

# INSPECTION REPORT

**Saint Anne's Roman Catholic Voluntary Aided  
Primary School**

Oldham

LEA area: Oldham

Unique reference number: 105725

Headteacher: Mrs Anne Ostmeier

Lead inspector: Stafford Evans

Dates of inspection: 23<sup>rd</sup> - 26<sup>th</sup> February 2004

Inspection number: 257577

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	224
School address:	Greenacres Road Oldham Lancashire
Postcode:	OL4 1HP
Telephone number:	0161 6244179
Fax number:	01616244179
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Lambe
Date of previous inspection:	24 <sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

Saint Anne's is situated near Oldham town centre. A significant number of pupils come from homes that are economically and socially disadvantaged. The percentage of pupils who receive free school meals, at 32.5%, is almost twice the national average. It is also significantly higher than at the time of the last inspection, when it was average. Nine per cent of pupils are from ethnic minority backgrounds and 3 per cent learn English as an additional language. None of these pupils are at the early stages of learning English. There are 23 per cent of pupils on the register of special educational need. This is above average and higher than it was at the time of the last inspection. No pupil has a Statement of Special Educational Need. The number of pupils who start the school other than at the normal dates varies from year to year and from class to class. It averages 12 per cent annually, which is above the national average. The proportion is also very much higher than it was at the time of the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Geography Physical education
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	English Art and design Citizenship Design and technology English as an additional language
10228	Mrs S Russam	Team inspector	Foundation Stage Special education needs Science History Music

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Anne's is a highly satisfactory school that gives good value for money.** The school is a place where everyone's efforts are valued and everyone works together harmoniously. Pupils achieve well in English, mathematics and information and communication technology (ICT), but unsatisfactorily in science by the time they leave the school. The teaching and learning are good, as are the leadership and management of the school. The school's provision for pupils' personal development is very good. This ensures that pupils leave the school with very good social skills despite many of them entering school at a level that is well below that expected.

The school's main strengths and weaknesses are:

- provision for children in the Foundation Stage is very good;
- the headteacher, very ably supported by the deputy headteacher, provides good leadership and management of the school;
- pupils' behaviour and attitudes to learning are very good;
- despite pupils achieving well in English, their standards are below the national average;
- standards in science are too low;
- skilled support staff have a positive effect on pupils' learning and personal development;
- within the good quality of teaching there is very good marking of pupils' work, although some marking and assessment are unsatisfactory;
- pupils' work in their exercise books is not monitored rigorously enough to identify weaknesses in the teaching and learning.

The school has made good improvement since the time of the last inspection. Improvements have occurred at a very good pace over the last two years. This has happened against a background of a decline in the social context of the school, and a very significant increase in the rate at which pupils join the school mid-term from other schools. Most of the key issues identified by the last inspection have been very successfully addressed. Attainment in writing and ICT is now much better. There has been excellent improvement in the quality of teaching in Years 1 and 2 Foundation Stage improvement is good. Pupils' progress in lessons is now good compared with satisfactory last time. All statutory requirements are now met. The governance of the school is more effective. The leadership and management of the school are better. Improvements still need to be made in the assessment of pupils' work and in the monitoring of their work by subject co-ordinators. Standards in science have, however, declined.

### STANDARDS ACHIEVED

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

*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 good.** Care needs to be taken when comparing different year groups because there is variation in their levels of ability. Also, there are a significant number of pupils who start the school at other than the usual starting time. Therefore, comparisons of results between one year group and another is not always reliable. By the end of the Foundation Stage, achievement is good. Children attain standards in line with national expectations in mathematical, physical and creative development, and also in their personal, social and emotional development. Despite good

progress, children attain below nationally expected standards in communication, language and literacy and knowledge and understanding of the world. Despite good achievement by the end of Year 2, pupils attain standards that are below the national average in reading, writing and mathematics, and well below average in science. By the end of Year 6, pupils' achievement is good in English and mathematics, but unsatisfactory in science. Pupils attain standards that are average in mathematics, below average in English, and well below average in science. There is no significant difference in the achievement of boys and girls. Pupils have satisfactory skills in literacy and numeracy for use in other subjects. Standards of attainment in ICT are in line with national expectations, and pupils achieve well. Pupils identified as having special educational needs achieve well in relation to their prior attainment. Pupils who speak English as an additional language and ethnic minority pupils achieve similarly to their classmates.

Pupils' personal development is very good. **Provision for their spiritual, moral, social and cultural development is very good.** The current attendance rate is above average, but there are a small minority of pupils who are frequently unpunctual.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching and learning is good.** Procedures for assessing pupils' work are satisfactory, but it is not always assessed accurately enough, nor is work marked to a consistently high standard. Good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of their time. Pupils identified as having special educational needs are taught well. Pupils say that learning is fun and that lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. Teachers manage pupils' behaviour very effectively.

The learning opportunities provided for pupils are satisfactory. The school enhances pupils' learning through a good range of extra-curricular activities. The care, guidance and support pupils receive are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.**

The leadership of the headteacher is good. She has built up a very good team spirit in the school and created an atmosphere that makes it a very good place to come to and learn. The headteacher is very ably supported by a very competent deputy headteacher. The leadership of the English, mathematics and ICT co-ordinators is good and satisfactory for other subject leaders. The management of the school is good. The school carries out its planning effectively and achievable priorities and targets are set. The implementation of the school's plans is effective. The school has sound procedures for the evaluation of its work. The governance of the school is satisfactory, and improving at a good rate.

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

Parents are very satisfied with the work of the school. They expressed no concern about any aspect of its work. The school has good links with parents, who support it well.

Pupils think very highly of the school. They like school very much and this is reflected in significant improvement in their attendance rate this school year, which is now above average.

## **IMPROVEMENTS NEEDED**

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

- raise standards attained in English and science;
- ensure that all work is marked to a consistently high standard and assessed accurately;

- monitor rigorously the quality of pupils' work.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is **good** throughout the school, and this is an improvement compared with the time the school was last inspected. The standards pupils attain are **average** in mathematics, **below average** in English and **well below average** in science.

