

## INSPECTION REPORT

**ST NICHOLAS OF TOLENTINE CATHOLIC PRIMARY SCHOOL**

Easton, Bristol

LEA area: City of Bristol

Unique Reference Number: 109248

Acting headteacher: Mrs Isobel Flexman

Lead inspector: Robin Wonnacott

Dates of inspection: 24<sup>th</sup> - 27<sup>th</sup> November 2003

Inspection number: 257889

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	151
School address:	Pennywell Road Easton Bristol
Postcode:	BS5 0TJ
Telephone number:	(0117) 377 2260
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jim Bull
Date of previous inspection:	December 1998

## **CHARACTERISTICS OF THE SCHOOL**

St Nicholas of Tolentine Catholic Primary School is situated very close to the centre of Bristol. It has 151 pupils on roll aged from four to 11. This makes it a small school compared with primary schools nationally. The pupils come from families with a wide range of social and economic backgrounds. The pupils are taught in six classes; in the mornings, an additional class supports pupils with special educational needs. The percentage of pupils entitled to free school meals (47 per cent) is well above the national average. The percentage of pupils with special needs (24.3 per cent) is above the national average but none has a statement of special educational need. The pupils' special needs are wide-ranging but the majority relate to learning difficulties. About a quarter of pupils are from a white British background, and a similar proportion are from Black Caribbean heritage. The remaining 50 per cent of pupils come from a wide range of other ethnic groups, including Indian and other Asian and African backgrounds. The percentage of pupils whose home language is not English has increased to 20 per cent, which is high. There are a small number of pupils from traveller and also from asylum seeker backgrounds. The rate at which pupils join and leave the school is typical of the national picture. When children join the school as four-year-olds, their levels of attainment are well below that typically seen nationally. The school is part of the Bristol Educational Action Zone (EAZ).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	Lead inspector	Mathematics, information and communication technology, music
9079	Ann Moss	Lay inspector	Citizenship
12116	Christina Morgan	Team inspector	English, art and design, design and technology, physical education
22113	Aileen King	Team inspector	Foundation Stage, science, geography, history

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This school gives pupils a sound education.** Standards in the key skills of reading and number work are improving from levels that were below the national average to standards that are close to the average. Teachers know the pupils well and this makes the pupils feel secure in the school. The acting headteacher provides satisfactory leadership and management. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are improving in reading and mathematics; they are in line with the national average.
- Standards are improving in information and communication technology, and are now average.
- Provision for the pupils in the Reception year is good.
- Teaching is good overall and some of it is very good.
- The care and welfare of pupils are good.
- Arrangements for identifying, and then supporting, pupils with special educational needs, and those that have English as their second language, are inconsistent.
- Not enough time given to teaching design and technology, geography and history.
- Attendance levels are very low.

Overall, the school has made satisfactory progress since its last inspection in 1998. The key area for improvement, raising standards in information and communication technology, has been tackled successfully. The quality of teaching has improved, and standards have risen as a consequence. Satisfactory progress has been made on the other issues identified in the last inspection, assessment procedures are more secure, and the governors now have a good understanding of the school's use of finances.

## STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

*The data contained in the table is unvalidated.*

**Throughout the school, all pupils achieve at least satisfactorily;** this is a consequence of good teaching. There is a wide spread of ability in each year group, with a high proportion of pupils with special educational needs in some. For the past few years, the skills, knowledge and understanding of the group of children entering the Reception class have been well below average. This year, children in the Reception class have settled well into class routines, and there are already signs that they are making good progress with their learning. Since the last inspection, standards have risen in the Year 2 and Year 6 national tests in mathematics. The science results remain low, but standards have improved. English standards remain very low; this is due to the many pupils for whom English is an additional language. When compared with the results of similar schools, results are above average in mathematics and average in science.

The children in the Reception class have standards that are well below average. Pupils currently in Year 1 did not all meet the standards expected in communication and language in spite of good progress last year. Standards in Year 2 are broadly average in reading, mathematics and science and in other subjects. They are below average in writing because of the high proportion of pupils who have difficulties with the English language. In Year 6, standards are average in reading, mathematics and science but writing standards are low. Standards in information and communication technology are average; standards in music are below average.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory.** Pupils are generally happy at school and the majority have positive attitudes towards learning.

