

INSPECTION REPORT

**ST. JOSEPH AND ST. TERESA'S CATHOLIC PRIMARY
SCHOOL**

Doncaster

LEA area: Doncaster

Unique reference number: 106769

Headteacher: Mrs S. Hilton

Lead inspector: Mrs Barbara Taylor-Harris

Dates of inspection: 15th -18th March 2004

Inspection number: 257736

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;	204
School address:	Doncaster Lane Woodlands Doncaster South Yorkshire
Postcode:	DN6 7QN
Telephone number:	01302 723320
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Chris Rowe
Date of previous inspection:	14/09/1998

CHARACTERISTICS OF THE SCHOOL

St. Joseph and St. Teresa's Catholic Primary School is situated in the village of Woodlands on the outskirts of Doncaster. The school is similar in size to that of most primary schools and serves a wide and very mixed catchment area encompassing a range of socio-economic groups. The school is within a single regeneration area. Overall pupils' social circumstances are below those usually seen. About 45 per cent of pupils are admitted from outside the area and many travel in by bus. Currently, 204 pupils (125 boys and 91 girls) attend the school full time. A further 24 children (17 boys and 7 girls) attend the nursery part-time. Most pupils attending the school are Catholics (158 pupils - 73.5 per cent). There are 13 pupils (6.4 per cent) from six ethnic minority groups. Two of the three pupils at an early stage of speaking English as an additional language receive additional support from staff funded through the Ethnic Minority Achievement Grant. The school has identified 8.3 per cent of pupils as having special educational needs, which is well below the national average. Three of these pupils have Statements of Special Educational Need, which is broadly in line with the national average. The majority of pupils on the school's special educational needs register have moderate learning difficulties. When children enter the school, their attainment is below that expected for their age and several children have speech and language difficulties. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is below the percentages found nationally. The diocese and the local education authority asked the headteacher to run another school for the autumn term, and she had had a three week sabbatical at the end of the summer term. The Year 6 teacher left in December. There have not been any exclusions at the school since the previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22518	Barbara Taylor-Harris	Lead inspector	The Foundation Stage ¹ Creative aesthetic, practical and physical subjects Art and design Design and technology Music Physical education
9399	Roger Watts	Lay inspector	
21020	Tess Galvin	Team inspector	English Information and communication technology Humanities – history and geography Personal, social and health education
10228	Sue Russam	Team inspector	Mathematics Science Special educational needs English as an additional language

The inspection contractor was:

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Joseph and St Teresa's Catholic Primary School places a **strong** emphasis on the pastoral side of education, which it does **very well**. The school is **well led** by the headteacher. Over time pupils achieve **satisfactorily** and reach **average** standards overall due to **satisfactory** teaching. It is a **fairly effective** school that provides **satisfactory** quality education and **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The headteacher's clear vision for the school has created a very good ethos for learning.
- The school's provision for spiritual, moral, social and cultural development is very good.
- The school has very good links with the community, which enhance the curriculum.
- The quality of teaching is good in Years 1 and 2, which leads to good achievement.
- Teachers encourage pupils to work well together and insist on very good behaviour.
- Standards in reading are too low in Years 3 to 6.
- Assessment procedures are not used sufficiently well to ensure pupils' individual needs are met.
- Co-ordinators do not rigorously monitor the quality of teaching and learning and standards.
- There is very good concern for the well being of all pupils and relationships are very good.
- The school involves and consults pupils very well and they have positive views of school.
- There are good links with parents and they are very satisfied with the school.

The school has made **satisfactory** improvement since the previous inspection. It has successfully raised standards in information and communication technology and dealt well with most of the minor issues raised in the previous report. However, there are key areas where the school has not fully addressed the concerns raised, including the use of assessment systems and co-ordinators monitoring of teaching and learning.

STANDARDS ACHIEVED

Across the school standards are **satisfactory** overall and pupils achieve **satisfactorily** over time.

Children start nursery with skills and knowledge below expectations for their age in key areas and several children have speech and language difficulties. Good teaching in personal, emotional and social and mathematical development ensures pupils achieve well in these areas. Current reception children are likely to reach the standards expected for their age by the end of reception in personal, emotional and social and mathematical development, knowledge and understanding of the world, creative and physical development but not communication, language and literacy.

Inspection findings reflect the school's 2003 national test results and indicate that standards are average in English overall by the end of Year 2 and above average in mathematics and science. Year 6 standards in mathematics and science are satisfactory. In Year 6, English standards are below average overall because writing standards are average but reading standards are well below average. This is due to some inconsistencies in key features of teaching, such as marking, the use of assessment and insufficient challenge in reading sessions.

Year 6 results

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

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.

The school's Year 6 results have varied over time and last year this was due to changes in staff which have led to a lack of continuity in pupils' learning which affected their performance. The 2003 results were average in reading but well below average in writing. The school's focus on writing has led to improvement and standards are now satisfactory. Reading standards have declined as the reading sessions taught outside the literacy sessions are not sufficiently well planned to ensure more able pupils' improve their skills.

Pupils' spiritual, moral, social and cultural development is **very good**. As a result, pupils have good attitudes towards their school and behave very well. They enjoy school and are interested in their work. Pupils are very polite and well behaved in and out of lessons, which create a good learning environment. The school has a strong, caring ethos in which pupils develop very good relationships and work and play well together. They have a strong sense of what is right and wrong. Attendance and punctuality are **satisfactory**.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. The quality of teaching is **satisfactory** and has improved since the previous inspection as no unsatisfactory lessons were seen. In Years 1 and 2 the quality of teaching is consistently good or better and leads to good achievement. There are examples of good teaching in most year groups. In Years 3 to 6 teachers' marking does not help pupils to know how to improve and their expectations of pupils' presentation of work are too low. Assessment arrangements are satisfactory but their use is unsatisfactory. In Years 3 to 6 there are inconsistencies in practice and weaknesses in the use of assessment information to set challenges for pupils.

Throughout the school the quality of the curriculum is **satisfactory**. Provision for personal, social and health education is good. There is a good range of support for learning outside the school day. Good links with other schools and colleges enrich the curriculum and help the school to raise standards. The quality of accommodation is good and the school is well resourced. In Year 6 art is not taught regularly enough. There are not enough support staff in Years 3 to 6. The information and communication technology suite is too small for whole class lessons.

