

# INSPECTION REPORT

**ST MARY AND ST BENEDICT CATHOLIC PRIMARY  
SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 133556

Headteacher: Mrs Maureen Perry

Lead inspector: John Brennan

Dates of inspection: November 3<sup>rd</sup> – 6<sup>th</sup> 2003

Inspection number: 257803

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:	282
School address:	Leigh Street Hillfields Coventry
Postcode:	CV1 5HG
Telephone number:	02476 229486
Fax number:	02476 632241
Appropriate authority:	Local Education Authority
Name of chair of governors:	Elizabeth Hancock
Date of previous inspection:	Not Applicable

## CHARACTERISTICS OF THE SCHOOL

St Mary and St Benedict is a new school that has grown out of the merger of two neighbouring Catholic primary schools. The new school has emerged in stages over the past year or so. Although last year it was technically one school, it operated on both sites until last September when staff, pupils and parents were finally able to come together on one site. Major building work was being finished as the inspection began; the week of the inspection was the first week the school was able to operate fully as planned.

The new school serves a diverse inner city community in Coventry, which has many of the problems associated with high unemployment. The proportion of pupils eligible for free school meals is well above the national average and children enter the school attaining below average standards. The number of pupils who join and leave the school part way through their education is also high. With 282 pupils, the school is larger than average and includes a nursery attended by 30 children. About 40 per cent of the pupils come from minority ethnic families. Most speak English as an additional language and of those 21 are at the early stages of learning English. These figures are above average. At 69, the number of pupils who have special educational needs is a little above average. Of these only one has a statement. The new school is involved in the Healthy School Initiative.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19692	Bob Folks	Lay inspector	
29989	Pauline Goodsell	Team inspector	Art and Design Design and technology Music Physical education English as an additional language Foundation Stage curriculum
29703	Ray Barton	Team inspector	English Geography History Personal, social and health education Science Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** In a little over a year since the schools were amalgamated, the leadership has successfully brought together staff, pupils and parents. Because of the good teaching the pupils are achieving well.

The school's main strengths and weaknesses are:

- Although improving, standards in English, mathematics, science and information and communication technology (ICT) are below average in Year 6
- Pupils work hard and get on well with each other
- The school provides very well for pupils' personal development, takes their views seriously and has created a well ordered learning and play environment
- Dedicated leadership by the headteacher and other staff ensures that teaching is good throughout the school and the pupils make good progress
- Pupils who have special educational needs and the growing proportion of pupils who speak English as an additional language achieve well
- Before and after school provision is excellent and is highly valued by parents and pupils
- The school has established a very strong partnership with parents who have a very high regard for the work it does

A major task for leadership of the new school has been to establish a shared vision for the school against a backdrop of major building work which finished as this inspection began. It is to the credit of all, particularly the headteacher, that the school operates smoothly and as a harmonious community. This has been a major achievement.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with a similar proportion of pupils eligible for free school meals*

**Achievement is good** and standards are already higher than those indicated in last year's National Tests taken at the end of Year 6. Through Years 1 to 6 pupils make good progress in learning the basic skills of literacy and numeracy. At the end of Year 2 standards are in line with the national average. By the end of Year 6 standards are below average in English, mathematics and science. Standards in reading are average but writing is below average. Throughout the school the pupils' ability to solve mathematical problems is limited and is not as strong as their ability to calculate with numbers. Because of the disruption caused by the rebuilding programme the pupils have not spent enough time working with computers and have not been able to progress quickly enough, with the result that standards in ICT at the end of Year 2 and 6 are below average. Children make good progress in the Foundation Stage, so that from below average levels many meet the goals children are expected to reach by the end of Reception. Pupils who have special education needs progress well against the targets set for them. Pupils who speak little English also make rapid progress and achieve well.

Pupils have very positive attitudes towards school. They work very hard and show respect for each other and for their new building. They are rightly proud of their school. **Their moral, social and**

**cultural development is very good, while their spiritual development is good.** Attendance levels have improved recently but are still below the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good.** Teachers manage pupils very well and create calm classrooms so that pupils are able to work in peace, concentrate hard and complete a great deal of work. In some lessons, although the pupils continue to work hard, the work is not interesting enough. Strong partnerships with learning support assistants help classrooms to run smoothly; they make a telling difference to the progress made by pupils who have special educational needs and those who speak English as an additional language. Staff in the Foundation Stage have a good understanding of the needs of young children. Clear routines help the children settle quickly and the varied activities help the children to make good progress in learning to read and count.

The school provides an excellent range of after school activities which many pupils take advantage of. The excellent level of after school care is indicative of the close partnership the school has established with parents and of the commitment it shows to pupils and the local community. The new school building and the very good level of resources help build on a well-planned curriculum.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The actions taken to establish a new school have been very successful. The school has a good grasp of its current strengths and has well developed plans to move forward. Governors have played a significant part in shaping the direction of the new school and have worked effectively through a period of major change.

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

Parents think very well of the school. They particularly like the way the school keeps them informed of their child's progress and of the level of care provided by the school. A few expressed concerns over bullying but inspectors found no evidence of it. The pupils clearly enjoy their new surroundings. They feel the school takes their views seriously and that the teachers listen to what they have to say. Many say they get help when they are stuck and that they are expected to work hard. Some children say that work is not always interesting enough. Inspectors also found this to be the case in a small number of lessons.

## **IMPROVEMENTS NEEDED**

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

- raise the level of achievement in science and ICT
- improve pupils' ability to solve mathematical problems

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement through Years 1 to 6 is good and, although improving, standards in English, mathematics, science and ICT are at present below the national average.