They generally behave well in lessons. However, in a small number of lessons, the bad behaviour of a group of pupils disrupts the learning for the majority. Attendance levels in the school are poor. The school has effective procedures in place to improve attendance, but parents do not take enough notice of the advice provided.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** Overall, the quality of teaching is good. Provision for pupils who have special needs is satisfactory but support staff are not always used effectively. Teachers have worked hard to make sure that standards in English, mathematics and science have improved. In the best lessons, teaching is carefully structured and pupils are clear about what they are expected to learn. As a result, pupils make good progress in learning. In the small amount of ineffective teaching, the pupils' behaviour is unsatisfactory and this has a significant negative impact on learning. Assessments are not used consistently to plan lessons that challenge all pupils in the class. All the subjects of the National Curriculum are taught but not enough time is given to teaching all the foundation subjects; as a result, the progress made by pupils in these subjects is slow. Teachers know pupils well, and the level of care they give is high.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership and management of the school are satisfactory.** The acting headteacher has provided the school with stable leadership over a six-year period. Procedures for checking and evaluating the school's work are not as clear as they could be. Subject co-ordinators for English, mathematics and science have a good understanding of the strengths and weaknesses in these subjects. Governors use their expertise well in the best interest of the school. The work of the governors is good. The governors ensure that the school meets with statutory requirements.

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

**Parents are very satisfied with the school** and have no significant concerns; they regard teachers as approachable and prepared to discuss their children's progress. Pupils in Reception to Year 6, whose opinions were sought, feel that the school is good and they are positive about the staff. They also feel that the school is helping them to learn.

## **IMPROVEMENTS NEEDED**

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

- Review and further develop its strategies for improving the levels of attendance.
- Develop the ways in which children who have special educational needs, and those for whom English is an additional language, are identified.
- Ensure that the level of support provided for pupils with special educational needs, and those for whom English is not the first language, is adequate and that the support is focused on helping individual pupils.
- Review the way that teaching time is used, making sure that adequate time is allocated to all subjects so that pupils develop the required levels of knowledge, skills and understanding.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Pupils achieve satisfactorily throughout the school.** Standards in mathematics and science are broadly average. Standards in English vary, reading standards are average, standards in speaking and listening and writing are below average.

#### Main strengths and weaknesses

- Standards are rising, although test results remain low.
- Standards in mathematics are now close to the national average.
- Work in the pupils' books is well presented.
- Standards in information and communication technology have risen.
- Standards in geography and history are low in Year 6.

#### Commentary

1. In the national test for 11-year-olds, the school's results in English are in the lowest five per cent of schools. In mathematics, the results are below the national average. In science, the results are well below the national average. When results are compared with those of similar schools, they are well below the average in English, above the average in mathematics and in line with the average in science. The low results in English reflect the very low levels of language that pupils have when they start school. The school has increased the provision made for pupils with special educational needs, and for those who have English as a second language; this provision is not yet sufficiently focused on helping and supporting individual pupils within these groups of pupils.
2. When children start school in the Reception class, assessment data shows that their knowledge, skills and understanding are well below those typically seen for the age group. Children have particularly low skills in speaking and listening; their vocabulary is very limited. This has a significant impact on their learning. During the eight weeks they have been in the class, all children have made at least satisfactory progress, and many have made good progress. However, inspection evidence indicates that by the time they leave Reception standards will still be below those expected in all six areas of learning.
3. As pupils move through the school, their achievement is satisfactory overall. In English, levels of achievement are satisfactory; pupils who start school with very limited vocabulary show that they have gained in confidence in using language. In mathematics, pupils achieve well, and this is a result of the good teaching that occurs in mathematics lessons.
4. Over the last three years, there has been a steady improvement in the school's results in national tests for seven-year-olds. Standards in mathematics are now close to the national average. Standards in writing and reading are well below the national average. When compared with the results of schools with the same proportion of pupils in receipt of free school meals, the school's results are well below the average for reading, below the average for writing, and above the average for mathematics.

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

Standards in:	School results	National results
reading	13.0 (12.0)	15.7 (15.8)
writing	12.8 (11.7)	14.6 (14.4)
mathematics	15.4 (14.0)	16.3 (16.5)

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

5. There has been a similar improvement in the school's results in national tests for 11-year-olds. English and science results have improved slightly. Mathematics results show considerable improvement, and in 2003, they were just below the national average. Compared with similar schools, English results for 2003 were well below the average, results in mathematics were above the average, and science results were in

line with the average for this group of schools. These results show that pupils make steady progress as they move through the school. The relatively large number of children who enter the school with limited vocabulary has a significant impact on the school's results.

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

Standards in:	School results	National results
English	23.0 (22.7)	26.8 (27.0)
mathematics	25.7 (25.0)	26.8 (26.7)
science	27.3 (27.6)	28.6 (28.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year.*

6. Inspection evidence indicates that in Year 2 the majority of pupils are on track to attain the nationally expected standard (Level 2), in reading and mathematics. However, standards in writing are not secure and fewer pupils are working at the expected level. In information and communication technology (ICT), pupils are working at a standard typically seen for this age group. The majority of pupils are showing satisfactory levels of achievement. Pupils with special educational needs also show satisfactory levels of achievement. They could do better if the support given to them was used in a more consistent way. Similarly, pupils who have English as a second language would make better progress if the support was provided for them at an earlier point in their school life.
  