Health and safety and welfare procedures are **good** and the school gives pupils **good** support and guidance. The involvement of pupils in school development through an effective school council is very good. The school has good links with parents and other schools which benefit the pupils. Very good links with the community contribute very well to school life.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** and governance is satisfactory. The leadership of the headteacher is good. She promotes very successfully the pupils' personal development. She sets the tone for the school's Christian, caring ethos and the very harmonious relationships between all

members of the school community. The role of the subject co-ordinators is underdeveloped and they take insufficient responsibility for raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most of the 11 parents who attended a pre-inspection meeting and those who answered the questionnaires (28 per cent) were very satisfied believing their children receive a good solid education. They praised the quality of pastoral care, the school's Catholic ethos and the good moral and spiritual grounding given to pupils. A small minority of parents had concerns about the quality of information they receive on pupils' achievements, support for pupils with special educational needs, homework, some pupils' behaviour and whether pupils were treated fairly. Inspection evidence does not support these concerns. Pupils were positive about school, younger ones more so than older ones, and most (80 per cent) thought they worked very hard. Several pupils expressed some concerns about some pupils' behaviour, whether they were treated fairly, trusted to be independent and helped when they were stuck. There is no evidence to support these concerns but their views that they don't get enough help on how to improve are justified.

IMPROVEMENTS NEEDED

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

- Raise standards in reading in Year 3 to 6.
- Ensure subject co-ordinators are responsible and accountable for raising standards.
- Ensure teacher's marking tells pupils how to improve to reach the next level based on effective use of assessment information to respond to pupils' individual needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement across the school is **satisfactory**. Overall standards are **satisfactory**. In Year 2, standards in mathematics and science are **above** average but in English they are **average**. Standards in Year 6 in all the three subjects are **average** with the exception of reading where they are **well below average**. Over time trends are just above that seen nationally.

Main strengths and weaknesses

- Standards are good in mathematics, science and history in Year 2.
- Reading standards in Year 6 are well below average.
- Pupils achieve well in speaking and listening as there are good opportunities to promote discussion across the curriculum.
- A strong focus on developing pupils' writing is raising standards.

Commentary

Foundation Stage

1. Children start nursery with skills and knowledge below expectations for their age and several children have speech and language difficulties. They achieve well but are still below expectations for their age on entry to reception particularly in communication, language and literacy and mathematics. In reception they achieve well overall and are likely to reach the Early Learning Goals² in personal, emotional and social development, mathematical development, knowledge and understanding of the world, creative and physical development. The current reception pupils achieve well in aspects of communication, language and literacy but are still below expectations for their age on entry to Year 1.

Key Stage 1

2. Inspection findings reflect the school's 2003 national test results and indicate that standards are average in English overall by the end of Year 2 and above in mathematics and science due to consistently high expectations. In the tests a high proportion of Year 2 pupils reached Level 3 in reading and writing due to a combination of support from a Beacon school and good teaching in Years 1 and 2. However, a greater proportion of pupils than seen nationally attained the lower Level 1 resulting in average standards overall. A significant minority of pupils enter Year 1 with below average skills in communication, language and literacy and achieve well to reach average standards in English. A good curriculum for speaking and listening results ensures pupils achieve well and results in average standards by the end of Year 2. Reading standards are in line with expectations for pupils' ages and they achieve well in relation to their prior attainment due to small group sessions and a variety of school initiatives to raise standards. Writing standards are above expectations for pupils' ages because teachers mark pupils' work well giving them a good understanding of what is needed to improve their writing. Good and often very good teaching in mathematics and science ensure all pupils achieve well particularly more able pupils.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

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

Standards in:	School results	National results
reading	15.7 (15.8)	15.7 (15.8)
writing	15.1 (14.0)	14.6 (14.4)
mathematics	17.1 (16.4)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

- Standards in information and communication technology, geography, art and design and design and technology are in line with national expectations by the end of Year 2. They are above national expectations in history.

Key Stage 2

- The school's Year 6 results have varied in the last four years but have been broadly in line with the national average. Last year changes of staff led to a lack of continuity in pupils' learning in Year 6 which affected their performance. In Year 6, standards in mathematics and science are average, but below average in English overall. This broadly reflects the national test results. In Year 6 the 2003 results were average in reading but well below average in writing. Features of teaching, such as marking and the emphasis on presentation, are inconsistent and did not help pupils to know how to improve their writing which had a negative impact on standards. There has been an improvement to average standards in writing in Year 6 because this has been a school focus. The current Year 6 pupils have had staff changes last year and again this year, which has affected the continuity of their learning and thus their achievement particularly in reading. Older pupils received less support at home with reading and in school it is taught in specific sessions outside the literacy hour. These sessions are not planned sufficiently well to provide sufficient challenge for more able pupils and this has led to a dip in standards. Reading standards in Year 6 are now well below average because the proportion of pupils reading at the higher and average levels is not high enough.

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

Standards in:	School results	National results
English	26.4 (27.8)	26.8 (27.0)
mathematics	27 (27.4)	26.8 (26.7)
science	29 (30.7)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

- Standards in information and communication technology are in line with expectations and this shows good improvement since the time of the previous inspection. Standards in geography, history and design and technology are similar to those usually found at this age by the end of Year 6. In art and design standards are below national expectations in Year 6 due to insufficient focus on pupils' skill development.
- In Years 1 and 2, pupils with special educational needs achieve well in relation to their prior attainment because staff match the work to pupils' individual education plans, and ensure work is at the right level of difficulty. These pupils receive effective support for learning from additional adults and pupils make satisfactory progress in relation to their prior attainment. During the inspection no significant difference between the attainment of boys and girls was identified. Inspection evidence and that collated by the school indicates that pupils in Years 1 to 6 from minority ethnic groups and for whom English is an additional language make progress

and attain standards similar to their classmates. The small percentage of pupils who have a Statement of Special Educational Need make at least satisfactory progress in relation to their prior achievement. Good use is made of pupils' literacy and numeracy skills across the curriculum and the use of information and communication technology is satisfactory

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **satisfactory**. Pupils have **good** attitudes towards their school and behave **very well**. Pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils enjoy coming to school and are interested in their work.
- They are very polite and well behaved in lessons creating a good learning environment.
- The school creates a strong ethos in which pupils have very good relationships and work and play well together.
- Pupils have a strong sense of what is right and wrong.

Commentary

7. All parents who responded to the pre-inspection questionnaire believed that their children enjoy coming to school and almost all pupils agree. Attendance rates at the school were lower last year than they are usually as the school had some pupils whose attendance rates were a concern, and some traveller pupils attended the school for part of the year and remained on the school's register for some time after they had left the area. Attendance procedures are satisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.8	School data:	0.1
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.

8. Very good spiritual, moral social and cultural development ensures a caring ethos, a strong sense of belonging to the school community and an awareness of personal responsibility. Pupils suggest little that could be improved in the school and this confidence and enjoyment of school were reflected in their approach to work in lessons. They were keen to learn and this was especially evident in younger pupils. For example, in a Year 1 science lesson, pupils sat on the carpet before the lesson began eagerly discussing what it might be about, making observations to each other about the resources they could see and eagerly anticipating the challenges in store. In all lessons, most pupils were attentive and keen to answer questions and to raise perceptive questions themselves.
9. When walking around the school, the politeness of all pupils towards adults and other pupils is very evident. They politely greet and hold doors open for each other and adults. In lessons they are obedient to the teachers and rarely need more than a quiet word to keep their attention focussed on what they are doing. Teachers expect and receive a high level of respect, which allows them to devote all their efforts towards teaching. Pupils play well together and report very few conflicts or disagreements. The school promotes a strong community ethos, with older pupils being encouraged to look after and support the younger ones and this leads to the absence of confrontation and the ability of pupils to resolve any differences amicably. There have been no exclusions for a long time. Pupils respond with equal respect to all staff because

they are given equal standing. Pupils are encouraged to understand the effects of bullying and racism and respond with good sensitivity to these issues. Although there are very few ethnic minority pupils, all are aware of racism and speak strongly against it. However, such are the strengths of relationships and tolerance that pupils and parents report that bullying or racist comments very rarely occur.