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

- Pupils make good progress in learning basic skills in literacy and numeracy
- Children in the Foundation Stage progress well and many start Year 1 ready for the National Curriculum
- Pupils who have special educational needs make good progress
- Pupils who join the school speaking little English make good progress
- The lack of opportunity to use computers has resulted in standards in ICT that are below average

#### **Commentary**

1. When the children start at the school, their baseline assessments show that, although their attainment covers a broad range, overall it is below average. This is especially true in speaking and listening as an increasing number of children start school speaking little English. Good provision in the nursery and reception classes enables children to make a good start to school and they achieve well. About half of the children achieve the early learning goals in the communication, language and literacy and mathematical areas of learning by the end of reception and a few children exceed them. The majority of the children achieve the early learning goals in personal, social and emotional development.
2. The merger of the two schools has brought together pupils who were originally educated in different schools, with different expectations. The new school has very little data to identify trends in attainment, for comparing results with other schools or for judging progress from one year to the next. The school has worked hard to bring what data it has together and is well placed to judge the success of its actions from this point on. In judging standards the inspection team has analysed school data and looked at the work the pupils have done over the last half term, albeit a disrupted half term. Views on achievement are based on:
  - judging whether the pupils are progressing quickly enough in lessons
  - whether the pupils have covered enough ground over the past half term
  - talking to pupils to see if they are capable of more
3. Although the pupils took part in last year's national tests for seven and eleven-year-olds at the end of the last academic year, caution must be exercised when interpreting them. For reasons largely beyond the control of the school leaders, the amalgamation and the building works have disrupted pupils' education over the last year or so. Although this affected all pupils, its impact on the education of pupils in Years 5 and 6 was particularly marked.
4. Pupils are currently achieving well in English. The curriculum is well organised and good teaching of basic skills is paying dividends. Standards have already moved on from the well below average level attained by last year's Year 6 in the 2003 national tests. They were average compared to similar schools. The situation has improved because the school has become more settled and structures that guide the teaching have had more time to become embedded. However, standards continue to be below average. The quality of pupils' writing is below average and standards in reading are average.
5. The picture in mathematics is similar. The 2003 national tests results showed that the attainment of last year's Year 6 pupils was well below average and below the average of similar schools. Pupils are currently making good progress, although their progress in

learning how to apply mathematical knowledge and skills is less well developed than other areas of the curriculum. Standards have improved from well below the national average to below the national average.

6. The school has used what data it can to establish a baseline of attainment in each of the year groups. It uses this information well to set statutory targets for results in national tests at the end of Year 6 and is currently expanding this to set targets for other year groups. Last year it fell some way short of the targets it had set in English and mathematics. Indications are that as the school settles down, collects and acts upon the growing range of data, it is becoming more accurate in its target setting.
7. In science, pupils are making steady progress. At present standards are below national expectations, although they are higher than in last year's national test results for Year 6 pupils. Pupils are progressing at only a steady rate because more able pupils are not always challenged and because of the way the curriculum is organised.

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

Standards in:	School results	National results
reading	16.7 (N/A)	15.7 (15.8)
writing	15.0 (N/A)	14.6 (14.4)
mathematics	16.8(N/A)	16.3 (16.5)

*There were 43 pupils in the year group. Figures in brackets are for the previous year*

8. In the 2003 national tests for Year 2 pupils, results in reading were above the national average and in writing and mathematics were average. These results bode well for the future. By the end of Year 2, pupils are able to read simple texts fluently and know what to do when they come across an unknown word. They write for an increasing range of purposes and are beginning to add details which make the content interesting. They have a reasonable knowledge of number and can add and subtract confidently to 20; however, their ability to use this knowledge to solve problems is limited.

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

Standards in:	School results	National results
English	24.7 (N/A)	26.8 (27.0)
mathematics	24.6 (N/A)	26.8 (26.7)
science	26.8 (N/A)	28.6 (28.3)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

9. In ICT standards are below national expectations. Due largely to the disruption, pupils have not spent enough time using computers. Computers in classrooms have been used well to practise some skills through work in a range of subjects but the direct teaching of skills has been very patchy. Resources are now very good and the co-ordinator has well conceived plans to raise standards.
10. Pupils who speak English as an additional language make good progress. Most achieve a reasonable degree of competency in English by the time they are seven and through Years 3 to 6 they become increasingly fluent. By the end of Year 6 the majority of pupils are competent in English and able to take a full part in the lessons, speaking with fluency and confidence and reading appropriate texts with understanding.

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

The pupils have very good attitudes to learning and take a full part in the many and varied activities the school has on offer. The school has high expectations of the pupils' conduct and they behave very well. The school provides very well for pupils' social, moral and cultural development. Opportunities for spiritual development are good.

## **Main strengths and weaknesses**

- The school has worked hard to establish clear routines and high expectations of pupils' behaviour
- Pupils work hard and get on well with each other and respect each others' differences
- The extra-curricular activities at lunch time make this a pleasurable time
- There are many opportunities for pupils to take responsibility for their new school
- Attendance levels, although improving, are still are low

## **Commentary**

11. Teachers have been quick to establish routines that govern learning. Much has been achieved in the short time the school has been together. Because of this, the pupils concentrate very well and are keen to please the teachers. They work very well, independently and collaboratively, and stay on task even in the less interesting lessons. This helps make the best use of time and ensures pupils get through a lot of work.
12. Relationships are very good and the promotion of racial harmony is strong and based on mutual respect. The harmonious atmosphere contributes to good learning. At lunchtimes, the school provides many varied activities for children to choose from, including a range of clubs. This caters well for children's differing interests and needs. Older pupils are given some responsibility for helping others at lunchtime, adding to the quality of these occasions and to pupils' personal development.
13. There are many other examples of pupils taking responsibility and being involved in the workings of the school. Central to this is the work of the School Council. Pupils make their views known to the school and they become involved in monitoring and reporting the tidiness of the school, helping other pupils at lunchtimes, organising some lunchtime activities and so on. Other pupils are kept informed of the work and findings of these groups through regular reports in assembly. All of this helps the pupils to accept some responsibility for the development of their new school and is an indication of the positive way they view the amalgamation.
14. Pupils' moral development is very good because, from the start, moral values such as right from wrong are taught. Consequently, they have respect for other people and listen to their differing viewpoints. The range of opportunities for the pupils to work and play together helps them to be very sociable and friendly. The range of visits and visitors and links with local organisations, helps the pupils learn about their local community. They are aware of showing respect to people, animals, plants and property and demonstrate this during their time in the school.
15. The school provides very well for pupils' cultural development. Because of this pupils appreciate the cultural diversity of the school and draw upon this well to celebrate multi-cultural festivals of fellow pupils. They acknowledge and find out more about their own cultures and those of others through assemblies, lessons and art and music. Assemblies and other opportunities for reflection, including examining targets they have for improving their work, provide well for pupils' spiritual development. They are given the opportunity to explore values and beliefs and the way in which they impact on lives. Because of this pupils are beginning to show an understanding of feelings and emotions.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	170	1	0
White – Irish	4	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	28	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	20	0	0
Asian or Asian British – Pakistani	8	0	0
Asian or Asian British – Bangladeshi	16	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	16	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	6	0	0

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

## Attendance

16. Attendance is below the national average but improved considerably last year. This improvement is continuing so far this year. Children are rarely late into school. All statutory requirements are met. Monitoring of attendance is very good and there is good liaison with the Educational Welfare Officer.