7. Inspection evidence indicates that the majority of pupils in Year 6 are on track to attain the nationally expected standard (Level 4) in mathematics and science, the improvement in standards being a result of improved teaching. In English, attainment varies across different aspects of the subject. Standards in reading are consistently in line with those found in similar schools; a small number of pupils read at a level above that expected. On the other hand, writing skills are low, pupils have limited vocabulary and this means that their writing often lacks imagination. Standards in art and design and design and technology, geography, history, music and physical education are similar to those found nationally for this age group. Standards in ICT are a little above the average, but standards in art and design and music are low. The levels of achievement in Years 3 to 6 are satisfactory. Pupils from all the different ability groups represented in the school achieve satisfactorily. Those with special educational needs and with English as a second language achieve equally as well as their peers.
  
8. Pupils apply their literacy and numeracy skills well in other areas of the curriculum, especially in science. Pupils' skills in ICT are sufficient to enable them to use these in other subjects. Good ICT links were seen with science and geography.

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

**Pupils' have satisfactory attitudes to school.** Behaviour in and around school is satisfactory, and some very good behaviour was noted during the inspection period. Pupils have good relationships with each other and with adults. Pupils like their school and feel valued. Pupils' spiritual, moral, social and cultural development is also satisfactory. Attendance levels are well below the national average.

## Main strengths and weaknesses

- The school involves the pupils in taking responsibility for themselves and others.
- In lessons where the teaching is good, pupils' behaviour is good, and sometimes very good.
- The school works hard to promote good relationships and there is good racial harmony.
- All pupils are included in all the school's activities.
- In a small number of lessons observed, there was some bad behaviour.
- At playtimes, there are some instances of unsociable and boisterous behaviour.
- Poor attendance levels and the late arrival at school of some pupils limit attainment.

## Commentary

9. Provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. In several lessons, pupils were observed to work well together and support each other. They share materials and computers well, and in lessons where the teaching is good, they show interest and enthusiasm. Reception class children are already beginning to understand the need to co-operate when completing tasks. The adults provide children with good opportunities to develop their personal and social skills.
10. The vast majority of pupils say that they like being at the school. They feel the school listens to their views and acts on them when appropriate. Generally, they play together well and lunchtime sessions in the hall are happy social occasions. They readily accept responsibility around the school and are enthusiastic about collecting house points. There are house captains and vice-captains, and the pupils act as 'problem busters' in the playground to help other pupils who have difficulties. The school council has not met this term, and so pupils have not had the advantage of working together to solve issues that might be brought to their notice. In lessons where teachers direct the pupils' enthusiasm into a desire to concentrate and work hard, there is a significant contribution to their achievement. No instances of bullying were seen during the inspection period, but a small number of instances of unsociable and boisterous behaviour were observed. There is no evidence of racism in the school. In discussion, Year 6 pupils were very positive about the way pupils from the range of backgrounds work and play together. The vast majority of parents confirm that their children enjoy school.
11. There were 14 exclusions in the last school year, involving four pupils. The inspection team found that the exclusion process has been used as a necessary strategy for the sake of the whole school community.
12. Attendance levels are now poor, being well below the national average, and the punctuality of some pupils is a problem. However, the school ensures that daily patterns of attendance and lateness are rigorously monitored and it quickly follows up unexplained absences. The school regularly rewards good attendance and is supported by the local authority in this work. Despite prominence being given in school publications to the importance of regular attendance, and the detrimental effect on pupils' education if holidays are taken in term time, some parents are not taking enough notice of the advice provided.

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

Authorised absence		Unauthorised absence	
School data	8.4	School data	0.7
National data	5.4	National data	0.3

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

### Ethnic background of pupils

Categories used in the Annual School Census
White – British

### Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
37	0	0

White – Irish	4	2	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	7	11	0
Mixed – any other mixed background	16	0	0
Asian or Asian British – Indian	14	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	39	1	0
Black or Black British – African	13	0	0
Black or Black British – any other Black background	10	0	0
Any other ethnic group	7	7	7

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**This school provides a satisfactory quality of education for its pupils.** From very low levels of attainment when they join the school, pupils achieve well because they are taught well throughout the school. There is scope to establish more systematic procedures for using information about pupils' progress to help them to improve. Interesting visits and visitors help to bring the curriculum alive for the pupils. Staff make best use of satisfactory accommodation to fulfil the requirements of the National Curriculum, but there is no enclosed outside area for children in the Foundation Stage. Parents are supportive of all that the school does for their children.