10. Very good provision for pupils' spiritual, moral, social and cultural development creates a culture of understanding and respect for all. During periods of prayer and reflection pupils demonstrate good spiritual awareness and respect for their own and others faiths and beliefs. Staff ensure they reinforce pupils' knowledge and understanding of right and wrong and the effect this has upon living in a community made up of people from different cultures and faiths. The school raises pupils' social awareness well through the personal, social and health education lessons and assemblies. This includes parts of the religious education programme 'Here I am', which promotes caring and respect for others as part of the catholic ethos. Circle Time³ sessions are an important part of the provision. Pupils are encouraged to discuss their feelings and problems in these sessions, which effectively promote pupils' speaking and listening skills, as well as their social, moral and spiritual development.
11. Activities are designed to promote pupils' awareness of a range of moral issues and how their actions and words can impact upon the feelings of others. This results in good concern for others from pupils and very good relationships throughout the school. Pupils are always polite and courteous, mature and responsible. As a result the school is a very harmonious community for all irrespective of gender, ethnicity or faith. A school council is well established as a means of seeking pupil opinion and also makes pupils aware of how democracy works, for example, each candidate for councillor has to prepare a manifesto before facing election. Pupils demonstrate good awareness of the needs of others in the wider community through raising a considerable amount of money for charity.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils. Teaching and learning are **satisfactory** overall. The curriculum is **satisfactory** and supported by **good** resources and accommodation. The school takes **good** care of its pupils and has **very good** links with parents, who are very satisfied with the provision.

Teaching and learning

The quality of teaching and learning is **satisfactory**. Assessment procedures are **satisfactory** but their use is **unsatisfactory**. Teaching is **good** in the infants.

Main strengths and weaknesses

- Teaching is consistently good or very good in Year 2 and an excellent science lesson was seen.
- In Years 3 to 6, teachers' marking does not help to move pupils to the next level.
- There are satisfactory assessment and tracking procedures for monitoring pupils' learning, but teachers do not make enough use of the results when planning work.

Commentary

12. The quality of teaching has improved since the previous inspection as no unsatisfactory lessons were seen (previously 4 per cent). Although there were several good lessons seen, when balanced with other factors from the scrutiny of pupils' work, the quality of teaching is

³ During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

satisfactory overall. Teachers have secure subject knowledge and have very good classroom management skills, which result in a very good response from pupils. This very good management of pupils' behaviour results in very good behaviour and no interruption in the pupils' learning.

13. The quality of teaching varies between classes and key stages. In the Foundation Stage, the quality of teaching is satisfactory overall but is better in reception as the teacher's planning takes more account of children's individual needs. Overall the teaching seen in Years 1 and 2 was good and consistently stronger than that seen in Years 3 to 6. All the very good teaching and the one excellent science lesson were in Year 2. In the excellent lesson, activities were meticulously planned and staff provided innovative and inspirational challenges to engage pupils in learning, creating excellent relationships between pupils and adults. Overall, in Year 2 the quality of teaching was good and 50 per cent of it was very good or excellent. This results in good standards in science and mathematics in end of year national tests. In English, despite good teaching, standards are average as many pupils start Year 1 with levels of attainment below average. Although they make satisfactory progress with their learning, they do not reach the expected levels by the age of seven.
14. Although good lessons were seen in each year group from Years 3 to 6, the quality of teaching is satisfactory overall. This is because some features of teaching, such as marking and the emphasis on presentation, are inconsistent. Changes in teachers have had a negative impact on standards in Year 6. This class has had several staff changes over the last two years. The last teacher left at Christmas, the supply teacher was away during the inspection week for family reasons, and a teacher from another school was on loan for the inspection period. The quality of teaching seen in Year 6 during the inspection was good and represented 50 per cent of all the good lessons seen in Years 3 to 6. However, the good teaching in Year 6 did not reflect the evidence from pupils' books. The teachers' marking did not provide sufficient information to enable pupils to know how to improve. For example, they are not sufficiently aware of the targets for writing that the teacher gives them in order to extend their work and there was insufficient reference to them to enable pupils to know if they were achieving them.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	1	14	13	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. In the most effective lessons, there are high expectations of what pupils can achieve and teachers plan and organise activities very carefully so that pupils of different abilities are given work that challenges them and extends their learning. All pupils are motivated and keen to learn so they work hard and complete a lot of work. Teachers in Years 1 and 2 make good use of homework to support pupils' learning. On the other hand, teachers in Years 3 to 6 do not always make enough use of the information they have about what pupils know and understand to match the work to pupils' different abilities. Therefore, pupils do not always make as much progress as they could. Teachers ensure that their planning and teaching take account of the language and learning needs of pupils for whom English is an additional language and pupils from minority ethnic groups, ensuring they learn at a rate similar to their classmates. Support in lessons for pupils with special educational needs is good and effectively enables pupils to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning.
16. The school's procedures for assessing pupils' work are satisfactory, but teachers make too little use of the information to determine what pupils should learn next. Inspection evidence supports the school's self-evaluation as it identifies a need to make better use of assessment information. The school has made more progress in developing and using systems effectively

in English. These procedures are good because most teachers mark pupils' work in a way that is helpful and encourages them to improve. Pupils are involved in helping to assess their own work and, because of this, they have a good understanding of how well they are doing in terms of achieving their learning targets. Assessment is not used well enough in the Years 3 to 6. Marking is not thorough enough to help pupils to improve, especially in science. There is not the same degree of rigour in setting targets or regularly checking how well pupils are progressing towards achieving them as seen in Years 1 and 2.

The curriculum

Throughout the school the quality of the curriculum is **satisfactory**. There is satisfactory enrichment of the curriculum. The quality of accommodation and resources are good.

Main strengths and weaknesses

- There is a good range of support for learning outside the school day.
- The quality of accommodation is good and the school is well resourced.
- There are not enough support staff in Years 3 to 6.
- The information and communication technology suite is too small for whole class lessons.