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

Authorised absence		Unauthorised absence	
School data	92.1	School data	0.1
National data	94.2	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils are well taught and very well cared for. The school provides an excellent range of after school activities and the overall quality of the curriculum is good. The new school building and the very good level of resources help build on a well planned curriculum.

## **Teaching and learning**

Throughout the school good teaching ensures that all groups of pupils achieve well.

## **Main strengths and weaknesses**

- There is a good degree of consistency in approaches to teaching
- Teachers manage pupils very well and ensure that they work hard
- The teaching and assessment of basic skills is good
- Learning support assistants are well briefed and make a telling difference to the progress of the pupils they work with
- In some lessons the work is uninteresting

## **Commentary**

17. An early priority for the new school was to ensure that there was good support for teaching and learning. This has been done very successfully. Careful consideration has been given to building teams of teachers and learning support assistants and there has been a clear expectation that these teams would work together. This has been achieved very well. The teaching and learning policy articulates the principles, whilst the leadership ensures that these are put into practice. Because of this there is a strong corporate approach to teaching. Planning is thorough and follows a common format. Assessment procedures have been clarified, an approach to marking outlined and expectations of the pupils' behaviour and work established. Together, teachers and learning support assistants have worked effectively to meet these expectations. All of this has helped create a common benchmark of good teaching and the school is well placed to build on this. This has been a major achievement.
18. The good teaching in the Foundation Stage has a number of strengths, enabling children to make a good start to school and achieve well. In particular, teachers and learning support assistants have high expectations of behaviour and help the children to feel secure so that they work hard, gain in confidence and get on well with others. Staff plan learning activities carefully across all areas of the curriculum and, for children who are ready, begin to use the National Strategies for Literacy and Numeracy. Basic skills are generally well taught. Learning support assistants teach individual and group activities and they provide effective support for the children in all of the activities. There is a good balance between child initiated experiences and direct teaching.
19. Pupils who are learning English as an additional language achieve well because the provision for teaching them English is good and well managed. Teachers identify those who need extra support - both in the early stages of learning English and at more advanced levels when the pupils' English may not keep pace with their academic potential. Teachers have a good knowledge of the needs of the pupils and match work to them. They teach the basic skills of speaking, listening, reading and writing in English well and provide effective models of spoken and written language. Learning support assistants and class teachers plan well together, so all are clear about what is to be done in advance of lessons. Good use is made of bilingual assistants who are well qualified and careful to promote the development of speaking and listening skills.
20. Other pupils, and in particular pupils who have special educational needs, also benefit from the work of learning support assistants and make good progress. Tasks are modified to reflect pupils' abilities and needs. Learning support assistants are good at monitoring pupils' understanding and have due regard to targets. Assessment information is being used well to

target pupils for extra help. In this way timely and well taught programmes of extra work are provided and are a further reason why pupils who have special educational needs make good progress.

21. It is not uncommon to find learning support assistants working with other groups of pupils, in some instances the more able. In this way they make a difference to all groups of pupils and help ensure the smooth running of the class as whole. The most effective assistants are able to help pupils when the teacher is talking to the whole class. They sit next to individual pupils and small groups, echoing what the teacher is saying and providing a more personal audience for pupils who may be less confident in answering questions. This help pupils make the most of follow up work.
22. In all classes the pupils work hard and get through a considerable amount of work. They persevere well and are able to work by themselves. This is no accident. In the short time the school has been together clear routines have been established and there is a common expectation that pupils will behave well and try hard. Because of this little time is wasted and pupils are able to work in an ordered and calm environment. Relationships are easy and pupils have positive views of teaching. Many say they get help when they are stuck, that they have to work hard and that teachers listen to their ideas. Inspectors also found this to be the case. The best teaching exploits this to the full by providing stimulating and challenging tasks. However, this is not yet common in all classes. It is a strong feature of lessons here and there but pupils achieve because of the strong work ethic in the school and fewer pupils say that lessons are interesting and fun.
23. The teaching of basic skills is good and reflects the careful implementation of the National Strategies for Literacy and Numeracy. Increasingly, teachers are using methods that suit these strategies well, with the use of white boards and talk partners ensuring that all pupils take part in the opening part of lessons. Lessons move forward at a good pace. By and large the grouping of pupils through Years 3 to 6 works well, and enables teachers to plan work that matches pupils' abilities. However, when teaching plays safe, it is the most able who are most affected and, on occasion, work is not thought provoking enough for these pupils.
24. Teachers have come to terms quickly with the improvements made to classrooms. They have worked hard to create a stimulating environment. They are beginning to make effective use of interactive white boards to improve the quality of the demonstrations they give to pupils. This is especially so in mathematics. Some teachers use these screens to get pupils to scribe on them. These provide valuable assessment opportunities. As yet, however, it is rare for a group of pupils to be asked to use the screen when they are working in groups. Teachers and learning support assistants are increasingly confident with ICT and ensure that they are used well in other aspects of teaching. Many of the worksheets pupils use are produced by staff using computers and assessment information is stored on computers.
25. The school has adopted good assessment procedures, especially for English and mathematics. A well understood cycle of assessment takes place and is clearly linked to short term pupil level targets that govern planning. Pupils are made aware of these and by and large the teachers' marking helps pupils to see what they need to do to improve.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (9%)	16 (48%)	14 (44%)	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*

### **The curriculum**

The quality of the curriculum is good overall. The provision for extra-curricular activities is excellent.