### Teaching and learning

**Teaching in the school is good.** In just over three-quarters of the lessons teaching was at least good and often very good. Pupils make satisfactory gains in learning as they move through the school. They make good gains in their mathematical understanding. Teachers make satisfactory use of assessment data in English, mathematics and science, but this aspect of their work is not well developed in other subjects.

### Main strengths and weaknesses

- Lessons are well planned with a good clear structure.
- Teachers use very effective techniques when they question pupils.
- Lessons are conducted at a good pace.
- Good relationships are evident between staff and pupils.
- In the majority of lessons, the school's behaviour policy is used in a consistent way.
- In the few unsatisfactory lessons, the pupils' behaviour was unsatisfactory.
- Teaching assistants are not always used to support pupils.

### Commentary

13. There has been an improvement in teaching since the last inspection. Changes in staff in the Year 3 to 6 classes have had a significant impact on teaching in the classes with the oldest pupils. In most lessons, there is now a clear structure to lessons. Pupils know what they are expected to learn, and they get on with the tasks set in a quiet and purposeful atmosphere. In the three unsatisfactory lessons, management of poor behaviour was weak, and pupils made little gains in learning. The three lessons were all in the same class where a supply teacher was working.

### **Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (20%)	20 (57%)	5 (14%)	3 (9%)	0 (0%)	0 (0%)

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

14. In the very good lessons, the teachers use high quality questioning techniques to make sure that pupils had understood the work. The intonation in the teachers' voice added to this approach: *'Really! Are you sure that's right? Could you do that another way?'* For example, in a Year 5/6 science lesson, where pupils were developing their knowledge of ways in which they could propel a car, that they plan to make in a design and technology lesson, the teacher's questions made the pupils reflect on their answers. During the lesson, there was clear progress in their understanding about the need to evaluate different methods of propulsion before deciding which was most suitable for the task. A similar approach to questioning was observed in a Year 1 music lesson when pupils were using a range of instruments to accompany a simple song. The style of questioning used by the teacher not only enabled pupils to reflect on their responses, but it also played an important part in extending their vocabulary.
15. Teaching in English lessons is good. Teachers plan lessons to take account of the needs of different groups of pupils. Good teaching also occurs in mathematics lessons. Teachers are making good use of the national guidance for developing pupils' numeracy skills. This is having a beneficial impact on their work in mathematics. ICT is used to support teaching and learning in a number of subjects, including English and mathematics.
16. Teaching in the Reception class is good. In this class, good use is made of a classroom assistant. She provides valuable support to pupils, particularly those with special educational needs, and ensures that pupils who may be reluctant to suggest answers are fully involved in the lessons. This approach is not apparent in all classes. In a number of the lessons observed, classroom assistants took little active part in the session; as a consequence, they did not have the same beneficial impact on pupils' learning.
17. In the lessons where teaching was unsatisfactory, and in those that were satisfactory, a common weakness was that lessons did not have the necessary pace to excite and interest pupils. As a result, their learning was restricted. For example, in a Year 4/5 English lesson, where pupils were identifying the main features of newspaper reporting, the lesson was constantly interrupted by poor pupil behaviour. This led to interruptions to the flow of the lesson. It was difficult to see that pupils had learnt anything during the 50 minutes.
18. In the last 12 months, the acting headteacher has seen all the staff teaching. She has acquired a detailed knowledge of the strengths and weaknesses of all the teachers. This information is being used to good effect to ensure that all the teaching in the school matches the best. It is also being used in an effective way to help plan staff training.
19. Overall, assessment procedures are satisfactory. They have improved since the last inspection, when they were judged as unsatisfactory. The school has started to analyse the national test results to identify pupils who will need help if they are going to reach the expected standard for seven and 11-year-olds. In the Year 5/6 class the teacher's marking is of a high standard, and the written comments provide pupils with clear advice as to ways in which they can improve their work. This very good practice is not common throughout the school. There is not yet a consistent use of teachers' assessment to help them plan the next stage of learning for individual pupils.

## The curriculum

**The curriculum is satisfactory overall, and good in the Foundation Stage.** All subjects of the curriculum are taught. The curriculum provides a satisfactory range of opportunities that caters for the needs of different pupils in the school. The school makes satisfactory use of a range of clubs and activities that enhance pupils' learning. Accommodation and resources are satisfactory.

## Main strengths and weaknesses

- A good curriculum for the youngest children in the school, with very good planning of activities.

- Good provision in mathematics, and information and communication technology.
- Insufficient time given to teaching history, geography, and design and technology.
- Time spent on literacy and numeracy is appropriate, but the skills developed are not used to support learning in other subjects, for example history and geography.
- Creative development is not given enough emphasis.