Commentary

17. The school's Christian ethos permeates the whole curriculum and this ensures equal access for all pupils within and beyond the school day. In history and geography, for example, pupils benefit from participating in a wide range of visits to carefully chosen locations. The visits enliven pupils' learning and make it real and relevant for them. Visitors to school bring with them a wide range of experience and expertise and pupils enjoy hearing their firsthand accounts of events from the past. Older pupils eagerly await the opportunity to participate in residential field trips, which are well planned to promote pupils' personal as well as academic development. Teachers ensure that learning opportunities are relevant and sensitive to the needs of a very small minority of pupils who learn English as an additional language, and also for those with special educational needs.
18. The curriculum meets statutory requirements, including provision for religious education and collective worship. Since the time of the previous inspection the school has maintained an appropriate range of worthwhile curriculum opportunities that cater for the interests, aptitudes and particular needs of the pupils. Provision for pupils' personal, social and health education is an integral part of the curriculum and is successfully woven into a range of other subjects and Circle Time. The school is involved in the Healthy Schools initiative and provision is in place for raising pupils' awareness of issues related to maintaining a healthy lifestyle, such as the dangers associated with drugs misuse and the benefits of regular exercise.
19. The accommodation is safe, attractive and well resourced, enabling the full curriculum to be offered. Every effort is made to ensure that the accommodation is accessible to all. However, the information and communication technology suite is too small for whole classes of pupils to be taught comfortably. This is more of a problem for Years 3 to 6 because there are too few support staff to help in Years 3 to 6. Teachers cannot easily plan for groups rather than the whole class to take turns working in the suite and this limits pupils access and impacts on their rate of learning. There is insufficient use of the library to further pupils' enjoyment of books and reading skills.

Care, guidance and support

Health and safety and welfare procedures are **good** and the school gives pupils **good** support and guidance. The involvement of pupils in school development is **very good**.

Main strengths and weaknesses

- Pupils are very well supported in their personal development and feel confident to approach adults with any concerns.
- The school council system is a very good forum for seeking pupils' views and consulting on what could be improved.
- Health and safety and child protection procedures are thorough.

Commentary

20. The school is a happy, secure place where pupils are confident and are hence able to learn. Conversations with pupils confirmed that they could rely on staff to resolve minor conflicts and personal worries and most pupils supported this view in their questionnaire returns. About 20 pupils each year are successfully supported by the 'Rainbow' project, in which they are helped by trained counsellors to recover from the stresses of family bereavement or break-up. Each term, every pupil is given a focus for personal development, for example, time-keeping, and they can discuss this with an adult, individually in the reception class and Years 1 and 2 and in personal and social education lessons in Years 3 to 6.
21. Pupils gain a clear view of the responsibilities of citizenship through the school council, which provides a very good two-way dialogue between pupils and the Headteacher and all staff. Elected representatives discuss what issues their classmates want brought forward and report that the headteacher values their views and they are listened to. There is a good process for disseminating the outcomes. The headteacher collates issues and the pupil secretary's minutes are typed, displayed on a notice board and discussed in class or sometimes in assemblies. Pupils have brought forward such issues as playground safety and healthy food, which have led to effective change.
22. The premises are regularly inspected for safety hazards and any necessary remedial action taken promptly. This is approached from several different ways, including governors and union safety representatives, and is co-ordinated well by the headteacher. All equipment is correctly maintained, for example, all doors have been fitted with anti-finger-trap safety devices. Good child protection procedures are in place and staff appropriately trained. The school maintains good liaison with outside agencies in the cases where children have been identified as being at risk.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and **good** links with other schools, which benefit the pupils. **Very good** links with the community contribute very well to school life.

Main strengths and weaknesses

- The school provides good information to parents.
- Parents provide good support at home for their children's work and play an important role in the school community.
- Liaison between the staff and other schools improves and enriches the curriculum.

Commentary

23. Good quality newsletters provide helpful practical information. Parents are well informed about what is taught, and how it is taught, both when their child begins school, and throughout their time there. The school runs several workshops for parents to explain key teaching methods, such as the numeracy strategy, which enables them to understand the homework and use the same methods to help their children. Parents find staff very approachable and there are regular informal and formal opportunities to meet the teachers. A good example is when parents meet their child's next class teacher at the end of the summer term and the beginning of the autumn term. This helps to establish an early and productive relationship. The annual pupils' reports meet statutory requirements and provide some good information, for example, they give

grades for standards, overall progress and effort in each subject and perceptive comments on each pupil's personal and social development and targets for improvement. Whilst the overall information is good, the detailed grades are not always supported by appropriate assessments and the progress judgement is often too optimistic.

24. The school values parents' views and consults them frequently about school improvement issues such as how to make the school even more inclusive. Pupils' diaries create a good dialogue between the parent and teacher and many parents spoke highly of the usefulness of this in helping them help their child. Most parents of younger pupils hear their child read at home and give appropriate support with homework, which aids their learning. Several parents, as well as other adult volunteers, give valued support in classrooms and around the school, for example, in reading partnerships, which are instrumental in raising reading standards, particularly in reception, Years 1 and 2. The Parent-Teacher Association organises a wide range of fund-raising events, which contribute well towards improving resources for pupils. Social events, which successfully bring parents and staff together, help to cement good relationships which make the school such a harmonious community.
25. Links with the community are very good and explained in more detail in paragraphs 31 -33 of this report. The school plays an active part in the local community and local people help to broaden pupils' experiences and bring lessons to life. Public services like the police and fire brigade make a good contribution to pupils' personal and social education programme. Very strong links with the Catholic Church promote the very good caring ethos in the school. Effective liaison with staff from local secondary schools ensures that transition is as smooth as possible, for example, in the summer term pupils are taught bridging units which link English and mathematics work in Year 6 to that in Year 7. Good links with other schools enhance opportunities for pupils and staff, for example, good use of expertise from the local Beacon schools has helped to raise standards in writing and improve teachers' planning to meet more effectively the needs of more able pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher is good. The school is governed satisfactorily.

Main strengths and weaknesses

- The headteacher, supported by the senior management team, provides a strong sense of direction for the work of the school.
- There is good leadership for English, information and communication technology, geography, history and personal, social and health education.
- There is not enough regular and rigorous monitoring of teaching and learning, and pupils' work to effectively inform the school's self-analysis and the improvement plan.
- Governors are very supportive of all that is done and monitor the school finances carefully.

Commentary

26. The headteacher promotes very successfully very good personal development of pupils. She sets the tone for the school's Christian, caring ethos and the very harmonious relationships between all members of the school community. She ensures that staff value all pupils and ensure that they are successfully included in all the school's activities. There are effective procedures for supporting newly qualified teachers and other staff new to the school, and good arrangements for professional development. Staff training benefits from the successful links that the school has with two local Beacon schools. This has had a significant impact on raising standards in writing.
27. Leadership and management overall are satisfactory. The headteacher, senior managers and subject co-ordinators demonstrate a strong commitment to improving standards. This has brought about some successful improvements, for example, in the provision for information

and communication technology, speaking and listening and personal social and health education. There are other weaknesses in management that result in inconsistencies when teachers implement the initiatives. Subject co-ordinators do not have enough chance to check up on standards and teaching in different classes. As a result, the school does not have a clear view of strengths and weaknesses. The information available is consequently, not good enough to make effective plans for improvements.