### **Main strengths and weaknesses**

- There is very good provision for pupils with special educational needs and those who speak English as an additional language
- There are good links between subjects
- The number and use of learning support assistants is very good
- Provision for ICT has been unsatisfactory, but is now improving rapidly

### **Commentary**

26. All subjects of the National Curriculum and religious education are taught and the curriculum is broad and balanced. The school is committed to making cross-curricular links between subjects and this can be seen in the school's planning. Some positive developments, such as providing pupils with a range of learning activities covering different subjects, are proving popular with pupils. A group of Year 6 pupils commented that they are well organised by the teachers and that they were worthwhile learning experiences.
27. The school works hard and successfully to include all the pupils in the curriculum. Pupils who have special educational needs or who speak English as an additional language are very well supported by their teachers and learning support assistants. Pupils with special educational needs have individual education plans with suitably specific learning targets and these are well known to staff and appropriately used.
28. The range and frequency of extra-curricular activities are excellent. It is not unusual to have four or more activities happening after school and these are often open to pupils of all ages. Activities range from sports such as football, netball and basketball to art, guitar tuition, yoga, homework club, computers and a newspaper group. These activities are well organised, provide a very valuable learning environment and are much appreciated by the pupils. The school also makes good use of visits out of school and visitors into school. These provide a valuable learning resource that is recognised by the pupils.
29. The turmoil that the school has suffered over the very recent past has meant that the school's provision for ICT has been unsatisfactory and that pupils' achievements have been unsatisfactory. The school is now very well resourced and opportunities to use and develop ICT skills are developing well across the curriculum.
30. Although the provision for science is satisfactory overall, there are some instances where topics are not revisited frequently enough. For instance, having worked on magnetism in Year 3 the pupils have to wait until Year 6 before they can continue to develop their knowledge and understanding of this scientific concept. This can leave long gaps between topics and means that pupils have to relearn some material before moving on again.
31. The school's staffing, accommodation and resources contribute well to the quality of education. The school has a suitable number of teaching staff and a very good number of support staff. There is a very good range of resources in most subjects.

### **Care, guidance and support**

The school provides very good care, welfare and health and safety for pupils. The provision of support, advice and guidance based on monitoring is good. The school is very good at seeking, valuing and acting upon the pupils' views.

### **Main strengths and weaknesses**

- The school has worked hard to create a secure and safe environment for pupils
- The School Council works well
- Close relationships have been established with agencies outside school that impact well on differing groups of pupils

### **Commentary**

32. The school has very good procedures for child protection and the designated members of staff have had recent training. Health and Safety procedures are also very good and are overseen by the governors. Many of the staff are qualified in first aid or have attended a first aid course. Parents are notified quickly if there are any accidents in the school. The children are very well cared for.
33. Support from outside agencies is very good. Particularly good support is provided by the Speech and Language Therapist who attends the school regularly and trains the learning support staff to continue her programme of work in between visits. Inter-agency meetings are held on a regular basis. The school cares for pupils with special educational needs well and this caring attitude is reflected in the positive ethos of the school.
34. The pupils' views are sought through the School Council. Regular meetings are held and the outcomes regularly reported to the whole school in assemblies. Pupils feel that the school takes their views seriously and will act upon them if they can.
35. Good records are kept of the pupils' achievements and progress in the school. Monitoring is used well to keep track of their progress. Pupils' personal and educational welfare is a priority of the staff. There are good induction procedures in the school and for preparing children for life in the senior school.

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

The school has very good links with parents and the community. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Parents are very supportive of the school
- The arrangements for reviewing pupils' progress with parents are well thought out
- Parents receive a range of high quality information
- Links with a nearby school are mutually beneficial

### **Commentary**

36. Parents are very supportive of the school and they hold it in high regard. Taking into account the recent merger of the two schools, this is a major achievement. The school works closely with parents and values their views and opinions and keeps them well informed. The school has worked hard to provide well presented and clear information to parents. They receive a diary of events for the whole school year and leaflets explaining the approach to literacy and mathematics help parents see how they could help their children at home. In addition, they are kept up-to-date with events in the school in a fortnightly newsletter. The annual pupil reports are of a high standard and keep the parents very well informed of their children's progress. These identify areas for improvement and include targets for key subjects. Parents speak very highly of the termly meetings they have with teachers to discuss progress. The school gives much consideration to this and sets aside a two week block so that parents can attend at their convenience. These are well attended and focus on what the children have achieved and on future targets.

37. A few parents were concerned about bullying. The inspection team looked closely at this and were particularly impressed with the measures that ensure pupils have rewarding playtime experiences. These involve older pupils being available to help if any problems arise. Supervisory assistants ensure that lunchtimes run smoothly and that pupils get along with each other. The school has clear procedures for dealing with poor behaviour. This includes a Race Equality policy, the impact of which is carefully monitored by the headteacher. Any instances of harassment or bullying are promptly and effectively dealt with. Because of this lessons following on from play and dinner times start well and teachers and pupils are able to get straight on with their work.
38. The school has a very close liaison with its own local church and parish but also keeps in touch with churches of other faiths. There are regular visits to the nearby City Farm as well as visits and links with a range of other local organisations. This adds valuable experiences to learning and helps build a strong sense of community.
39. Links with other schools are generally good and the transition arrangements to the secondary schools are smooth. The school has a particularly close relationship with a local Catholic primary school. This has developed over a few years, so that both schools help each other in a range of different ways. The schools have come together for joint training in order to pool expertise and broaden thinking when considering developments in teaching and learning.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is very good. Governance is good.