#### Main strengths and weaknesses

- Standards achieved in writing, mathematics and ICT are good.
- The achievement of children in the Foundation Stage is good.
- Pupils identified as having special educational needs achieve well.
- Ethnic minority pupils and pupils who speak English as an additional language achieve well and attain standards similar to their classmates.
- The rate at which pupils progress in reading in Years 3 to 6 is slower than in Years 1 and 2.
- Standards achieved in science are unsatisfactory.

#### Commentary

##### Foundation Stage

1. The skills that children enter nursery with vary from year to year, but are often well below those expected of children their age. By the time they leave the reception class, they have made good progress and achieve well. Children attain the Early Learning Goals in mathematical, physical and creative development, and in their personal, social and emotional development. Despite making good progress, they attain below the expected level in communication, language and literacy and knowledge and understanding of the world.

##### Years 1 and 2

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

Standards in:	School results	National results
Reading	15.0 (16.4)	15.7 (15.8)
Writing	13.6 (15.1)	14.6 (14.4)
Mathematics	14.5 (16.1)	16.3 (16.5)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

2. Children make a very good start at school and they build on this well in Years 1 and 2. By the end of Year 2, pupils achieve well, while attaining standards that are below the national average in reading, writing and mathematics. They attain standards that are well below average in science. The upward trend in overall standards since the last inspection is faster than that found nationally for pupils in Year 2. Standards achieved continue to rise, reflected by the good standards attained in Year 1. These good standards in Year 1 are due to the very good start pupils make in the Foundation Stage, which is built on effectively in Year 1. Pupils' achievement is significantly higher than it was at the time of the last inspection when it was unsatisfactory. For example, standards in ICT are now in line with national expectations and improving compared with below those found at the time of the last inspection.



## Years 3 to 6

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

Standards in:	School results	National results
English	23.4 (26.1)	26.8 (27.0)
Mathematics	26.3 (27.2)	26.8 (26.7)
Science	26.3 (27.5)	28.6 (28.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils achieve well by the end of Year 6, and inspection evidence indicates that pupils attain average standards in mathematics, writing, speaking and listening. Standards are below average in reading and well below average in science. Standards in ICT are in line with national expectations and pupils achieve well. Pupils have sufficient literacy, numeracy and ICT skills to make satisfactory progress in other subjects.
4. Although improvement in national test results since the last inspection has not been at the same rate as that found nationally, the current rate of progress that pupils make is good, except for unsatisfactory progress in science. In all subjects there has been significant variation in test result over the last few years, ranging from well above average to well below. Judging a whole group's achievement over time is difficult because many pupils start the school at different times between Years 1 and 6. This means that in some years there is a big difference between the group of pupils who complete the national test in Year 2 and the group that completes it in Year 6. There is also significant variation in the overall ability of different groups because some classes contain a much higher percentage of pupils with special education needs than others.
5. Throughout the school, there is no significant difference in the attainment of boys and girls. The few pupils who learn English as an additional language are competent in English. They have differing capabilities and thus work well in the same ability groups as their classmates. They achieve as well as their classmates. Pupils from ethnic minority backgrounds achieve similar standards to their classmates.
6. The achievement of pupils with special educational needs is not significantly different from that of their classmates. However, in some classes the standards they attain are significantly lower. Nevertheless, they make good progress, because teachers and other adult helpers provide them with good support and encouragement.

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

Pupils of all ages and abilities have **very good** attitudes to learning and they enjoy coming to school. Behaviour is **very good** and has a very positive impact on the pupils' achievements. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **good**.

### Main strengths and weaknesses

- Improvement in pupils' attitudes, behaviour and personal development has been very good since the last inspection.
- Pupils have very good attitudes to work and play.
- Pupils have very good understanding of the impact of their actions on others.
- Pupils respond very well to the many opportunities teachers give them to promote their spiritual, moral, social and cultural development.

### Commentary

7. There were several weaknesses in pupils' attitudes and behaviour identified at the time of the last inspection. These have been attended to very well in the last few years, so that this aspect of the work of the school is now very good.
8. The attendance rate for last year was average. The attendance rate is currently above average at 95.2 per cent because the school works hard to encourage good attendance and punctuality. It is supported very well in this by the pupil welfare service. However, punctuality is unsatisfactory. Although most pupils come to school on time, some pupils regularly arrive late. This disrupts the start to lessons and pupils' learning in consequence.

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
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*

9. The school's Christian ethos underpins the very good relationships between staff and pupils and results in a caring, friendly atmosphere. Staff consistently implement the school's behaviour policy. As a result, most pupils' behaviour is very good in lessons, assemblies, at play and during lunchtime. Pupils are polite and courteous. They work hard in lessons and they approach learning with enthusiasm. This has a very positive effect on their achievement and the standards they attain. They enjoy taking responsibility for what they learn and they listen attentively to their teachers and their classmates when they speak. Pupils say they like school and they enjoy playing a full part in all the activities.
10. On the very rare occasions when behaviour is unacceptable, pupils respond well to the school's system of sanctions. There is no evidence of bullying or oppressive behaviour. Pupils are familiar with the school's strategies for dealing with any such incidents, and are confident to approach adults for help should the need arise. There have been no exclusions in the last six years. Parents say that the school helps their children to become mature and responsible.
11. Pupils' personal development is very good. This is due to the very good relationships in the school and the way that the staff promote pupils', spiritual, moral, social and cultural development. Staff provide many opportunities for pupils to develop spiritual awareness and sensitively raise questions of faith, so that all pupils are fully included. Pupils raise considerable funds for charity. The school has strong links with the church community. Older pupils enjoy carrying out the many responsibilities they have around the school and they take part in a community initiative after school. Therefore, pupils successfully develop a sense of community and citizenship. In the last few years, a lot more has been done to promote pupils' understanding of the multicultural nature of society. Pupils learn about a range of world faiths, feasts and festivals, as well as about Christianity. They extend their understanding through assemblies and the work that they do in art and design. Children in the Foundation Stage achieve well in their personal, social and emotional development.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. The quality of teaching and learning is **good** and curriculum provision is **satisfactory**. The school provides a **good** level of care for its pupils. Links with parents, the community and other schools are **good**.

### **Teaching and learning**

The quality of teaching and learning is **very good** in the Foundation Stage and **good** in Years 1 to 6. The assessment of pupils' work is **satisfactory**.