28. The sharing of responsibilities among the senior management team has been improved since the time of the previous inspection. They monitor teaching each year towards the end of the summer term as part of the performance management process but this arrangement is not sufficient to identify general strengths and weaknesses in classroom practice. Currently, there is no regular monitoring of teaching and learning by subject leaders which limits their over view of standards. The headteacher takes in a sample of pupils' books each term and talks to these pupils about their work but the procedure is not sufficiently wide-ranging to give a clear picture of strengths and weaknesses in the quality of teaching and provision. She has too many responsibilities to carry them all out effectively whilst the monitoring role of subject co-ordinators remains underdeveloped. The effectiveness of subject co-ordinators was an area for improvement at the time of the previous inspection. Although there has been satisfactory improvement in their oversight and impact on the curriculum, their involvement is still unsatisfactory. The headteacher's absence from school whilst running another school meant she was not able to oversee the start of the year and contribute to the school development plan. However, other staff gained valuable leadership experience.
29. Governors have good relationships with the school and provide satisfactory governance. They monitor expenditure carefully. There has been a funding short fall this year and the school set a deficit budget agreed with the local education authority. They expect the small deficit to be absorbed into next years budget and to be able to set a balanced budget. Governors meet all their statutory requirements.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	546,638	Balance from previous year	-6,257
Total expenditure	573,612	Balance carried forward to the next	-1,163
Expenditure per pupil	2,561		

OTHER SPECIFIED FEATURES

Community provision

The school's community provision is very good. **Very good** links with the local community enrich pupils' experiences of life outside the school and bring a greater breadth to the curriculum.

Main strengths and weaknesses

- Staff and pupils benefit from the school's involvement with a wide range of businesses.
- The school is the centre of the local Catholic community and has established strong extended family links.

Commentary

- Local business projects funded by the Single Regeneration Budget⁴ have been many and varied and have enriched the work of the school and included visits to a local supermarket and restaurant. Business links also enable pupils to work with a range of other people, for example, working with management trainees from a local rail company and pipe manufacturer on technology challenges at school and at their premises enhanced their understanding of design specifications. Staff placements at a local football club and a large retail store created good links, which have enhanced opportunities for pupils, for example, the local retail store presented the school with very popular staging areas in the Nursery area, which have helped to promote the development of pupils' speaking and listening skills.
30. Links with other establishments draw people into the school and pupils benefit from seeing a wide cross section of the community involved in learning. For example, local education college adult computer courses held in the school's suite are well attended. The school has good links with a local special school where some pupils attend speech and language support and pupils from the special school have their education extended by visiting St. Joseph and St Theresa's. This gives all pupils an awareness of the needs of others and helps them to be sensitive to and accepting of others. Pupils are very active in organising fund-raising events, often for local charities, as well as those who are less fortunate in the developing world, which helps them understand that they can help others.
 31. The school acts as a focus for the local Catholic community, preparing pupils for the sacraments. Parishioners regularly help in school, for example, with the reading programme, and attend school services, which aid the sense of belonging to the Catholic community. Grandparents are regularly welcomed into the school for special events such as the Christmas party and these are very well attended. These activities place the school at the heart of its community and spread the Catholic and family ethos.

⁴ **Single Regeneration Budget** – This is a government grant to support developments in areas relative to their social needs. There is funding for seven years and the school's priorities were linked to raising achievement and working with parents and developing business links.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

33. There has been satisfactory improvement overall since the previous inspection and good improvement in the quality of the outside environment. The quality of teaching is satisfactory in nursery and good in reception. The difference is because there is a greater focus on meeting children's individual needs and planning is more directly related to the Early Learning Goals in reception. In nursery, consistently satisfactory teaching across all areas ensures that children achieve satisfactorily from a low base. In reception, they achieve well in all areas and are likely to meet the Early Learning Goals with the exception of communication, language and literacy. In reception the role of the teaching assistant is underdeveloped during class sessions and this results in missed opportunities to maximise opportunities for child involvement. The leadership and management of the Foundation Stage are satisfactory and the co-ordinator is aware of the need to achieve greater consistency of approach in teachers' planning. The staff make regular and detailed assessments of children's ability and progress but this is not always used to plan their next work. The accommodation and resources for the Foundation Stage are good. The school has created a good and very interesting outdoor play area by including some unusual features such as a digging corner in a part of the garden area and a stage to promote role-play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Management of the children is good.
- Children are confident in the routines in the nursery and reception class and respond well to the teachers' high expectations.
- Every effort is made to include children in all activities and good attention is paid to those with differing abilities.

Commentary

34. Achievement is good because of good teaching. A great deal of thought has gone into the arrangement of both classrooms to ensure resources are easily accessible to children. The classrooms are bright, stimulating and lively environments where children eagerly work and play together because they feel confident and secure. Children are usually engrossed in their activities and sustain concentration well, particularly in the reception class. Teachers have good strategies to ensure children listen and follow instructions. There are good routines in nursery to promote children's independence, such as planning where they will work and reviewing what they have done at the end of the session. All children have good levels of personal independence and dress and undress themselves with little adult help. The children are likely to meet the standards expected of them by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- There is good support and challenge for children of differing abilities in reception activities.
- There are good opportunities for extending children's spoken language in nursery.

Commentary

35. In both classes there is satisfactory attention paid to children with higher than average abilities and these children are already making good progress in reading. In nursery, children recognise and write a few letters of the alphabet and know some letter sounds. In reception, more able children learn to read simple words quickly. More able reception children are beginning to write sentences with an understanding of formal structures such as capital letters and full stops. They enjoy writing and have good opportunities to use it in their play, for example, writing invitations to a performance of 'The Little Red Hen'. Most children regularly write their name clearly and accurately from memory. Role-play is effectively used to support the development of speaking and listening skills. Pupils at the early stages of learning English have good support from a bi-lingual teaching assistant for two sessions a week but the school staff are an early stage of addressing their needs at other times. Several children have speech and language difficulties and are at the early stages of reading and writing and as a result many children are not likely to achieve all aspects of the Early Learning Goals. Children achieve satisfactorily due to satisfactory teaching.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children's achievements in numeracy are good.

Commentary

36. There is a good focus on the development of mathematical language, which runs throughout other activities, for example, children use heavier and lighter in conversation when weighing dolls in the baby clinic. Reception work on recognising heavy and light objects is extended well to develop the concept of weighing the same amount using a balancing scale. Staff use good, clear questioning and correct mathematical vocabulary when teaching the children. There are good opportunities for nursery children to count and more able children are challenged to count a large number of plastic fruits and helped to record the number. In reception, children learn to count accurately and complete simple addition and subtraction. Overall children achieve well and are likely to reach the expected standards for their age due to good teaching.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There is a wide range of activities to develop children's knowledge.