### **Main strengths and weaknesses**

- The actions taken to bring the two schools together have been very successful
- The leadership values the contribution that each individual makes to the vision for the school
- Leadership ensures that actions are guided by very clear policies and that these are consistently applied
- The school has a good grasp of its strengths and weaknesses and has well developed plans to move the school forward
- Plans for the development of a new governing body are limited

### **Commentary**

40. School leaders, in particular the headteacher, have worked tirelessly to bring together the two very different schools and have been very successful in this. Although only operating as envisaged for the first time during the course of the inspection, there is a high degree of consistency in daily routines and the implementation of policies. This has helped the school run very smoothly and much has been achieved in a short space of time.
41. The headteacher and senior managers have a good grip on the present quality of teaching and learning. They have succeeded in bringing staff from two schools together, establishing common procedures, and setting clear benchmarks for performance. This has led to good quality teaching and has given leaders a sense of how teaching can develop from this point on. Performance management systems link closely to whole school development and teachers are set clear goals for improvement. Non-teaching staff are also part of this system and make a telling contribution to the life of the school. This is especially evident in the role they play in the excellent before and after school provision established by the headteacher.
42. A consultative approach to leadership has emerged from the merger and has created a very strong sense of team. Much thought has been given to communication and to the part individuals play in the development of the school. Because of this there is a feeling of common purpose. Well-run meetings, with clear agendas, knit the work of different

managers together well. The Raising of Achievement Team is proving particularly effective in drawing together information gained from analysing teaching and learning. Phase leaders, who are responsible for daily operation for different parts of the school, are becoming increasingly effective in ensuring that key messages reach and are acted upon by all who work in school.

43. Much of the monitoring work is carried out by phase teams or by senior managers and much of the analysis of performance is undertaken by the assessment co-ordinator. Co-ordinators of key subjects who form part of the Raising of Achievement Team have the opportunity to exercise influence through this key committee. However not all key co-ordinators work on this committee and the potential for them to influence practice across the school is not as strong. All in all though, the school has an accurate picture of its current strengths and areas in need of attention. Pupils' progress is closely tracked, prompt action taken to investigate underperformance and to target training and resources. The work of those with management responsibilities is brought together well to produce a school improvement plan which identifies a manageable number of key priorities. These are closely linked to financial planning and to training and provide a sharper focus for evaluating teaching and learning.
44. A temporary governing body was created to see the school through the merger. Governors have been very active in this period and have been very involved in taking decisions that shape the future of the school. Involvement in the new building and in deciding systems and principles that the new school operates by has been strong. They have successfully balanced the need to be supportive and challenging and have shouldered their responsibilities well. Governors are determined that once the new governing body has been constituted, it will continue to be influential. However details about how governance will build on the opportunities recent times have given them to exercise influence are underdeveloped. Plans do not feature strongly in the school development plan and at present much falls on the shoulders of a small number of governors.

### **Financial information**

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

Income and expenditure (£)	
Total income	N/A
Total expenditure	N/A
Expenditure per pupil	N/A

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next	N/A

45. No definitive figures are available for the last full financial year. During this period the school operated more than one budget and the number of pupils it applied to varied considerably over the course of the year. Because of this, no value for money judgement was possible. As with other facets of management, financial management has been tested of late. The situation has been dealt with well. The school administrative officer manages finances effectively, while governors and the headteacher take a more strategic view of the financial health of the school. They seek to get the best from the funds it has available and ensure that the school is very well resourced. Plans for future spending are well defined.

### **OTHER SPECIFIED FEATURES**

#### **Community provision**

The school provides excellent before and after-school provision for the children. The range of extra-curricular clubs provided is extremely wide and varied. In addition, the school provides clubs at half term and in the holidays. The holiday club is open to other children and schools. All of this provision is organised and staffed by the school, except for a little additional help for the holiday club.

## Main strengths and weaknesses

- The before and after-school clubs run and staffed by the school are excellent
- Parents are very appreciative of the excellent service
- The extension of the provision to holiday care is open to the wider community
- The very wide range of activities suits the differing needs of pupils.

## Commentary

46. The school provides a very broad and rich range of extra-curricular activities after school and at lunchtimes, which the pupils take part in with great enthusiasm. These add to their experience of school and to positive attitudes towards school. They are extremely well supported and are open to the wider community. In addition, the school also provides excellent facilities for before and after- school clubs. These successfully extend learning beyond the school day and reflect imaginative and community spirited thinking by school leaders. They reflect the commitment of the school to educate pupils in the widest sense and beyond the school day.
47. Clubs are staffed and run by school staff. The routines established in school spill over into these sessions and they are run very efficiently. Staff know the children well and they are extremely well cared for and looked after.
48. Whether it be producing the school newspaper, taking part in sport, making something or simply finding a quiet spot to do homework, there is something to meet the needs of all pupils. The staffing levels are very good; the staff are dedicated and do an excellent job of looking after the children.
49. In addition to this, the school runs clubs during half term and in the school holidays. Once again, both of these are organised by the school. The half term club is run and staffed by the school on similar lines to the Early Bird and Stay Late Clubs. Clubs are open to children in the community and several children who have left the school also benefit from them. This helps to place the school at the heart of its community and it is highly regarded by local families.
50. This provision is of considerable help to working parents and is very much appreciated by them. It also provides enrichment for the children and a level of care rarely seen in schools. It is a virtually all year round provision of the highest quality.

## Example of outstanding practice

**The quality of extended after school provision is excellent. It is all the school's idea and has evolved over time into an all encompassing service for children and parents**

It's the end of a busy school day, but pupils of all ages continue learning and socialising. Some might cook or choose a sport to have go at, others choose to get on with their homework or work on the production of the school newspaper. There is something for everyone. A member of staff is always close at hand; many are learning support assistants who have worked in classes during the day. School routines spill over into these sessions. Later on tea is provided. Some children go home, many stay on for another round of varied activities, providing a valuable service for working families. Children come and go through the two hours or so it runs. Some who have moved on to secondary school, join and use computers to research homework or find a quite space to study. Teachers who they have known may have a quick word. A true family spirit ensues. It starts again early in the morning with breakfast and the day begins actively and safely. As if all of this were not enough, clubs carry on through the school holidays and are opened up to the wider community. Many families take advantage of them and it places the school at the heart of its community. Parents think it's great. As one commented 'the only thing they don't do at this school is keep them overnight.' Even this is not strictly true. The school has organised a sleep over!