## Commentary

20. The curriculum is satisfactory overall. There has been an improvement in the curriculum since the last inspection. Good use has been made of national guidance for literacy and numeracy. All subjects are covered and all statutory requirements are met, including the six areas of learning in the Foundation Stage. In the Reception class, the curriculum is very well planned; there are detailed and relevant plans that include very good guidance for what and how the children are to learn. The lack of a secure outside play area restricts the youngest children's access to suitable physical activities. The curriculum for Years 1 to 6 is satisfactory overall. Years 1 and 2 cover topics in all the subjects of the National Curriculum. There is a satisfactory two-year plan for subjects in Years 3 to 6. Although teachers' timetables indicate that all subjects are taught, not enough teaching time is allocated to some subjects, for example, design and technology, geography and history. When the same year groups are taught in two different classes, not enough attention is given to ensuring that all pupils in a year group are taught the same things. The development of, and innovation in, the curriculum are satisfactory. Although there are some links between subjects, opportunities to enhance the curriculum through making more links are missed. Nevertheless, there are some effective links using ICT to support learning, for instance, in geography and between mathematics and science.
21. The curriculum provided for pupils with special educational needs is satisfactory. However, when groups of pupils are removed from parts of lessons, they have to be given extra support to catch up on the work they have missed. There are satisfactory processes in place to include all pupils in all lessons. Pupils who have English as an additional language are provided with satisfactory support. The support is most effective when teaching assistants sit alongside pupils in lessons and encourage them to have a go at giving answers. However, in a number of the lessons observed, support assistants did not involve themselves in the lesson, and they had very little impact on pupils' learning.
22. Satisfactory use is made of visits and visitors; these enrich the pupils' lives. For example, professional artists have visited the school, and as a result an attractive map of the world, which depicts the rich cultural diversity in the school, has been produced. There have been links with the Welsh National Opera, and opportunities are offered to pupils in Years 5 and 6 to learn tap dancing. However, there are not enough regular opportunities for pupils to develop their creative skills.
23. The school has a satisfactory range of clubs and activities. Clubs include football, judo, sailing, Rosary club, breakfast club, dance and a homework club for Year 6 pupils. The personal, social and health education is satisfactory overall; this is linked to religious education and covers aspects of puberty and relationships, and there is a programme to raise the pupils' awareness of the dangers of drugs.
24. Resources are satisfactory, including the level of staffing. There are some gaps in equipment for designing and making models in the Reception class. New physical education (PE) equipment has been purchased, but there is still room for improvement. The accommodation is suitable, with a fairly large hall, library area, ICT suite and other smaller group rooms. Classrooms are not very large, and some are cluttered and untidy. The outdoor areas are reasonably spacious and recent developments have added an attractive garden; there are also good adventure play areas.

## Care, guidance and support

**The care, guidance and support of pupils are good and this supports pupils' learning well.** Health and safety procedures are also good. The school provides pupils with satisfactory advice and guidance about their achievement and personal development. The school council gives pupils a satisfactory level of involvement in the school's work.

## Main strengths and weaknesses

- Pupils feel secure and well cared for in school. Relationships with staff are good.
- There are good induction and transfer arrangements.

- The school seeks pupils' views and acts on them when appropriate.
- There are opportunities for pupils to take responsibility for themselves.
- Child protection procedures are effective.
- There is good monitoring of the pupils for their personal development.
- There have been no school council meetings this term.

### Commentary

25. Since the last inspection, the school has made satisfactory progress in developing this aspect of its work. Pupils feel secure and well cared for. The good induction and transfer arrangements especially take into account the fact that many pupils join the school at various points in their education. There is good support for new arrivals to help them settle into the school. Class teachers prepare their class to welcome new pupils, and they are soon integrated into the life of the school. Staff know pupils well. All pupils have access to well-informed support, advice and guidance as regards their personal development, which makes a significant contribution to their achievement.
26. The school is designed to be fully accessible and has made satisfactory provision for pupils with medical needs. Pupils with special educational needs are provided for in a satisfactory way. The co-ordinator for this aspect of the school's work is well informed; the school's procedures take account of the national code of practice.
27. Staff make a significant contribution to providing a caring atmosphere in a safe and calm environment. They are very clear about the school's policy and procedures for child protection; these are effective. Parents describe the school as '*caring*' and pupils describe the staff as '*nice and kind*'. Appropriate staff are fully up-to-date in aspects of first aid and in child protection procedures.
28. The school has made good progress in seeking and using pupils' views through the establishment of the school council. Pupils welcome this initiative and believe that their views are valued and acted upon. They have been involved in developing the range of equipment available at break times. However, the council has not met this term.

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

**The partnership with parents is satisfactory.** Links with the parish and wider community are good. The school has good links with other schools and local nurseries.