### Main strengths and weaknesses

- Throughout the school, teachers encourage pupils to want to learn. In response, pupils are keen learners.
- Staff give all pupils an equal chance to do well in lessons.
- Teachers use a good range of teaching methods, and this leads to a good level of interest from pupils.
- Teachers have very high expectations of how they want pupils to behave in lessons.
- Classroom assistants provide good support to help pupils learn effectively.
- There are weaknesses in the teaching of reading and science.
- Teachers do not mark all work to a consistently high standard or always assess pupils' work accurately.

### Commentary

#### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (22%)	19 (51%)	10 (27%)	0 (0%)	0 (0%)	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. There has been good improvement in teaching since the time of the last inspection. In Years 1 and 2, the improvement is excellent because the senior managers of the school made it a priority. The support they provided has been very good and is a major factor in the improvements. For example, during the last inspection, 30 per cent of lessons were unsatisfactory and only a 'small proportion' of lessons were good. All lessons are now at least satisfactory, with 80 per cent good.
13. Teachers' planning is good. They use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Time is managed well in most lessons. Little or no time is wasted because lessons are well organised, correctly resourced and pupils are clear what is expected of them. Teachers make good use of skilled support staff to help pupils learn. Pupils say that learning is fun and the lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. This leads to good achievement. Teachers manage pupils' behaviour very effectively. The strength of their behaviour management strategy is the very good relationships between staff and pupils.
14. Teaching for children in the Foundation Stage is good and this has a positive effect on their learning. Staff manage children's behaviour very well. Their excellent relationships with the children, clearly established classroom routines and good organisation of resources all underpin the staff's approach. Staff frequently praise children's efforts and achievements and this fosters children's confidence and learning. Staff teach basic skills very well with high expectations of what children can achieve. There are good assessment procedures for tracking children's progress which staff use successfully to plan the next steps in their learning. Support staff are deployed effectively in lessons and make a positive contribution.
15. There are examples of very good quality marking by teachers. In the best marking teachers emphasise what pupils need to do to improve their work. Teachers use information from their marking to help set targets for the next piece of work. These pupils make good progress and are well motivated to learn. In some marking, pupils are given very little idea of how well they are doing or how they can improve their work. This is most apparent in science, and

contributes to pupils' unsatisfactory achievement in the subject. Teachers assess pupils' progress regularly. They track pupils' progress effectively as they move through the school. However, these assessments are not always accurate. Teachers sometimes underestimate pupils' attainment, so that the targets they set them are not always high enough, for example, in reading. This slows pupils' progress throughout the school. There is good quality assessment in mathematics. It helps teachers set pupils in Years 5 and 6 into groups of different ability. This has a positive effect on pupils' achievement in mathematics.

16. Teachers identify the needs of the few pupils who learn English as an additional language and give these pupils the extra help that they need. Pupils with special educational needs are taught well. This is because very good care is taken in providing them with additional adult help with their learning. More recently, good measures have been introduced to identify those pupils who may need more help.
17. In Years 3 to 6 the teaching of reading to groups of pupils takes place in separate reading lessons each day, outside of the literacy hour. Most teachers plan the work well for one group of pupils, but this is not enough to ensure that all pupils make enough progress in the lesson. Also, teachers do not assess regularly and accurately the achievements and progress that pupils make in reading in these lessons. Teachers do not set targets for pupils to reach in reading as they do in writing. In science, there are weaknesses in the teaching. The most significant ones are the inefficient use of time and expectations of what pupils can achieve are too low. Also, some teachers have insecure subject knowledge.

## **The curriculum**

The curriculum is **good** for children in the Foundation Stage. It is satisfactory in Years 1 to 6. The **good** range of activities outside lessons enhances pupils' learning within them. The accommodation and resources are **good** and meet the demands of the curriculum.

### **Main strengths and weaknesses**

- Provision for mathematics, ICT and physical education is good.
- There is good provision for personal, social and health education.
- The science curriculum is unsatisfactory.
- There is unsatisfactory planning for the coverage of design and technology and history.
- There has been good improvement in resources and accommodation since the time of the last inspection.

### **Commentary**

18. There has been good improvement in the curriculum for some subjects since the time of the last inspection. The curriculum is now good for the Foundation Stage, mathematics, ICT and physical education. This is because from reception to Year 6, teachers plan a broad range of learning experiences for the pupils that cater for their interests, aptitudes and particular needs. As a result, children achieve well by the end of reception. By the time they leave the school in Year 6, pupils' achievement is good in English, mathematics and ICT. These areas have been the focus for leaders in the school to support and develop.
19. In science, teachers do not cover enough of the curriculum in the time that is allocated to the subject. The overall curriculum plan for all subjects does not ensure that design and technology is taught regularly enough throughout the school. The same applies in history in Year 6. Therefore, in these subjects pupils do not build systematically upon knowledge, understanding and skills gained earlier in school life. This is a similar picture to the last inspection for these subjects.
20. The provision for personal, social and health education is good. There are many good incidental opportunities for pupils to gain an understanding of how to behave in various circumstances, both in school and in the wider community. These help pupils to develop very

good relationships and respect the differences between people. The school has not developed a formal programme for personal, social, health education and citizenship, but nonetheless pupils achieve well in these aspects of the curriculum.

21. The curriculum is well designed to ensure that all pupils receive similar experiences, but one that meets their needs. This means that all pupils achieve well. Teachers ensure that the curriculum is relevant and sensitive to the needs of pupils from ethnic minorities, including the few who learn English as an additional language. The school does not have a system to provide for pupils who are gifted and talented. The school makes a very inclusive provision for pupils with special educational needs. They have complete equality of opportunity and full access to the National Curriculum alongside their classmates. The school has a plan to improve access for wheelchair users should the need arise.
22. Pupils' learning is made much more interesting by visits out, visitors to the school, and clubs for pupils in Years 3 to 6. A good number of pupils participate in these clubs, and this has a positive effect on their enthusiasm for school. It also develops pupils' very good social skills and relationships. Parents have a high regard for the amount of activities the school provides outside of lessons.
23. The school has considerably improved its outdoor areas and the accommodation for Years 3 to 6 since the time of the last inspection. It has plans for improvements to the library this term, and to the shared area between Years 1 to 2. Resources are now good for most subjects and this has a positive effect on pupils' attitudes to learning and on their achievement. However, resources in music are unsatisfactory. Teachers display pupils' work attractively, which raises pupils' self-esteem and confidence. The school's support staff work effectively alongside teachers and provide good extra help for pupils.