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

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

51. Provision in the Foundation Stage is good. Children start school with a range of abilities but in general these are below those typically expected for their age. A significant number of children start school speaking little English and although they are confident children, their speaking and listening skills can be particularly low. The children learn at a good rate and respond well to the effective teaching in the nursery and reception classes. By the time they leave reception about half are on course to achieve the early learning goals and pupils who began school with few words are much more fluent.
52. The teaching in the Foundation Stage has a number of strengths. Teachers plan the learning activities carefully to ensure that there are opportunities for children to have access to all areas of the curriculum and in the reception classes, to Literacy and Numeracy Strategies. Learning support assistants work very effectively to help in individual and group activities and make a significant contribution to helping children participate fully in the activities. Sound arrangements check what the children know, understand and can do, and the information is used satisfactorily to plan the next steps in children's learning. The Foundation Stage is well led and managed. The teacher in charge works well with her colleagues to promote the provision and development of the curriculum for the children. She has a clear vision of how the planning for the whole Foundation Stage can be further developed to promote the progress of the children.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Teachers strike a good balance between independent tasks and tasks children are directed to do.
- High expectations of behaviour help the children to learn how to conduct themselves.

#### **Commentary**

53. The children settle quickly and happily because staff quickly establish routines. There is a good balance of teacher-directed tasks and of children-chosen activities so. Staff have high expectations of the children's behaviour and encourage them to take care of themselves. There are, however, some shortcomings in the accommodation for the youngest children. For example, there are no cloakroom facilities for them to hang and fetch their coats independently and this creates problems for the children using the outdoor areas during free-choice sessions. Good opportunities to work and play together and to reflect on the effect of their actions on others means that children learn how to get on with each other. As a result children behave very well, persevere well with tasks and try hard to think things through for themselves.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching of speaking and listening and basic skills of reading are good

- Children, including those with special educational needs or English as an additional language achieve well
- There are too few opportunities for children to write independently

### Commentary

54. The children are given good opportunities to respond to events in stories and adults extend children's vocabulary well through play and question and answer techniques. Good use is made of the multi-lingual learning support assistants to explain things to the children who are at the early stages of learning English. Throughout the Foundation Stage there is a good range of pretend play opportunities for the children to use and develop speaking and listening skills. Adults use these times well to engage pupils in conversation so that pupils begin to explain how things work and the reason for choices. This concentration of talk is particularly well suited to children who are learning English and as result they make rapid progress. The teachers develop and build on the children's early reading skills through the sharing of books and stories and the clear teaching of the sounds letters make. By the end of the reception year a small number of children read fluently and are able to retell stories they have read. However some of the books used in the reception classes for group reading are outdated and of poor quality.
55. Writing skills are taught systematically and carefully so that children learn to form letters correctly. However the over reliance on copy writing can stop more confident children from having a go themselves and developing independent writing skills.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Staff have a good knowledge of how to teach basic numeracy skills through talk and practical activities
- Opportunities to work more closely with groups of older children are missed

### Commentary

56. The teaching of basic numeracy skills is good because it uses the children's natural enthusiasm for counting and using numbers. Teachers provide a good variety of activities and resources to make learning fun. Children learn through a strong emphasis on practical experiences and by singing and acting out rhymes that demonstrate the early stages of addition and subtraction. This particularly suits the needs of younger children. Careful use of language enables children who are at the early stages of learning English to pick up new mathematical words to use in activities. This ensures that they make good progress. Because of the concentration on correct language, by the time they start Year 1 children have a good vocabulary to describe mathematical features such as taller, shorter and longer. Further practical sessions and some opportunities to use and write number help reception children to count confidently to ten and beyond. However, in some play situations opportunities to target a chosen group of children for more intensive work while others are engaged in more independent activities are missed.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

57. No overall judgement can be made as no direct teaching of this area of learning was seen. However, children are beginning to learn how to use computers and new interactive white boards. Teachers' planning and other evidence indicate that the children have good opportunities to participate in a range of activities to promote this area of learning.

## PHYSICAL DEVELOPMENT

58. One lesson was seen in this area of learning and children were observed taking part in the play activities outdoors. Teachers' planning and other evidence indicate that the children have good opportunities to participate in a range of activities to promote this area of learning. A very good lesson was seen when the nursery children took part in a lesson in the hall when, through dance, they depicted the excitement and enjoyment of fireworks. The coloured lights and the music captivated the children, and by the end of the lesson all the children were expressing themselves through uninhibited movement and by playing musical instruments to accompany the dancing. The well designed outdoor play area provides children with very good facilities for this area of learning.

## CREATIVE DEVELOPMENT

59. It was not possible to make an overall judgement of provision but work on display indicates that standards are in line with those expected. Good use is made of pretend play to develop children's imagination.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is good and the pupils achieve well
- Learning support assistants make a valuable contribution to pupils' learning
- The use of literacy skills across the curriculum is good
- Standards in writing are improving but are below average by the end of Year 6
- The quality of handwriting and pupils' presentation of their work are inconsistent

#### Commentary

60. The overall quality of teaching is good. Teachers form very good relationships with their classes and their control and management of the pupils is also very good. This results in the pupils behaving very well, being attentive and being able to get on with their work with a minimum of distraction. The support and encouragement given to the pupils by the teachers and learning support assistants, who work very well as a team, is very good. This helps the pupils, especially those who with special educational needs or who are at the early stages of learning English, to make good progress.

61. The school has rightly identified the need to raise standards in writing. The added emphasis that has been given to extended writing is having an effect and the quality of the pupils' work is improving. There is now a thorough and structured development of writing skills throughout the school. Pupils learn a good range of styles, such as narrative, poetic, character studies and persuasive writing. However, the quality of presentation and handwriting varies considerably within classes. On the whole, the pupils' successes are celebrated well through marking, which increases self-esteem and for the older pupils it often gives advice on how to improve.

62. Standards in reading are higher and most pupils enjoy reading. The school has a consistent approach to teaching reading. Through Years 1 and 2 teachers use their good knowledge to teach pupils well about the different sound letters make. Because of this by the end of Year 2 many pupils are able to break words down into different sounds when they come across a

word that puzzles them. They read simple texts fluently and many begin to read with expression. By Year 6 most pupils are confident and expressive readers. Although the library area is relatively new it is well stocked and is beginning to be used for the systematic teaching of library skills to older pupils. Now that the school is settling into a more normal situation there are plans to extend this specific teaching to the younger pupils. Pupils know how to locate books in the library and are able to use these skills when they undertake research. Teachers are making increasingly good use of ICT to help with pupils drafting and final presentation of written work. Pupils also use ICT to develop research skills but recent disruptions within the school have meant that these skills have not been practised enough and so achievements in this area are below what they should be.