### Main strengths and weaknesses

- Most parents are supportive of the school and have no significant concerns.
- Good links with the parish and wider community make a good contribution to learning.
- Good links exist with local Nursery provision.
- Good information is given to parents about the curriculum and the topics to be studied.
- The school tries hard to involve more parents in their children's learning.
- The partnership with parents is enhanced by training courses for parents.

There are no weaknesses.

### Commentary

29. Since the last inspection, the school has continued to develop its links with parents and the parish. The vast majority of parents are supportive of the school, and the school is working hard to involve parents more in their children's learning. Parents say that teachers are approachable, and that they feel their children are making good progress and are encouraged to become mature and responsible. Parents also confirm the views of the pupils that they like being at the school. Pupils like their teachers, they think that they are fair and know that they can turn to an adult if they have any worries.
30. Most parents think that the school values and acts on parents' views when appropriate; they feel that the school deals effectively with any concerns or complaints. Parents are provided with a good range of information, including information about the school's curriculum. The partnership with parents is improved by the training courses for parents. These courses help parents to contribute more to the pupils' learning at school and at home.

31. Links with the local community, including local football teams and the local Nursery, are good and make a good contribution to pupils' personal and academic development. Induction and transfer procedures are good, especially when taking into account the fact that many children start school at times other than at the beginning of the school year. The school has good links with the catholic high school that most pupils attend at age 12.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management in the school are satisfactory.** The acting headteacher has provided the school with stable leadership for the last six years. She has managed the school in an effective way. Overall, the work of the co-ordinators is satisfactory. The support given to the school by the governors is good. The low level of competence in English for many of the pupils is a barrier to raising achievement throughout the school.

### **Main strengths and weaknesses**

- The acting headteacher has a clear vision for the school this is shared by staff and governors.
- Governors are very clear about the school's strengths and weaknesses.
- The work of the mathematics and science co-ordinators is good.
- The secretary makes a very significant contribution to the smooth running of the school.
- The work of the co-ordinators for a number of subjects, including ICT, is underdeveloped.
- Support for pupils with special educational needs, and those who do not have English as their first language, is not well focused on individual pupils.

### **Commentary**

32. The acting Headteacher has successfully established a united and supportive staff team who are committed to making good provision for the all-round development of pupils. Underpinning this provision is a clear focus on raising standards; this is shared by both staff and governors. All pupils are valued by the school. Care is taken to meet pupils' individual needs.
33. The acting deputy headteacher has responsibility for managing the school's provision for pupils with special educational needs, and for those who have English as an additional language. Although the provision is satisfactory overall, there are weaknesses. Not enough time is given to clearly identifying particular needs, and then writing individual learning plans that show how these needs are to be provided for. The amount of additional support provided for this group of pupils is adequate. However, it is not used well. Too much of the time is taken by withdrawing pupils from their classroom; as a result, they are not fully involved in lessons. Where the support is most effective, the classroom assistant supports pupils in lessons, helping them to understand the particular subject. This is particularly so in the Reception class.
34. Overall, the management of the school is sound. Management of the Foundation Stage is good. There are satisfactory procedures in place to enable the school to run smoothly on a day-to-day basis. The school undertakes good and detailed analysis of results from national tests. There are also sound strategies in place for evaluating how well the school is doing in order to plan for the future.
35. The quality of the work of teachers who are leading different subjects varies. At its best, it is good, but this high quality is not apparent in all subjects. For example, the co-ordination of science and mathematics is good. The staff involved have a clear understanding of the strengths and weaknesses in these subjects. They have observed their colleagues teach and provided them with guidance that will help improve their teaching. In many of the other subjects, this approach is not secure. Staff have not been seen teaching, and this means that they have not been given advice about ways in which they could improve their work.
36. The experienced secretary provides very effective administrative and financial support. She is very welcoming to staff, pupils and visitors, and makes a very significant contribution to the life of the school.
37. The work of the school governors is good. They are fully involved in analysing the school's results in national tests. When necessary, they challenge the acting headteacher. This is particularly evident in the way they were involved in designing the school's development plan. The school has a detailed race

equality policy and governors monitor the way this is used in school. In discussion with governors, it was clear that they have a good grasp of the strengths and weaknesses of the school. In recent years, they have shown that they are able to take difficult decisions. They have provided the acting headteacher with good positive support. The governors ensure that the school meets its statutory requirements.

38. The management of the school's finances is sound. Uncertainties about staffing have meant that it has been difficult to plan expenditure over the longer period, hence the relatively large carry forward in the school's budget.

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

Income and expenditure (£)		Balances (£)	
Total income	419,615	Balance from previous year	39,263
Total expenditure	411,722	Balance carried forward to the next	7,892
Expenditure per pupil	2,940		

The school has satisfactory procedures to ensure that it applies the principles of best value appropriately. The school gives satisfactory value for money.

