers' planning and samples pupils' books, but has not yet been given time to monitor teaching and learning formally in the classroom.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well.
- Teachers have good subject knowledge and plan their lessons well.
- The co-ordinator is well organised and very enthusiastic.
- The school has made a good investment in resources for the subject.

### **Commentary**

60. Currently, standards are in line with national expectations in Year 2 and in Year 6. Pupils' achievement is good. This is the same judgement as at the time of the previous inspection. In lessons seen during the inspection, the quality of teaching and learning was always good. Teachers are confident in teaching ICT, based on good subject knowledge and clear planning. They have high expectations of what pupils can and should achieve during their weekly allocated time in the computer suite. In a very good Year 2 lesson, the subject co-ordinator's infectious enthusiasm motivated pupils to confidently generate very effective night-time silhouettes of 'The Great Fire of London' using a variety of tools that included 'fill, flood-fill, tint and water-drop'.
61. Year 2 pupils use ICT to write stories and use a good selection of function keys that enables them to space, edit and punctuate their work with capital letters and stops. They use 'Honey Bee Logo' control technology linking their work in science lessons. They research information from CD ROMs and Explorer Website. Older pupils develop an appreciation of the potential of multi-media by preparing presentations for whole-school assemblies. When undertaking spreadsheet modelling, they collect and organise information within a range of topics. In all age groups, a small number of pupils work at levels above those expected.
62. A well-equipped computer suite has recently been enhanced with the provision of advanced control-technology equipment. Funding is now identified to provide interactive white boards, which will add significantly to opportunities to further raise standards. All classrooms have computer provision and there is networked access to Internet and printers. The school owns a website and homepage that provide good insight into the work and activities of the school. Pupils' awareness of proper, controlled use of the Internet is regularly reinforced.
63. Leadership and management of the subject are very good. The co-ordinator observes and assists in ICT lessons. She has supplemented a nationally approved scheme of work to match the particular needs of the school. A trial of funded self-assessment logbooks is underway, in addition to end-of-unit teacher assessment. A portfolio of pupils' work is being developed that, once levelled against national curriculum standards, will provide effective support of teachers' planning and assessment.

## Information and communication technology across the curriculum

64. The use of ICT across the curriculum is good. Pupils research the Internet for information that covers a broad range of curriculum areas. A variety of good quality CD-ROMs adds considerably to the development of pupils' research skills and contributes significantly to pupils' confidence. Displays around the school evidence the effective contribution made by ICT.

## HUMANITIES

65. The inspection focused on **geography** in the Key Stage 2 classes. There were no opportunities to inspect teaching in the Key Stage 1 classes and it is not possible, therefore, to make a judgement about provision at Key Stage 1. Younger pupils' recording skills in workbooks is under-developed and does not enable a secure judgement of standards to be made. However, good quality photographs downloaded from the 'Katie Morag' website provided pupils with an insight into life on a remote Scottish island, when they studied contrasting areas. Insufficient work was seen in **history** to make judgements on standards or provision, because at the time of the inspection the subject was not an area of focus for the school. However, work on display indicates that pupils study a satisfactory range of topics and develop a sound understanding of periods of history such as Ancient Greece, events such as The Great Fire of London, and historical characters such as Florence Nightingale.

### Geography

Provision in Key Stage 2 geography is **satisfactory**.

### Main strengths and weaknesses

- There is good curriculum provision and enrichment.
- Good quality displays throughout the school promote the subject well.
- Good use is made of ICT to support pupils' learning.

### Commentary

66. The standards attained by pupils at the end of Year 6 are in line with the expected levels, and pupils' achievement is satisfactory.
67. The quality of teaching and learning is at least satisfactory. In a good Year 5 lesson, pupils learned what is meant by re-usable water, when they studied the cleansing and purification processes involved as part of their understanding of environmental issues. The lesson was well planned to include a practical modelling of the sieving process that added realism to the lesson to support pupils' interest and concentration. Pupils' literacy and science skills were supported well by a purposeful activity related to filtering. Provision of a good range of resources gives Year 6 pupils the opportunity to research a number of mountain environments worldwide.
68. The amount of curriculum time allocated is good and the school has adopted a nationally approved scheme of work that provides good support for teachers' planning and ensures satisfactory coverage of the National Curriculum. The geography curriculum is enriched by a wide variety of visits to places of interest. Year 5 pupils study a contrasting area during a residential visit to the limestone region of Castleton. In Year 6, pupils experience an overnight stay in the Scarborough area, to study the development of coastal landforms.