Commentary

37. In nursery, children learn about 'Super Ted's' adventures from his diary of a week with one of the children. The teacher successfully used his experiences to generate discussion and extend children's knowledge of events such as a visit to the doctors for a vaccination. Children planted sunflower seeds and knew that they need water to grow. There are good opportunities to experiment with a range of materials such as water, wet sand and dough. Special prayers for people they know who are ill help children learn to be aware of the needs of others. Resources for information and communication technology are good and children confidently use computers. The reception class makes good use of nursery facilities in the afternoon but there is no significant additional challenge presented in some of the activities such as sand and water. Satisfactory teaching ensures children achieve satisfactorily and they are likely to reach the expected standards in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The reception class and the nursery make good use of the outdoor area.
- Reception children make good use of the hall for physical education sessions.
- There is good provision for teaching children to control small utensils such as pencils and brushes.

Commentary

38. The nursery children have daily physical development sessions when they play in a well developed area outside their classroom. They ride a variety of wheeled toys accurately round a roadway taking care not to run into other children playing different games. Reception staff use the hall well to develop specific sessions to further develop children's control of their body, for example, learning to develop a sequence of movements based on the growth of seeds and shoots. The children made good use of the space and listened to instructions well. In nursery and reception, there are many opportunities for children to learn to control small pieces of equipment and they use pencils and crayons with care. Satisfactory teaching ensures children achieve satisfactorily and most children are likely to reach the expected standards.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of opportunities to develop children's use of materials.
- A good feature is the regular use of role-play to develop children's imaginations.

Commentary

39. In nursery and reception children develop creatively through a good varied curriculum, which includes painting, collage work, modelling or imaginative role-play. Teaching is good and teachers provide a wide range of activities, which ensure pupils achieve well. Resources are well organised enabling children to easily select activities and the materials they want to use. Reception children work together well to create and perform their own version of the story 'The Little Red Hen'. They learn to sing simple rhymes accurately from memory. Children are likely to meet the expected standards in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The curriculum promotes the development of pupils' speaking and listening skills well.
- Pupils achieve well in Years 1 and 2.
- Standards are well below average in reading in Year 6.
- There is inconsistent use of assessment and marking in Years 3 to 6.
- The subject co-ordinator provides good leadership.
- The monitoring of teaching and learning and the quality of pupils' work is unsatisfactory.

Commentary

40. Standards in speaking and listening are average in Year 2 and Year 6. Pupils achieve well because teachers provide a rich and varied speaking and listening curriculum which builds pupils' self-confidence year on year. Staff teach effectively, the use of correct technical vocabulary in English and in other subjects. Parents, including those with children in the Foundation Stage and pre-school, have attended speech and language workshops taken by the school's educational Psychologist to raise standards in speaking and listening
41. Inspection findings indicate that standards in Year 2 are average in English overall, which reflects the school's 2003 national test results. Although more pupils reached the higher Level 3 in reading and writing than seen nationally and in similar schools, a higher than average proportion of pupils failed to reach the expected Level 2. This meant the school's overall results were average. Pupils achieve well in Years 1 and 2 in the light of the fact that a significant minority leave reception with below average skills in communication, language and literacy. The school has put in place several initiatives to deal with this, such as the 'buddy reading scheme' and extra support for less able pupils prior to the tests. Improving writing has been a focus for the school over the last four years and coupled with consistently good teaching in Year 1, and often very good teaching from the co-ordinator in Year 2, pupils' writing test results have risen with more pupils reaching the higher level. Good and often very good marking of pupils' work in Years 1 and 2 ensures they have a good understanding of what is needed to improve their writing which helps them reach above average standards. Good extra catch-up sessions in literacy for less able pupils in which they are taught in small groups, aids their learning.
42. Year 6 test results have varied in the last four years. In Year 6 the 2003 results were average in reading but well below average in writing. In Years 3 to 6 features of teaching, such as marking and the emphasis on presentation, are inconsistent and do not give pupils sufficient guidance on how to improve further or ensure that they refer to and use their targets intended to extend their writing capability. This has a negative impact on standards. Standards are currently average in writing (because of the school's focus on this) but well below average in reading. Year 6 pupils have competent research skills for finding information from books because this is taught well in literacy lessons but do not achieve as well as they should in other elements of reading. This is due to insufficient planning of other reading sessions to ensure all pupils learning is extended, less reading support at home in Years 3 to 6 and some pupils choosing books which are too easy for them. Consequently by Year 6 the proportion of pupils reading at the higher and average levels is not high enough. Inspection evidence shows that standards are below average for the current Year 6. Staff changes last year and again this year have affected the continuity of pupils' learning and thus their achievement.
43. Teachers identify early the pupils who have special educational needs and ensure they have good extra support in lessons. Some staff also match the work to pupils' individual education plans, for example, in Year 2, ensuring that these pupils with special educational needs achieve at the same rate as their classmates. During the inspection no significant difference between the attainment of boys and girls was identified. Pupils from ethnic minority backgrounds and those who speak English as an additional language attain similar standards to their classmates. The small percentage of pupils who have a Statement of Special Educational Need make at least satisfactory progress in relation to their prior achievement.
44. The quality of teaching is satisfactory overall. Teaching is good and often very good in Years 1 and 2 and satisfactory in Years 3 to 6. Teachers in Years 1 and 2 make good use of homework to support pupils' learning. A good lesson seen in Year 6 was taken by a teacher who was on loan to the school from another school for the period of the inspection. In the most effective lessons, there were high expectations of what pupils could achieve. Teachers planned and organised the pupils' work very carefully to ensure that pupils of different abilities were all given challenging work to extend their learning. As a result, in these lessons all pupils were motivated, keen to learn and so worked hard and completed a lot of work. All teachers effectively use support staff and computers to help pupils develop their literacy skills. There is

very good, firm, yet friendly management of pupils' behaviour that results in very good behaviour and no interruption in the pupils' learning.

45. Leadership of the subject is good and the co-ordinator's teaching of literacy is a very good example for staff to follow. She has ensured some good improvements in the subject since the time of the previous inspection, for example, significantly extending the opportunities for speaking and listening and writing. However, management of the subject is satisfactory. Good guidance and support ensure teachers are planning lessons well but the monitoring of teaching and learning in lessons, and pupils' work is not regular or rigorous enough to be fully effective and results in some inconsistencies in approach across the school.

Language and literacy across the curriculum

46. Teachers are effective in the way in which they promote pupils' literacy skills in other subjects. Most teachers give pupils the opportunity to use a variety of forms of writing, in other subjects, such as geography, history and science.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2.
- In mathematics lessons, teachers provide good opportunities for pupils to use and apply their skills.
- Pupils' work is not marked well enough in all classes.
- The monitoring of the quality of teaching and learning and standards of pupils' work is unsatisfactory.
- There are good links between mathematics and other subjects.