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

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

**The provision for the youngest children in the school in the Foundation Stage of learning (the Reception class) is good and the children achieve well.** This aspect of the school's work is well managed.

39. The children come into school with levels of attainment which are well below the average expected for this age group, especially in communication, language and literacy. Many of the pupils have special educational needs. Their skills in personal and social development and aspects of mathematics are below average. They make good progress in the Reception class, but by the time they leave this class their skills are still below what is expected for this age group in all areas of learning. Several children have pre-school experience, but a few come into school without having attended any playgroup or nursery. The curriculum is well planned and covers the areas expected. Teaching is good overall, with very good support from support staff. The class teacher uses incidental activities very well to reinforce the children's learning and build on what they know, can do and understand. Resources are used well overall, especially the use of the interactive whiteboard, which is a great boon to the children and presents opportunities for them to learn in a graphic way. The outside area is not well developed; this restricts aspects of the children's physical development.
40. Assessment procedures are good and are still developing. All the staff make very good use of assessment opportunities, they share their observations of what the children learn and can do, and base their teaching on what they should do next. Reports to parents meet requirements, but it is not always clear how much progress a child has made. Resources and accommodation for the Reception Year are satisfactory overall, but there are limited resources for designing and making models.

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

The provision for personal, social and emotional development is **good** overall.

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

- Staff present very good role models for the children to follow.
- Relationships are very good.
- Very good attitudes and good behaviour.
- No weaknesses were observed.

#### **Commentary**

41. By the end of the Reception Year, standards are lower than those expected for the age group. Teaching in this aspect of the pupils' development is very good. Pupils have made good progress from very low levels of development.
42. The children's personal, social and emotional development is progressing well. Their skills are below average when they first start school, but the good provision means they achieve well. Routines in the Reception class are very well thought through to ensure the children build their confidence, self-esteem and personal skills. Personal, social and emotional development is reinforced regularly, as many children come into school with little confidence or understanding of how to tend to their own needs. For example, at snack time the children serve drinks and healthy snacks to each other, this promotes independence and a sense of responsibility. The children behave well; they have very good attitudes to staff, each other and their learning. They are encouraged to be active participants in learning; they respond very well because of the class teacher's very positive manner and approach to their learning. The children are already very aware of routines, they conform readily and are keen to help and be involved in the good range of activities provided. Opportunities for children to take responsibility for their learning are very good. Staff encourage children to talk about what they have learnt and what they would like to do next.

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

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

### **Main strengths and weaknesses**

- Good input from staff to promote the children's language skills.
- Good support and encouragement for those children for whom English is not their home language.
- Good practice in developing understanding about the sounds letters make in words.
- No weaknesses were observed.

### **Commentary**

43. The children come into school with skills which are well below the expected level for this age group. Very good teaching, with a very well planned and organised approach to language and literacy, means that despite some children's poor speech, they make good progress. However, when they leave the Reception Year, their standards are still below average. The children for whom English is not their home language receive good support in their learning; they are able to be active participants in all activities, because the staff make it clear to them, either by gestures or demonstration, what they are expected to do. The staff encourage the children effectively to develop their understanding about the initial sounds in words and they use resources very well. For example, 'Linky' the hand puppet is used well to maintain the children's attention and encourage them to listen. The children enjoy stories such as *'Funnybones'* and these are read expressively to them to catch their imagination and develop their vocabulary.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Good use of daily routines to reinforce the children's mathematical understanding.
- Good use of ICT to support learning in mathematical development.
- Good development of appropriate mathematical vocabulary.
- No weaknesses were observed.

### **Commentary**

44. The children come into school with skills which are well below the expected level for this age group. Nevertheless, because of the good teaching, several children can already count quite accurately and identify the number of objects in a group. They make good progress in their mathematical development, due to the good use of daily routines to practise counting, using numbers, and identifying numerals. However, when they leave the class, standards are below average. Lesson plans are very good. ICT supports numeracy and there is a good match of tasks to the range of skills the children have. Plans are also very clear about specific mathematical language, for example, to describe two-dimensional shapes. The children are learning how to solve simple problems, and they use number operations such as addition and subtraction. For example, they count the number of children present or having a school dinner, and use the information to make comparisons.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good opportunities for designing and making models.
- Good use of ICT to support the children's learning.
- Good use of incidental opportunities to reinforce understanding.
- No designated outdoor area to enable the children to explore independently.
- A lack of construction equipment.