### Care, guidance and support

The procedures for ensuring pupils' welfare, health and safety are **good**. The monitoring of pupils' achievements and personal development, and the advice and guidance provided is **satisfactory**. Procedures for seeking pupil's views are **satisfactory**.

### Main strengths and weaknesses

- The school justly prides itself on being a caring place where pupils and staff are valued.
- Parents are confident that their children are safe and well looked after by the staff.
- Pupils and adults have very good personal relationships.
- There are good induction arrangements for pupils joining the school.
- Procedures for taking pupils' views into account are not fully established.

### Commentary

24. The headteacher makes care and welfare a high priority for the school. The school complies with local authority guidelines for child protection and has high regard for pupils' well-being, health and safety. This ensures that pupils are safe and well cared for while they are at school. The school caretaker ensures that the premises are safe and free from hazards. The general cleanliness of the building is good. Adults properly supervise the children arriving at the school. Sufficient numbers of staff and parents provide good support during outdoor activities. All pupils are valued and they are aware of the help and support available in case of need. There are good procedures for dealing with any incidents of bullying. There are, however, no formal procedures for taking pupils' views into account on a regular basis. The school council is currently being established. However, when pupils approach the headteacher about aspects for development, these are considered carefully. For example, pupils' views were invited when the library was restocked.
25. Teachers and quite often support staff take time to talk with pupils about events that may cause them distress or anger. This ensures that pupils are settled and ready to learn. This

positively affects how they achieve in lessons. Parents are very pleased with the arrangements for settling new children in the school. These arrangements help pupils to get to learn quickly and confidently, which in turn positively affects their achievement. Pupils are aware of the help and guidance they get prior to transfer from primary to secondary schools. They are, for example, allowed time to visit the neighbouring schools of their choice. Staff know pupils' medical needs, and parents are confident that their children are cared for by staff qualified in first aid if they suffer a minor injury.

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

The school has **good** links with parents, and parents are extremely supportive of the school. Partnerships with other schools and the community are **satisfactory**.

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

- Parents are very pleased with the work of the school and the progress their children make.
- Written and verbal communication with parents is good.

#### **Commentary**

26. Parents expressed extremely positive views about the school in the pre-inspection questionnaires and at the parents meeting. They were particularly enthusiastic about the positive impact that the headteacher has on the school's achievements. Parents are happy with the openness, professionalism and friendliness of the staff. Parents confirm that the headteacher and staff are approachable. They listen carefully to parental concerns and take the necessary action to rectify problems. Their views are invited on a regular basis.
27. The school keeps the parents very well informed about what is going on in the school. Reports to parents are clear enough, and sufficient meetings are held, to give parents full details regarding their children's progress. Parents are invited to assemblies to share their children's achievements. This boosts pupils' self-esteem and in turn positively affects the way they learn. Large numbers of parents were present in such an assembly during the inspection on Ash Wednesday.
28. The school has successfully established links with local agencies such as the pupil welfare service. This has led to improvement in pupils' attendance rates. Very good support from the parish priest and the Diocese of Salford is much valued by the parents. The school recognises its responsibility and plays a positive role in the local community and the diverse society in which it is situated. They include, for example, before and after-school clubs, play groups, drama production group and a Unity in the Community Project. The school offers placements for nursery nurses to train. The local business community contributes positively to different school initiatives. The school is aware of the need to develop links with the minority communities in the neighbourhood, and has very successfully integrated pupils from non-Catholic faiths.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The governance of the school is **satisfactory, and improving at a good rate**.

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

- Improvement since the last inspection is good.
- Staff work together very effectively.
- Both the headteacher and deputy headteacher have high aspirations, clear vision and a strong sense of purpose.
- Pupils' work is not monitored rigorously enough.
- Governors have a good knowledge and understanding of the strengths and weaknesses of the school, and have developed their role well since the last inspection.

- Financial management is good.

### Commentary

29. The appointment of a new headteacher and deputy headteacher since the time of the last inspection has been pivotal to the improvement made since that time. The leadership and management of the school are now good. School managers make the raising of pupils' academic and personal achievement their main priority. For example, they took the necessary steps to improve the quality of teaching in Years 1 and 2.
30. In the past, staff morale was reported to be fragile, but the influence of the current management team has had a positive impact upon the confidence and self-esteem of both staff and pupils. There is now a tangible sense of purpose and commitment to improvement. Good strategic planning is emerging as the basis for sharing and celebrating strengths and successes, whilst also identifying and addressing weaknesses. Changes have been introduced cautiously, and with sensitivity. This has resulted in improvement in how effectively the staff work together as a team.
31. The deputy headteacher very ably supports the headteacher. Together they promote and encourage high aspirations throughout the school. This is particularly evident in the way staff promote equality of opportunity for each individual, their very strong commitment to inclusion and the very positive ethos of care and concern, all of which emanate from strong Christian values.
32. Whilst strategic planning documents reflect the school's aims and ambitions well, they have insufficient focus on monitoring pupils' work, and aspects of teaching and learning. In particular, criteria against which the school's success can be measured are missing. For example, not enough has been done to identify and reverse the marked decline in standards in science throughout the school.
33. Subject co-ordinators have a secure knowledge and understanding of their roles and responsibilities. The leadership and management of the special educational needs co-ordinator are satisfactory, but previous weaknesses now being addressed have resulted in administrative systems that are neither thorough or rigorous. The present co-ordinator is new to the post and has a good grasp of the priorities for development.
34. Since the time of the last inspection the role of the governors has developed well. They now have a good knowledge and understanding of the school's strengths and weaknesses. They make a satisfactory contribution to shaping the vision and direction of the school. They support senior managers very well, and challenge decision making when the need arises. The governing body now fulfils its statutory duties and is committed to promoting inclusion.
35. The school makes good use of its available finances. Prudent housekeeping has enabled managers to accumulate funding for improvements to the school building and grounds, and also to sustain staffing levels. Financial management is good and the school seeks to ensure that the services it receives are purchased at best value. Funding is used well to support a range of educational priorities, especially those that remove barriers to learning. In particular, support staff are well used to minimise the negative impact of increased pupil mobility on teaching and learning, and the standards pupils achieve. The school gives good value for money.

### Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	533,604	Balance from previous year	35,035
Total expenditure	524,247	Balance carried forward to next year	44,115

Expenditure per pupil	2,496		
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## PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

### AREAS OF LEARNING IN THE FOUNDATION STAGE

36. **The provision for children in the Foundation Stage is very good.** It is a strength of the school. In the nursery and reception classes, the children make good progress because they are taught well. They generally enter the nursery with well below nationally expected standards for their age, although there is some variation from year to year. In the current group of children a high percentage are very young and still at the very early stages of learning.
37. By the time they leave the reception class, children attain the Early Learning Goals in mathematical, physical and creative development, and in their personal, social and emotional development. Despite making good progress, they attain below the expected level in communication, language and literacy and knowledge and understanding of the world. Recent changes in staff deployment are bringing about improved standards. Indications are that when the children currently in the nursery move on to Year 1 they will have made very good progress, and achieve the Early Learning Goals at the nationally expected standard.
38. Since the time of the last inspection, very good improvements have been brought about. In particular, there is now a significant proportion of very good teaching. It is characterised by a good team approach, quality planning and good tracking of children's progress. The newly formed team of Foundation Stage staff have good knowledge and understanding of how young children learn, and what are the most effective teaching methods for the children.
39. The leadership, management, staffing levels and resources are all good. The good internal accommodation is due to be added to with improved outdoor play provision. Staff are in the process of developing good consistent long-term tracking and recording systems to provide detailed profiles of children's progress from the time they enter the nursery to leaving reception.

### Personal, social and emotional development

Provision in personal, social and emotional development is **very good**.

### Main strengths and weaknesses

- Activities are planned very well and promote children's emotional, spiritual, moral and social development alongside their intellectual development.
- Children achieve very well.

### Commentary

40. Children in the nursery and reception classes show confidence and interest in their environment. They are eager for new experiences, show natural curiosity and are keen to explore their surroundings. Staff provide the children with very good opportunities to take initiative and develop their independence.
41. In the nursery, children enjoy choosing the stimulating and challenging activities made available to them. They are keen to share their achievements with adults. They sustain good



levels of interest in their work. Children in the reception class enjoy more structured and directed activities, which encourage high levels of motivation and keenness to achieve well. Staff give children good opportunities to think for themselves and be self-reliant.

42. In both classes, relationships and children's behaviour are very good. Detailed records are kept that clearly show children's progress over time. By the time children leave the Foundation Stage, attainment in this area of learning is in line with national expectations for children this age. This represents very good achievement and an improvement in standards.

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

Provision in communication, language and literacy is **very good**.

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

- Children achieve very well because the very good learning opportunities are varied and well planned.
- Teaching in the reception class is very good.

#### **Commentary**

43. By the end of the Foundation Stage, children make very good progress. Staff provide children in the nursery with a wide range of experiences, which cultivate and promote the development of early literacy skills. They respond particularly enthusiastically when sharing books and listening to stories. When practising mark-making and letter formation they show good concentration and determination. Staff place emphasis on the development of speaking and listening skills because many children have very limited vocabulary and lack confidence to speak when they enter the nursery. To this end, very good role-play, outdoor play and independently initiated activities are invaluable in ensuring that children achieve well.
44. There is a noticeable acceleration in children's learning in the reception class because of the very good quality teaching they receive. This builds very effectively upon the children's prior learning. They show growing confidence in talking about books, make good attempts to use their knowledge of letter sounds and recognise familiar words in a range of texts. Adults plan and provide good opportunities to reinforce speaking and listening skills throughout all aspects of learning. The standards children achieve are below average, but they achieve very well, given their very low starting point.

### **Mathematical development.**

Provision in mathematical development is **very good**.

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

- Children achieve very well and attain the Early Learning Goals.
- Children are taught well so their learning is good.

#### **Commentary**

45. The quality of teaching in both classes is good, and this has a significant impact upon the rate of progress children make by the end of the Foundation Stage. Most children enter the nursery with below average standards of knowledge and understanding in mathematics, and the knowledge of a minority is very limited. By the time they leave the nursery, they recognise some numbers and count to five. Fewer children show the same confidence with numbers between six and ten. They know and use vocabulary such as 'long', 'short', 'tall' and 'small'. They show an interest in shape and space and apply their knowledge and understanding when talking about everyday objects.
46. In reception, children have good knowledge and understanding of numbers up to ten and some count confidently to 20 and beyond. They reverse the process and count back to zero

with adult help. The range of practical learning opportunities is good and the outdoor play area is well utilised for this purpose.

47. In both classes, good opportunities to participate in games and play activities are readily available. Access to sand, water and construction materials is good and enhances the quality of both teaching and learning. These activities help children to achieve well.

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

Provision in knowledge and understanding of the world is **very good**.

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

- Children achieve well and make good progress.
- In both classes children are taught well.
- Opportunities for children to learn independently are good.

#### **Commentary**

48. Children enter the nursery with a very limited range of basic general knowledge. They are familiar with several aspects of the world around them, but have little experience beyond their immediate environment.
49. An imaginative range of learning opportunities in the nursery develops children's natural curiosity and adults support them well in investigating their surroundings. They are very effective in allowing the children to find out things for themselves. This promotes children's ability to select and use resources and play equipment sensibly and safely. Children's ICT skills develop well because the class computer is readily available and used in a planned, systematic way to reinforce their learning.
50. In reception, the quality and range of learning opportunities are also good. Whilst both outdoor learning areas are in need of further development they are well used. For example, children in reception learn early science and geography skills through observing how the changing weather conditions affect the natural world around them. They demonstrate a basic knowledge and understanding of chronology, past and present – 'I go to school now, my mummy went a long time ago'. Their ICT skills continue to develop well because access to the computer forms an integral part of teaching and learning throughout the day.

### **Physical development**

Provision in physical development is **good**.

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

- Children achieve well and attain the Early Learning Goals.
- The quality of teaching is good in both classes.