63. Pupils, including those learning English as an additional language and those who have special educational needs, make good progress in their speaking and listening skills. By the end of Year 6 most pupils can easily make themselves understood and can speak confidently. Speaking and listening skills are seen as important by the school and the growing use of 'talk partners' and drama activities are giving the pupils more opportunities to use and improve these skills.
64. The hallmark of the teaching is vigour. Here teachers' enthusiasm and expertise rubs off on pupils who become thoroughly engaged and excited in their work, producing better quality results. For example, spontaneous applause broke out in a Year 3 and 4 class as pupils acted out play scripts they had written.
65. The co-ordinator, who presents a very good teaching model, and the Raising of Achievement Team are working effectively to develop the subject. This is helped by the collection of good assessment information. This enables the school to track progress and intervene quickly when pupils are under-achieving. Procedures extend to giving groups of pupils targets, which are then addressed through forthcoming teaching. Pupils are aware of these and there is evidence in marking and in teaching that they are thought about regularly. This helps pupils improve in specific areas over the short term and they contribute to the good progress pupils make. The co-ordinator's knowledge and understanding of the present position of the subject is expanding as her monitoring role continues to develop.

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

66. The school is very aware of the need to develop language and literacy skills across the curriculum. The positive emphasis being placed on language development through the use of 'talk partners' can be seen across most subjects. The range of literacy skills used in other subjects is good and the school realises that this can be extended even further.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Although pupils achieve well standards are currently below average
- Teachers organise and manage classes very well
- The school knows its strengths and has clear plans to tackle identified shortcomings
- Tight teamwork between teachers and learning support assistants helps meet the needs of differing groups of pupils
- Not enough attention is given to problem solving
- Assessment ensures that pupils know what they need to do to improve

## Commentary

67. The achievement of pupils through Years 1 to 6 is good. However standards by the end of Year 6 are below average. Pupils work hard and have completed an impressive amount of work in the last half term. Little time is wasted in lessons because pupils and teachers get on very well with each other. Despite the disruption caused by building work, clear routines have been established and lessons progress at a good pace. The calm atmosphere in which pupils work means that teachers and learning support assistants can work purposefully with chosen groups of pupils in the confidence that pupils working by themselves will work independently.
68. Teachers and learning support assistants work very well as a team. Planning is tight and benefits from a strong corporate approach, which reflects good implementation of the National Numeracy Strategy. Teamwork across pairs of years leads to a good degree of consistency in teaching style. By and large the decision to organise pairs of year groups into three classes each in Years 3 and 4 and Years 5 and 6 is working well. Teachers and learning support assistants plot carefully over the course of a week which group they will work more closely with. In this way all groups benefit from enhanced staffing, but in particular it helps pupils who have special educational needs and those who are at the early stages of learning English. Because of this, these groups of pupils progress well. Most benefit is gained from this organisation when:
- learning support assistants involve themselves in questioning in the opening part of the lesson
  - tasks for the more able pupils in the high ability class match their needs. From time to time tasks are too easy for this group of pupils and this is exacerbated by the insufficient attention given to problem solving
69. Teachers make it clear to pupils what they want them to learn and many are beginning to make good use of interactive white boards to give high quality visual presentations of new skills. These capture the interest of pupils. Some go beyond this to exploit the potential of the technology to get pupils to show the class or group that they understand. This helps assessment. Careful thought has been given to providing computer programs with practice exercises and games that help to reinforce key points. In many lessons small groups of pupils use computers well to practice key skills, providing another dimension to their learning.
70. The best teaching builds on these strengths to provide pupils with opportunities to initiate investigations and to shape their response to problems that require them to plan and execute problem solving strategies. However, there is too little evidence of this to be found. On occasion pupils are given problems to solve, but these tend to be seen as 'add ons' to units of work rather than arising out of current work. Too many of the tasks pupils do require them to practise skills rather than apply them. On occasions, worksheets, although often designed by teachers themselves, make decisions for pupils, so that they have little opportunity to set work out for themselves. Because of this there is a strong work ethic in classrooms but tasks and teaching can lack gusto. In general teachers have insecure knowledge in the area of mathematics and because of this pupils' factual knowledge of mathematics and computational skills are in advance of their ability to apply what they know to problem solving.
71. This weakness has been spotted by the school because senior managers have observed teaching and the analysis of test results and pupils' work by the senior management team have backed this up. This has given the school an accurate picture of current provision in mathematics. Plans are at an advanced stage to provide more training for teachers and to give more emphasis to problem solving. Good assessment procedures give teachers a clear picture of the performance of individual pupils. This is used well to set manageable targets for differing groups of pupils ensuring pupils are given work to address these. Pupils themselves are well aware of targets and have a clear idea of what they need to do improve. All of this helps move learning along at a brisk rate.

## Mathematics across the curriculum

72. Pupils use mathematics well in other subjects. This is helped because mathematics is planned and taught alongside science and design and technology. In this way pupils are often given the chance to measure and draw tables. It tends to be these generic skills that are served well by other subjects but opportunities can still be missed to reinforce particular knowledge. For example, one of the targets for pupils in Year 5 and 6 is to understand mean, median and mode but despite studying a topic on My Body in science there are no plans to teach this through the topic.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards of attainment are below national averages in Years 2 and 6
- Pupils demonstrate very positive attitudes to their work
- There are good opportunities for developing literacy and numeracy skills through science
- Work for more able pupils is not always challenging enough
- The way that the science curriculum is organised means that topics are not revisited often enough

### Commentary

73. Overall teaching and learning in science is satisfactory and pupils make steady progress. Teachers are well organised and have very good class management strategies and therefore pupils work hard. They enjoy their work and they listen well to adults and each other. There is appropriate concentration on teaching pupils how to carry out experiments, so that by the end of Year 6 pupils have a good understanding of what makes a fair test.