Commentary

47. In the last four years standards pupils attained by the end of Year 2 have fluctuated between above and below the national average in comparison with all schools. In 2003 pupils achieved better than average standards when compared with similar schools. Inspection findings indicate that current standards are also above average and pupils achieve well in relation to their prior attainment representing good improvement over time. This is due to consistency in teaching. By the end of Year 6, standards over the last four years in the national tests have been consistently average. In 2003 pupils also achieved standards, which were average when compared with similar schools. Current standards continue to be in line with the national average and pupils' achievement is satisfactory in relation to their prior attainment. The main reason for the variation in standards of attainment and achievement in Year 6 test results is due to a varying proportion of pupils with special educational needs. In 2003 a few pupils' low level of attendance and some traumatic personal circumstances for a minority of pupils had a negative impact upon their performance.
48. During the inspection no significant difference between the attainment of boys and girls was identified. Pupils recognised as having special educational needs, ethnic minority pupils and those who speak English as an additional language and the small percentage of pupils who have a Statement of Special Educational Need make at least satisfactory progress in relation to their prior achievement.
49. The quality of teaching and learning in Years 1 and 2 is good and satisfactory in the Years 3 to 6. In all the mathematics lessons observed during the inspection teachers provided good opportunities for pupils to work as a whole class, in groups and individually to pursue practical, investigative and problem solving activities. This helps ensure that pupils work at a level that brings about improvement in the standards they achieve and in the level of their understanding.

In Years 1 and 2 there has been consistently good and very good teaching resulting in better learning and teachers take great care in checking pupils' work to determine what they know, can do and understand. These teachers use this information effectively to plan work that accurately meets pupils' varying needs. One of the weaknesses in some of classes in Years 3 to 6 is that pupils' work is not marked well enough and, therefore, they do not have a good understanding of what they need to do to improve. Some teachers provide pupils with targets to work towards, but this is not consistent practice. Also, the rate of progress pupils are making is not checked often enough.

50. Since the time of the previous inspection there has been a satisfactory improvement. There is now no unsatisfactory teaching and pupils demonstrate better attitudes to their work. At the time of the inspection there was no substantive co-ordinator in post and a lack of a rigorous programme to monitor the quality of teaching and learning, as well as the standards of pupils' work. Whilst this has been undertaken in the past it has been too general with insufficient focus on any one aspect and consequently leadership and management of the subject is unsatisfactory overall.

Mathematics across the curriculum

51. A scrutiny of pupils' work recorded in other subjects and displayed in classrooms shows that good use is made of these subjects to develop and reinforce pupils' numeracy skills. For example, in history pupils use time lines to calculate the passage of time and the sequencing of events. In a Year 4 information and communication technology lesson there were well-planned opportunities for data handling, problem solving and interpreting information provided in charts and graphs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve good standards in investigative work and make good progress in this aspect of their work.
- Pupils have good attitudes and work hard.
- The quality of teaching and learning in a Year 2 lesson was excellent.
- Checks on pupils' work are not rigorous enough or used to best effect to plan further work.

Commentary

52. For the past four years standards pupils attain in the Year 6 national tests have fluctuated due to changes in staffing. In relation to all schools nationally, and similar schools, they have varied from below average to well above average. The 2003 teacher assessments of Year 2 pupils' work show a very high proportion getting to the expected Level 2, but the percentage of pupils attaining the level above this was average. Evidence from the inspection indicates that standards are average in Years 3 to 6 and are above average in Years 1 and 2 due to consistently good teaching. All groups of pupils achieve similarly well. Throughout the school pupils achieve particularly good standards in their knowledge, skills and understanding of scientific enquiry. For example, in Year 2, pupils explained why their tests were fair tests as well as suggesting other ways they could test their findings. Older pupils demonstrated their familiarity with and confidence in planning work, which would test their theories. Pupils enjoy the practical nature of science, use their initiative, co-operate well and share resources sensibly, all of which aids their learning. In all year groups, pupils had a secure knowledge and understanding of the other aspects of science such as living things, materials and physical processes.
53. The quality of teaching is good overall in Years 1 and 2 and satisfactory in Years 3 to 6. During the inspection one excellent lesson was observed in Year 2.

EXAMPLE OF OUTSTANDING PRACTICE

In this excellent lesson activities were meticulously planned and prepared enabling pupils to investigate a range of forces by carrying out various tests. There were excellent relationships between pupils and adults, who provided innovative and inspirational challenges with a wide range of resources, which engaged pupils in learning very effectively. The learning environment was vibrant, pupils were totally immersed in their learning and sustained amazing levels of interest. Staff asked challenging questions and ensure the correct use of scientific vocabulary. Pupils demanded detailed explanations for their new discoveries if they were not already apparent. In addition to their enthusiasm for the investigative work pupils also showed a refreshing willingness to record their work. They took turns to write about their group's findings, or read the directions about what to do next. The girls, in particular liked to take charge organising these duties. The teacher had very good subject knowledge and understanding and kept sustained comprehensive records of what each child had learned. She made excellent use of these to provide a comprehensive profile of what pupils found difficult and less challenging. In discussions pupils responded to adults like bees around a honey pot – bursting to demonstrate what they knew and so proud when they recalled or defined newly learned vocabulary, such as 'rigid' and 'resistance'. One pupil grew visibly in stature when he reminded his teacher and classmates that they had learned in physical education how 'resistance was a force'. Overall pupils made exceptional gains in knowledge and understanding and its application to other areas of learning. Opportunities to develop literacy skills promoted high standards of recording and the teacher's meticulous record keeping provided excellent information.

54. Satisfactory leadership and management by the co-ordinator for Years 1 and 2 has ensured there are effective assessment systems, which are used well to plan future work. A vacant post had resulted in too few rigorous checks on pupils' work in Years 3 to 6. As a consequence, in some classes teaching is well focused upon the practical aspects of the subject, but places too little emphasis upon high standards of written work with adequate detail to reflect what pupils know and understand. There is too great a reliance upon the completion of worksheets, rather than pupils writing comprehensive accounts of what they have learnt. Throughout the school, there is too little emphasis on developing and monitoring assessment procedures. Target setting is inconsistent and pupils' progress towards meeting these targets is not monitored regularly enough. The school is aware of this and in the process of refining its procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good improvement since the time of the previous inspection.
- The quality of teaching and learning is good.
- The leadership of the subject is good.
- Computers are not always used as effectively and efficiently as they could be.