#### **Commentary**

51. Children enter the nursery with a lower level of skills development than that expected of children this age. However, because they are well taught and given a good range of learning experiences, they make good progress. They quickly develop their ability to move with good control and co-ordination when they use large play equipment or wheeled toys in the outdoor play area. They handle a range of small tools and implements correctly, and with increasing confidence.
52. In reception, children move with confidence and imagination during music and dance lessons. They manipulate fastenings on coats and shoes, and put on their own hats and gloves. This represents good progress, and they attain nationally expected standards by the

end of the Foundation Stage. Adults have high expectations of what children can achieve and make challenging demands so that they attain expected standards.

## **Creative development**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children achieve well and attain average standards.
- Teaching and learning in both classes is good.
- The classrooms are exciting places to learn in, which encourage children's creativity and imagination.

### **Commentary**

53. Children enter the nursery with a level of skills lower than that expected for children of this age. They have limited experiences of drawing or making things, but have a better appreciation of listening and responding to music. Because of this, many are unimaginative in their artwork. In nursery and reception, staff provide rich and varied learning opportunities, which enable children to experiment imaginatively with new, exciting materials such as textured paints, modelling materials and decorative collage components.
54. Throughout the day, staff provide good opportunities for children to perform action songs, sing number rhymes, perform and make music, as well as sitting quietly to listen to their own favourite popular songs. By the end of reception, children achieve nationally expected standards because of the rich assortment of learning experiences that staff give them, and the good quality of the teaching they receive.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well by the time they leave the school in Year 6 because there is good, and occasionally very good, teaching.
- Pupils' progress in reading slows down in Years 3 to 6.
- Pupils' work is not monitored regularly or assessed accurately enough.
- In Years 3 to 6, teachers do not use other subjects enough to extend pupils' writing skills.
- The subject co-ordinators provide good leadership.

### **Commentary**

55. Inspection evidence shows that standards in English are below average by the end of Year 2 and Year 6. This judgment is higher than the school's national test results for Year 2 and Year 6 pupils in 2003. The school's test results in reading and writing in Year 2, and in English in Year 6, have varied over the last few years. In 2003, results in reading were below average and results in writing were well below average in Year 2. Also, results in English were well below average in Year 6.
56. Standards are now higher than the school's 2003 results because of the school's focus on improving writing. Judging a whole year group's achievement over time is a complex issue because so many pupils join the school between Years 1 and 6. This is a barrier to learning and to performance in national tests. It is a significant factor in the variation in standards achieved in national tests between years. The variation in the ability of pupils from one year group to another is another factor.
57. Currently pupils' achievement is good in Year 2 given that they entered the school with poorly developed early learning skills in English. A significant minority of pupils joined the school this year, all with special educational needs. Standards in reading and writing are now below

average by the end of Year 2 and pupils achieve well. Pupils in Year 6 achieve well in English. When these pupils were in Year 2, their standards in reading were well below average and very low in writing. They are now below average in reading and average in writing.

58. Pupils with special educational needs make good progress because classroom and specialist support staff give them the extra help that they need. The few pupils who learn English as an additional language achieve well because teachers match the work to their learning needs.
59. Standards in speaking and listening are average by the end of Years 2 and 6. Most pupils speak confidently and have a satisfactory vocabulary for describing their ideas and experiences. They listen carefully to their teachers and to other pupils when they speak. Staff teach the correct subject vocabulary well in English and in other subjects. They also help pupils to extend their vocabulary by giving them opportunities to talk to each other when they work together.
60. In Year 2 and Year 6, most pupils write confidently, structure their writing clearly and punctuate it correctly. Year 6 pupils choose words carefully to create a particular effect. This is because staff teach these skills well. Other factors similarly contribute to pupils' good achievement. Teachers give pupils more time to write during literacy lessons. In Year 6, the headteacher gives effective support to pupils who need extra help with their writing. Throughout the school, pupils have targets to achieve when they write in English lessons and this strategy is effective. In some classes marking is good but in others the marking, handwriting and presentation varies across the range of pupils' English work. Marking often refers to pupils' targets, in order to move them up to a higher level in their work. However, it does not always identify basic errors that individual pupils need to correct, such as spelling. Teachers do not, however, assess pupils' writing regularly enough to gain a more accurate picture of standards, and so track pupils' progress more effectively.
61. In Year 2 and Year 6, pupils enjoy reading and most pupils have competent research skills for finding information from books because this is taught well. Many higher attaining pupils read accurately and with understanding. However, teachers do not always challenge them enough in their reading and on these occasions they make insufficient progress. In Years 3 to 6, all pupils do not make sufficient progress in reading lessons. As a result, some higher attaining Year 6 pupils read without fully understanding the text, and some average attaining pupils read with less fluency and accuracy than expected for their age and ability.
62. The school has made reading a priority for development this year. In Years 3 to 6, the teaching of reading to groups of pupils, which is part of the National Literacy strategy, takes place in separate reading lessons each day. Most teachers plan the work well for this one group of pupils, but this is not enough to ensure that most pupils make enough progress in the lesson. In Year 6, a third of the pupils do work that is not suitable for a reading lesson. Teachers do not assess regularly and accurately the achievements and progress that pupils make in reading in these lessons. Teachers do not set targets for pupils to reach in reading like they do in writing.
63. The quality of teaching is satisfactory. Throughout the school, there is a significant amount of good teaching and occasionally teaching is very good. In these good and very good literacy lessons, teachers plan and organise the work carefully. All teachers manage pupils' behaviour very successfully through the very good relationships that they have with them. Therefore, pupils' behaviour is very good and they apply themselves readily to the work and try hard to do their best. Teachers use support staff effectively and computers efficiently to help pupils develop their literacy skills. In the most effective lesson, the teacher challenged pupils' note-taking skills and the pace of learning was brisk so pupils produced a good amount of work. However, some teachers are not wholly secure in the teaching of the literacy hour or the teaching of reading. As a result, although the school allocates a high amount of time to the teaching of English this is not always used efficiently enough.

64. Leadership of the subject is good and has brought about good improvements in the subject. Teaching is considerably better in Years 1 to 2 than at the time of the last inspection, and resources are better. The management of the subject is only satisfactory, because there is not the regular and rigorous monitoring of pupils' written work to identify and remedy weaknesses in teaching and learning.