74. In Years 3 to 6 the first lesson of the week sets the scene for forthcoming work. Teachers use these well to achieve a good balance between lessons which teach pupils how to conduct investigations and lessons which increase factual knowledge. These opening lessons are followed up by group work in the course of the week. These give pupils an opportunity to show what they have learnt through playing games and further practical tasks and helps make learning interesting. They also provide opportunities for teachers to link science with other subjects. This is done well. A focus on speaking, listening and writing increases the pupils' confidence in using language and good opportunities are provided to practise their skills. Good support is provided for the pupils with English as an additional language to enable them to take a full part in the lessons. There are some good opportunities for developing numeracy skills for example by interpreting graphs and when using counting and reading scales.

75. The science curriculum is organised in a two year cycle for pairs of classes. Although these cover the National Curriculum for science it also means that pupils do not return to topics at a higher level until the revision programme for Year 6 pupils takes place. This places an onus on pupils to retain information for long periods and makes it difficult for teachers to systematically build on previous experiences. In addition, because the work is planned across two school years, work is not always matched carefully to the needs of all the pupils. This limits the progress of some pupils, in particular the more able are not always taught in a challenging and effective way.

76. The co-ordinator has established clear assessment procedures to test pupils at the end of each unit. She has produced an action plan that contains clear action for future developments.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Due to major building works pupils have had limited access to computers which, until the week of inspection, made provision achievement **unsatisfactory**. This is no longer the case.

### Main strengths and weaknesses

- Recent improvements have led to a very good level of resources
- ICT is used well to enhance learning in other subjects
- The co-ordinator has well conceived plans for utilising new facilities

### Commentary

77. The completion of new building works has resulted in pupils having access to very good facilities. An imaginatively designed suite of computers, including a large interactive white boards that will help teachers show pupils new skills, has been built. Facilities are enhanced by access to three computers in each classroom. All classrooms also have a large interactive white board which teachers are making use of in a variety of lessons. After some teething problems access to broadband ensures speedy access to information. All of this, however, has been preceded by a lengthy period of disruption, which made it very hard for teachers to teach key skills in ICT. To avoid damage many computers were packed away during the course of major building works. While some classes still had access to two or three computers in the classroom, many others have had no access at all.
78. The new computer suite is only just finished and was in not use during the inspection. It was not possible, therefore, to observe enough direct teaching of ICT skills to make a judgement about the overall quality of teaching. From talking to pupils and examining pupils' work to date it is clear that experiences have been fragmented and pupils have not been able to work at computers often enough. As a result standards, by the end of Year 6, are currently unsatisfactory.
79. The co-ordinator, with the support of the headteacher, has pursued every available source of funding to provide the best for pupils. The co-ordinator has used this period of change well to:
- clarify her own thinking on how to use computers to encourage independence and creative thought by pupils
  - refine the curriculum so that skills can be built sequentially
  - evaluate and purchase key software, particularly for teaching mathematics and English skills.
  - link assessment of key ICT skills to particular tasks
  - ensure that teachers and learning support assistants have received training in how to use a large computer screen to teach ICT skills to aid teaching in other subjects
  - prepare plans for monitoring teaching and learning
80. All of this means that the school is well placed to make the most of new resources and ensure that pupils learn key skills which they can apply to purposeful and thought provoking tasks.

## Information and communication technology across the curriculum

81. Teachers are making good use of computers in their classrooms during a variety of lessons. Opportunities are habitually identified in planning. In mathematics and in English groups of pupils use them well to practice counting and writing skills. In science the pupils complete tables as part of their experiments in science. There is some evidence of pupils using the Internet to help with research in other subjects but this is more limited.

## HUMANITIES

82. In humanities, work was sampled in **history** and **geography**. No lessons were seen in history and only two were seen in geography. It is, therefore, not possible to form an overall judgement about provision in these subjects. There is a good indication from pupils' work, planning and talking to pupils that standards are broadly in line with what might be expected. The two lessons seen in geography were satisfactory and indicated that the pupils were achieving at a steady rate
83. It is clear that in both subjects the range of visits and visitors plays an important part in making the pupils' work interesting and relevant. Pupils in Year 6 praise the visits and visitors that they have had and say that they link well with their class work and they comment that it helps learning, because you can 'see it in action'.
84. From the sample of work seen there is an appropriate range of topics covered and there are good links with the use of literacy skills.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. One lesson was seen in design and technology and none in any of the other subjects. From the extensive teachers' planning, sampling of work and displays and from talking to pupils it is evident that the curriculum for all of these areas is firmly in place and that they are given due importance in the life of the school. Work in the creative, aesthetic, practical and physical subjects is often linked together which enables the pupils to see connections and use skills learned in one area in another. Adults in the school use their talents generously to extend the learning opportunities for the pupils, for example in musical activities, art and sports clubs. Learning opportunities are further extended by visits out of school and visitors to the school.
86. In **art and design** pupils have good opportunities to use a range of skills and media. Work on portraits shows clear progression. For example the younger pupils illustrate the features of faces in some detail and in Years 5 and 6 the pupils effectively use collage to depict Tudor people. Pupils talk enthusiastically about art and work is well displayed around the school.
87. In **design and technology**, discussion with pupils showed that they are gaining experience of a range of materials and techniques and are developing skills through designing and making a variety of products. Pupils are given opportunities to evaluate their own work and that of their classmates. In the lesson seen, the teacher provided satisfactory resources for the pupils to identify and correctly place labels to show the features of a house and gave good help and encouragement during the group activities.
88. The strength of the **music** provision is the opportunity for pupils to sing together regularly. They reach a good standard of singing, and they know and enjoy singing a good range of songs. As the pupils move through the school, there are good opportunities for pupils to learn to play instruments such as the recorder and guitar. There are many occasions provided for the pupils to listen to and appraise music from a good range of traditions and cultures. Music is very well used to promote the pupils' spiritual, social and cultural education.

89. In **physical education**, the provision is very well extended by the number of clubs that are held during the after school sessions. The standards in swimming by the time the pupils leave the school are good. Resources for teaching and learning are very good.

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

90. The extensive opportunities pupils have to take responsibility are used to address specific aspects of pupils' personal, social and emotional development. As part of being a 'Playground Pal,' pupils consider issues such as bullying. Other aspects are covered more discreetly, for example sex education, while aspects of work covered in religious education lessons also add to this subject. This wide range of experiences and well thought stand-alone programmes of work give pupils a suitable breadth of experience.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
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	5
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