69. Displays in both geography and history promote the respective curriculum areas very well. All teachers go to great lengths to value pupils' work by presenting it attractively. Very good use is made of ICT to further enhance the overall effectiveness. Evaluation of hostile mountain environments is positively reinforced when pupils use their Internet research skills to gather a variety of Mount Everest pictures and detailed information to contribute significantly to a developing display.
70. Leadership and management of the subject are satisfactory. The co-ordinator monitors planning to ensure National Curriculum coverage. However, a long-term plan that ensures the systematic progression of pupils' skills has not been developed. The good quality and range of resources, including CD-ROMs, are used to make learning relevant and interesting.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

71. The inspection focused on **physical education**. Insufficient work was seen in **design and technology** and **music** to make judgements on standards and provision. Design and technology work on display shows that pupils follow a design process when making shelters and are developing a range of skills that they apply to their work. A new policy developed by the co-ordinator provides good guidance for teachers and ensures that the curriculum is appropriately covered. Provision for music is enhanced by some instrumental teaching including violin, woodwind and recorders. In assemblies pupils sing tunefully and with enthusiasm. However, discussion with some pupils indicates that there are few opportunities for them to compose, and their knowledge of famous composers is limited.
72. No teaching was seen in **art and design**, but retained work, displays and discussion with pupils and the co-ordinator indicate that standards are above the expected levels and provision is **good**. Pupils are familiar with a range of artists and have produced artwork of a high standard in a range of styles. The school has achieved the 'Artsmark Silver' award, and is preparing to apply for the gold standard. Many opportunities have been provided for pupils to be involved in a variety of arts projects, arranged both by the school and the Education Action Zone. Pupils have worked with artists-in-residence to develop their skills. For example, when working with an African artist, they learned how to create masks using a variety of media. Such experiences make a valuable contribution to the pupils' cultural development. Work to produce a hanging, as part of the 'Two Villages Project', involved all members of the school community and made a good contribution to pupils' social development.

### **Physical Education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teachers have good knowledge of the subject and are enthusiastic.
- Pupils behave well and work with enthusiasm and energy.
- Outdoor facilities are unsatisfactory. The playground slopes and the flooding of the school field precludes its use throughout the winter.

## Commentary

73. Standards are above average in both key stages and all pupils, including those with special educational needs, achieve well. This is an improvement since the previous inspection.
74. The lessons are all very well planned so that pupils' skills are developed progressively throughout. Teachers maintain a good emphasis on safety and use the warm-up and cool-down sessions effectively. Pupils appreciate the importance of these activities and in Year 2 can explain the effects on their bodies and the value of health and fitness. Skills are very well taught and pupils in Year 2 are being well-prepared for participation in team games. They are able to control a beanbag single-handed and throw and catch a large ball with a partner with high levels of accuracy. Dance is being very well taught in Year 5. The teacher makes very good use of the pupils' ability to evaluate their own and the movements of others. They not only offered praise and encouragement when a small group demonstrated but also suggested possible improvements for development. The pupils accepted any critical comments positively and strove hard to implement the new ideas and perfect their movements. This resulted in them making very good progress throughout the lesson, achieving very well and attaining very good standards. The teachers have a good knowledge of the subject, are enthusiastic, frequently joining in with the pupils and providing plenty of encouragement. They have high expectations of behaviour to which the pupils respond very positively. They listen and follow instructions carefully, working with enthusiasm, energy, pride and much enjoyment.
75. Leadership and management are good. The co-ordinator is enthusiastic and has a good knowledge and understanding of the subject. She has innovative ideas for the future, but the role is not yet fully developed to include the monitoring of the teaching, learning and standards. As well as covering the requirements of the National Curriculum fully, the curriculum is enhanced in many ways. Most pupils learn to swim the required distance and benefit from the professional coaches who visit regularly. Football, basketball, cricket, rounders, skipping, rugby, dance and Key Stage 1 games clubs are organised after school, which further enhance the curriculum. The sloping playground provides an inadequate area for games and the flooding of the school field prevents the participation in competitive sports during the winter months, but the school makes good use of the outdoor facilities during dry weather. In all other aspects, resources have benefited from the 'Awards for All' donation and are very good.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. It was not possible to make a secure judgement about provision as no specific lessons were seen during the inspection. Much of the provision for personal, social and health education and citizenship is carried out through the religious education curriculum, which was not covered as part of the inspection. The school has a policy for citizenship, and the personal, social and health education policy includes appropriate guidance on teaching sex and relationships and drugs education. The school nurse makes a suitable contribution to the programme. The work carried out for the healthy schools award has also made a good contribution.
77. Religious education lessons include work on relationships, as well as social and moral issues, and school assemblies contribute to pupils' understanding of racial harmony and respect for others. Although not established as a regular activity throughout the school, some classes make use of 'circle time' to establish such principles as listening

to the views of others and taking turns. Teachers also use such opportunities to discuss any issues, such as bullying, as they arise in the school. Visits from the Parish Priest are also used appropriately to cover areas of personal and social development, and the school's main aim of developing respect for every individual underpins all of its work.

## 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	4
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	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
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).*