### **Literacy across the curriculum**

65. In Years 1 and 2 teachers use pupils' literacy skills effectively across the curriculum but their use in Years 3 to 6 is unsatisfactory. Teachers use pupils' reading skills well to research information, for example, but they do not exploit pupils' writing skills enough in other subjects. In science, geography and history, for instance, teachers limit the amount of writing that pupils complete. Pupils too often use worksheets, and do not use a wide enough variety of forms of writing.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in mathematics.
- The quality of teaching and learning is good.
- The subject co-ordinator provides good leadership and management of the subject.

### **Commentary**

66. By the end of Year 2, inspection findings indicate that standards are below average and pupils achieve well in relation to their prior attainment. This is an improvement on standards in recent years, when standards have mainly been well below average. They have been below average in comparison with similar schools. Standards are improving significantly. This is reflected in the above average standards attained by pupils in Year 1. By the end of Year 6, standards attained in the national tests have fluctuated from well above average to well below average in comparison with all schools nationally and with similar schools. Current standards are in line with the national average. Pupils achieve well in relation to their prior attainment. Standards are improving. For example, Year 4 pupils attain standards above those expected for pupils this age. The main reasons for the variation in standards of attainment and achievement between years are:
- the levels of what pupils are capable of achieving vary between year groups;
  - the level of pupil mobility is more a factor in some years than in others.
67. There is no significant difference in the attainment of boys and girls. Pupils identified as having special educational needs make good progress in lessons. The pupils who speak English as an additional language and ethnic minority pupils attain similar standards to their classmates. Their achievement is not significantly different to that of other pupils.
68. The quality of teaching is good and this, supported by good assessment of pupils' individual performances, is having a positive effect on standards. Grouping pupils in sets in Years 5 and 6 supports the good achievements of the less able, average and more able pupils. Teachers use a wide range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Teachers have secure subject knowledge. They manage pupils' behaviour very effectively. Teachers' behaviour management strategies are firmly based on their very good relationships with their pupils. They use support staff well to help pupils learn.
69. The subject co-ordinator provides good leadership and management of the subject. An important contribution of his leadership has been the good training that teachers have received. This has been directed to where it was most needed and has had a positive effect

on pupils' achievement. He has been very well supported by the deputy headteacher in her role as co-ordinator of the provision in Years 1 and 2. The subject co-ordinator's teaching is good and thus he leads well by example.

70. There has been good improvement since the previous inspection. Pupils' achievement is now good, compared with satisfactory last time. Pupils' attitudes are better. The leadership and management of the subject have improved significantly.

### **Mathematics across the curriculum**

71. Pupils have sufficient mathematical skills to enable them to make good progress in other subjects. Teachers provide a satisfactory range of activities, enabling pupils to practise and develop these skills in other subjects. Teachers make good use of ICT to help pupils learn in mathematics.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards in Years 2 to 6 are well below those found nationally.
- Pupils in Years 3 to 6 do not achieve well enough because there is insufficient good teaching.
- Pupils have good attitudes to learning and they do their best to achieve well
- The curriculum and assessment are unsatisfactory.
- Good provision is made for pupils with special educational needs.

### **Commentary**

72. Standards are well below average by the end of Year 2. Pupils make too little progress by the time they leave Year 2, and they do not achieve as well as they did at the time of the last inspection. By the time they leave Year 6, pupils have likewise made too little progress. The standard of their work is well below that found nationally. It is also below that found in schools similar to Saint Anne's. This is broadly representative of the standards pupils have achieved in most years since the last inspection.
73. The progress that pupils make throughout the school is too slow and this is most marked in Years 3 to 6. The school's provision of opportunities to investigate science and devise experiments independently is not secure. However, pupils do have great enthusiasm for investigative work when their teachers organise it. The school relies upon a commercial scheme to help teachers with their planning, but it is sometimes used too prescriptively and without sufficient adaptation to meet pupils' needs. The undemanding rate at which pupils are made to work also impedes their progress.
74. At the time of the inspection, pupils in Year 1 made the best progress. One of the reasons for this is the very good start they have in the Foundation Stage, which is built on well in Year 1. Consequently, the standard of their work is average, and they achieve well. Throughout the school, pupils with special educational needs make similar progress to their classmates. However, pupils who are capable of achieving higher standards are not given work that is hard enough so their progress is unsatisfactory. Pupils from ethnic minority backgrounds, including those who speak English as an additional language, achieve and attain similarly to their classmates.
75. During the inspection, science teaching was satisfactory. Analysis of pupils' work shows that over time this is not the case in most of the junior classes. The unsatisfactory aspects of teaching have to date been:
- poor quality of marking;
  - literacy skills are not developed well enough;
  - some teachers' own subject knowledge is not secure.

76. In a good lesson observed in Year 1, the teacher had a very secure knowledge and understanding of the subject. The lesson was lively and exciting, so pupils were keen and highly motivated. In most classes pupils have good attitudes to learning and behave well in lessons.
77. The subject co-ordinator has responsibility for a significant range of whole-school initiatives. Many of these areas have rightly been a greater priority for development than science. As a result, insufficient has been done to address the decline in standards in science. The subject is now one of the current priorities in the school development plan. Measures are being put in place to improve the range of learning opportunities as well as teachers' competence and confidence in their own subject knowledge. There is already an increase in the amount of investigative and experimental science work. Also, a satisfactory scheme of work has been put in place. The need to improve resources has also been recognised. A thorough review of the quality of learning opportunities will form part of the co-ordinator's monitoring of progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well by the time they leave the school.
- The quality of teaching and learning is good.
- The leadership and management are good.
- In Years 3 to 6, pupils' skills in using ICT to control devices and measure are weak.

### **Commentary**

78. Pupils' achievement in lessons is good because teachers plan work that builds effectively on pupils' prior learning. This means that standards are improving. They are in line with national expectations by the end of Years 2 and 6. There is no significant difference in the achievement of any group of pupils. Standards are higher than at the time of the last inspection, when they were below national expectations by the end of Year 2. This is due to a number of reasons.
- A considerable investment in time and money has included beneficial staff training.
  - Lesson planning is good, ensuring that pupils' work becomes harder as they move through the school and that the skills they learn develop in a logical order.
  - The co-ordinator leads the subject successfully and has clear plans for the subject's continued development, as well as the ability, support and commitment to implement them successfully.
79. The quality of teaching and learning is good. Teachers build on pupils' previous learning effectively because there are good systems for checking and recording what pupils know, can do and understand. Teachers use this information well to plan pupils' work. Secure subject knowledge underpins their teaching. This means that teachers give clear instructions so pupils know exactly what they have to do to improve their work. Teachers use correct terms for the subject. They circulate in the class to support and monitor pupils' work. They identify errors quickly or offer to help when pupils are hesitant. There is good, firm, yet friendly management of pupils' behaviour that results in good behaviour and no interruption in pupils' learning. Teachers make very good use of laptops so ensure that pupils can work in the classroom. Skilled support staff make a good contribution towards pupils' learning. This is especially so when they withdraw pupils to work in the computer suites. Pupils are interested, concentrate well and follow instructions promptly because teaching is good. They are well motivated by the work they are given. This extends pupils' computing skills and builds their confidence in the subject. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject.