Commentary

55. Standards meet expectations by the end of Year 2 and Year 6. This represents good improvement since the time of the previous inspection in Year 6. Inspection evidence, from pupils' work, three lessons and discussions with pupils and the co-ordinator, shows that pupils achieve well because the quality of teaching and learning is good. Secure subject expertise underpins the teaching and ensures that teachers and support staff give clear instructions and effectively help pupils overcome difficulties they encounter with computer programs. As a result, pupils know exactly what to do and make good progress in their learning. Year 2 pupils produced particularly good work using a drawing program to create pictures of The Fire of

London linked to their work in history. Year 6 pupils create spreadsheets and graphs related to their work in mathematics. There is good, firm, yet friendly management of pupils' behaviour that results in motivated pupils who behave very well. This ensures that there is no interruption in lessons enabling them to concentrate well which aids their learning extending their computing skills and building their confidence in the subject.

56. In Years 1 and 2 the computer suite is not always used as effectively and efficiently as it could be because small groups of pupils work with a support assistant and not all the computers are used. As a result, the rate of learning and coverage of the curriculum is slower than it could be. In Years 3 to 6, pupils' rate of learning is faster as whole classes use the suite. However, the suite is designed for half a class so pupils have to share chairs or stand, making the conditions for learning not as comfortable as they should be.
57. Good subject leadership, effective support from the headteacher and governors and good staff teamwork has ensured good improvement in the provision since the previous inspection. As a result, resources, guidance to help teachers with the lesson planning, and assessment procedures are now satisfactory. There has been considerable investment in time and money, including staff training, and effective support and advice from the local education authority, which has led to improvement in standards. However, teachers are not using assessment to match work closely to pupils' different abilities. The management of the subject is satisfactory overall but the systems for monitoring teaching and learning are not effective enough.

Information and communication technology across the curriculum

58. There has been good improvement in the use of pupils' knowledge and skills in other subjects since the previous inspection. There is satisfactory use in most subjects with the exception of English where there is insufficient focus on pupils using computers for their first draft. Across the school, pupils have satisfactory typing skills and confidently and competently use a variety of computer programs. Year 2 pupils had produced some particularly good work using a drawing program to create pictures of The Great Fire of London for their history project. In mathematics, Year 6 pupils created spreadsheets and graphs to further their understanding of their use.

HUMANITIES

The diocese has responsibility for inspecting religious education, as this is a voluntary aided Catholic school. No lessons were seen in **geography or history**. Therefore, there was not enough evidence to make a judgement on provision in both subjects.

Commentary

59. In **geography**, pupils' work in books and on display, and discussions with pupils and teachers indicate that by Year 2 and Year 6 standards are average. Year 2 pupils successfully compared Tocuana in Mexico with Doncaster and explained their differences and similarities. Year 6 pupils demonstrated a sound understanding of their work on rivers. Standards are above average in **history** in Year 2 and pupils demonstrated a very good understanding of the work. In Year 6 standards are average and pupils demonstrate a sound understanding of life in Victorian Times. There is effective use of pupils' literacy skills in geography and history. Teachers make good use of pupils' computer skills for research in history but their use in geography is less well developed. The broad curriculum is satisfactory for both subjects. Teachers make very good use of resources from the museum loan service and visits out to enhance the curriculum and make it interesting and relevant. The co-ordinator provides good leadership for both subjects and has ensured good improvement in resources and assessment procedures since the time of the previous inspection. She monitors pupils' work but not the quality of teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements about the provision are possible in all subjects in this area. No lessons were scheduled during the period of the inspection for **design and technology** and insufficient lessons were seen to form secure judgements in **art and design, music** and **physical education**.

Commentary

60. In **art and design**, the previous inspection found insufficient use of sketch books. All year groups now have them but there is no clear rationale for their use and they are still ineffective records. The curriculum plan is satisfactory and identifies a wide variety of activities. During an art week, artists enhanced pupils' experience by helping them create good quality work. Other pupils' work demonstrates satisfactory standards and development of pupils' skills. Year 6 pupils' work from the spring term is below expectations and shows insufficient skill development. The lack of any art and design work in the autumn term has a negative effect on pupils' continuity of learning and consequently the standards attained. The co-ordinator satisfactorily monitors displays, teachers' planning, evaluations and assessments to ensure appropriate curriculum coverage. Strengths seen at the previous inspection have not been maintained because lessons have not been monitored to give an accurate overview of standards and the quality of teaching.
61. At the time of the last inspection, pupils in Years 3 to 6 made insufficient progress resulting in standards below national expectations in **design and technology**. This resulted in an issue about raising teachers' confidence and security of subject knowledge. Satisfactory leadership and management have ensured these issues have been successfully addressed. Inspection evidence shows that standards have improved and are now in line with national expectations across the school. Well-planned curriculum projects ensure the growth of pupils' skills and knowledge year on year. Pupils use their literacy skills well to record ideas on good planning and evaluation forms. Good links with science, information and communication technology and numeracy results in good application of pupils' knowledge and skills to design problems. Good links with a local college enhance the curriculum. A technology week provided a good opportunity to look at progression in pupils' knowledge and skills. The photographic record is not annotated or graded which limits its ongoing use to help assess standards in the subject.
62. The previous inspection raised a minor issue in **music** about the lack of time and suitable resources, which resulted in standards below national expectations in Years 3 to 6. The school has satisfactorily addressed these issues. As the co-ordinator is the only musician on the staff, she has introduced a new scheme to support non-specialist staff. It is not possible to judge the impact of this as one of the two class lessons observed were not taught by the usual teachers and the quality of learning varied depending on their knowledge and experience. Where music is taught by the co-ordinator the quality of teaching and learning were good. Standards in the lessons seen were satisfactory but it is not possible to make an overall judgement as no other recorded work was available. All children sing familiar songs well in assemblies. The co-ordinator provides satisfactory leadership and management of the curriculum but has not monitored lessons and therefore does not have an overview on standards.
63. The new hall has been a significant improvement since the previous inspection aiding the development of the **physical education** curriculum by improving accessibility. A very new co-ordinator is leading and managing the development of the curriculum well. Training for teachers in dance has resulted in increased confidence and greater security of subject knowledge. In lessons they promoted good opportunities for pupils to work together. Pupils discussed ideas and agreed sequences of shapes and movements to form dances. In an effective dance based on the Great Fire of London pupils grew from a spark to fierce flames fanned by the wind. Good demonstrations by the teachers successfully extended pupils' ideas and ensured most pupils were engaged fully in the lessons and thus gained confidence through practice.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No judgment can be made on provision overall because no lessons were seen.

Commentary

64. The school's provision for pupils' personal development is an integral part of the school's life. It makes a strong contribution to their personal, social and health education and understanding of citizenship. Pupils' achievement is good. The school council and healthy school task group make a significant contribution to pupils' awareness of school wide issues and develop a strong sense of responsibility in all. The sense of belonging to a community where they learn to live together is enhanced further when older pupils participate in a residential field trip in a different communal setting. The continued development of this subject is an ongoing priority for the school. Effective leadership by the subject co-ordinator has brought about good improvement since the previous inspection, for example, providing staff training and guidance for teachers' lesson planning ensuring a consistency of approach. As a result all staff work very well together to promote pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
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).