80. In Years 3 to 6, pupils have unsatisfactory skills in control technology. For example, Year 6 do not write a set of commands to draw a shape on the computer screen, entering and running them to see if they produce the desired effect. The school is aware of this weakness and has plans to remedy the situation soon.
81. The co-ordinator provides good leadership and management of the subject. He has expertise in the subject that positively affects standards. Very good quality training for the teachers has been provided and this has improved the rate at which pupils progress. The co-ordinator is enthusiastic about the subject and this helps motivate staff and pupils to achieve well. There are good, clear plans for the continued development of the subject. A visiting technician provides valuable help and support for the teachers.

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

82. ICT is used well to help pupils learn in a few other subjects, but this is not widespread. Year 6 pupils use ICT in mathematics to construct graphs and word process stories. Year 4 produced good quality work when they designed a prayer mat in religious education. Some pupils showed high quality, imaginative use of the tools in an art program to complete their work. Year 2 pupils produced work of good quality in science when they constructed graphs to record the slow-down rate of cars on different surfaces.

### **HUMANITIES**

83. There was insufficient work seen in **geography** or **history** to make a definite judgement about provision. In **history**, one lesson was observed in Year 1; in addition, pupils' displayed work and work recorded in their exercise books was examined. This evidence indicates that their work is in line with national expectations. This is an improvement from the time of the last inspection when standards in Year 6 were unsatisfactory. The quality of teaching and learning in the Year 1 lesson was good and pupils achieved well. This was because the teacher made learning exciting by combining design and technology and science activities. Pupils enjoyed evaluating sources of historical evidence to identify toys that were old or new.
84. Throughout the school, many pupils do not present their work well enough. Some teachers rely too heavily upon the use of worksheets and many do not mark work rigorously or with guidance about how pupils could improve their work. Pupils' skills in literacy and ICT are mainly developed satisfactorily. In Years 3 to 6 the subject is not taught frequently enough for pupils to develop a full range of skills.
85. In **geography**, no lessons were observed, but pupils' books and displays were examined. Pupils' written and displayed work is of a standard in line with national expectations. There is a sound curriculum in place that includes good opportunities for fieldwork and satisfactory opportunities for map work. This represents good improvement since the time of the last inspection.

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

86. **Art and design, design and technology, physical education and music** were not the main foci of the inspection. Insufficient evidence was gathered to make secure judgements about provision in any of the subjects. In Year 2, the standard of work seen in an **art and design** lesson and on display is in line with national expectations in both subjects. Teaching and learning were good in a lesson in which pupils created patterns on tiles made from clay. This was because of the careful planning and organisation, and staff used their expertise to explain the work clearly and support pupils effectively. In Year 6, there is insufficient evidence to make a judgment on the standard of work in art and design. Throughout the school, there are good examples of art and design work on display, and pupils say they enjoy artwork. The subject contributes effectively to pupils' understanding of the variety of cultures within the

school and in the wider community. The subject is taught regularly and the school is successfully trying out the national guidance to help teachers when they plan work for pupils.

87. In Years 3 to 6, insufficient work was seen to make secure judgements on provision or on standards of pupils' work and achievement in **design and technology**. The small amount of work seen across the school shows that the 'design and make' processes are in place. In Years 1 and 2, standards of work on display are in line with national expectations. However, from Years 2 to 6 the planning for the subject indicates that not enough time is given to each aspect. This does not, consequently, ensure that pupils develop their knowledge and skills effectively as they move through the school. This is a similar picture to that seen at the time of the last inspection.
88. In **music**, one lesson was observed in Year 4 Pupils were also heard singing during assembly, in the Lenten Service and at hymn practice. It is, therefore, not possible to make a judgement about provision in music as a whole. Teachers depend upon commercial material for guidance when planning music lessons. However, in the Year 4 lesson seen, too strict adherence to the scheme inhibited the teacher's own flair and ability to make learning more vibrant and exciting. Consequently, pupils did not attain a standard expected of pupils of this age. The quality of singing is satisfactory and pupils were observed singing confidently and tunefully. They showed particular enthusiasm when they enhanced their performance with actions and gestures.
89. Inspectors observed only a limited amount of teaching in **physical education**. Therefore, no overall judgement can be made regarding standards of achievement, teaching or the leadership and management of the subject. In the two lessons observed, the teaching and learning were good in dance and very good in games. Pupils attained standards in dance in line with those expected nationally for Year 1 pupils. Dance is taught throughout the school. This is an improvement since the last inspection when it was a significant weakness in the physical education curriculum because it was not taught. In the games lesson in Year 4, pupils' badminton skills were of a good standard. Pupils like physical education and appreciate the range of activities outside of lessons that enhances their learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- Achievement is good due to good teaching and learning.

### **Commentary**

90. One personal, social and health education lesson was seen, but inspectors looked at pupils' work, and spoke with pupils. Citizenship is not taught as a separate subject but as part of personal, social and health education. This is taught mainly through subjects such as science and religious education. Pupils achieve well in their personal, social and health education development. They develop confidence and responsibility and make the most of their abilities. They develop very good relationships and respect the differences between people.
91. In the one lesson observed, the quality of teaching was very good. The teacher's very good use of resources, skilful questioning, and promotion of literacy skills engaged pupils' interest, so they responded very well. There were very good relationships between teacher and pupils and between pupils themselves. There is a house system, and older pupils undertake a variety of responsibilities around the school. Pupils from different years raise considerable funds for charities. These activities help pupils to develop a 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupil's needs	4
Enrichment of the curriculum, including out-of-school activities	3
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>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