### **Commentary**

45. The children come into school with knowledge and understanding of the world which are below the expected level for this age group. However, they make good progress as the staff have a good grasp of how young children learn. Good teaching, where staff use every opportunity to encourage the children to be observant and question why things happen, means that children leave the Reception Year with standards that are only slightly lower than those found nationally for the age group. The children are offered highly productive sessions in the computer suite, where they can practise their developing skills using computers, and to reinforce their learning and understanding in other areas of the curriculum. The children are given good opportunities to investigate and explore, for example, looking at shadows created by the overhead projector on the interactive whiteboard. There are good design and model making activities, although this aspect is not particularly well resourced. The staff are adept at using recycled materials to ensure the children develop good skills. There are opportunities for the children to explore the school grounds, especially to observe nature, but the lack of a designated space means that these opportunities are limited.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Hand control is developing very well.
- No appropriate-sized climbing frame.
- No designated outdoor area where the children can have easy access to use the bikes and other toys to develop their physical skills.

### **Commentary**

46. The children come into school with skills in physical development which are well below the expected level for this age group, but they make satisfactory progress overall. When they leave the class, they have standards that are still lower than expected for the age group. Good teaching that focuses on developing important key skills enables pupils to make very good progress in aspects of their physical development, especially in cutting and making marks on paper. Children persevere very well using a variety of tools and implements such as scissors and staplers. There is no appropriate-sized climbing frame for the children to use. There is some small apparatus, and the staff make arrangements to take the children to a nearby park where they can develop their skills in climbing, balancing, suspending their weight and jumping. There is no designated outdoor area where the children can have easy access to use the bikes and other toys to further develop their physical skills.

## **CREATIVE DEVELOPMENT**

The provision for creative development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Good opportunities for dance, drama and role-play.
- Not enough development of skills and techniques in art work using an increasing, inspiring and interesting range of materials.

### **Commentary**

47. The children come into school with skills in creative development which are below the expected level for this age group, but they make satisfactory progress overall and leave the class with standards that are on the low side. There are good opportunities for drama, dance and role-play. The children's ideas and creativity in devising and developing their own ideas through play are valued. The teaching is good overall. However, there is not enough attention given to a systematic development of skills and techniques, using an inspiring and interesting range of materials and media.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- The overall quality of teaching is good.
- The teaching of basic skills is good.
- Pupils make good progress in reading.
- The quality of marking is good overall and very good in Year 6.
- The presentation of pupils' work is good.
- The criteria for providing support for pupils with special educational needs, or those pupils for whom English is an additional language, are unclear and inconsistent.

### **Commentary**

48. By the end of Year 6, standards are below average overall but, given their capabilities, all pupils achieve satisfactorily. The national tests results for the past three years show that standards have been well below average. The current Year 6 pupils are doing slightly better than last year's cohort, owing to an improvement in teaching over the past two years. Their reading skills show clear improvement but their writing skills remain relatively weak; this is often due to their limited vocabulary.
49. The school's emphasis on teaching the basic skills of reading, handwriting and spelling is effective, and pupils achieve well in reading throughout the school. Innovative ways of teaching phonic skills, taking account of the different ways in which pupils learn, are a noticeable feature of the teaching, particularly in the Year 1 class. Good use is made of guided reading sessions to encourage expressive and responsive reading with an emphasis on understanding the text. Most pupils in Year 6 are independent readers of simple texts, and use a range of strategies to tackle unfamiliar words. They can talk about aspects of the books they enjoy and more able readers can name particular authors they like to read. However, the technical reading skills of most pupils outstrip their comprehension of what they read. They struggle to articulate critical ideas about what they are reading or compare different authors or types of books.
50. Written work is well presented and basic writing skills are well established by Year 2. The majority of pupils enter the school with poor levels of vocabulary. Although the school provides regular opportunities for speaking and listening, for example, through school productions and class assemblies, pupils' speaking skills remain a weakness. The lack of complexity and ability to use language creatively is reflected in the quality of pupils' writing, which is largely below what is expected of the average 11-year-old. In Year 6, relatively few pupils use a wide ranging or imaginative vocabulary in their writing, despite regular opportunities to write for a range of different purposes.
51. Pupils who have special educational needs, and those whose first language is not English, make satisfactory progress. The provision for these different groups of pupils is broadly satisfactory, but contains a number of anomalies. Support is generally concentrated on pupils in Years 3 to 6 and the school misses opportunities for the early identification of pupils with difficulties relating to language. As a result, problems which might have been resolved if tackled earlier become deep rooted and require greater intervention at a later stage. There are too few skilled support staff in classrooms and their deployment lacks a clear rationale. Support staff lack training in intervention strategies, and younger pupils in the early stages of English language acquisition do not receive the intensive support they need to make the progress of which they are capable.
52. The quality of teaching in English lessons is good overall. Teachers plan for the range of abilities within the class, and through targeted questioning attempt to involve all pupils in discussion and activities. There are good relationships between teachers and pupils, and in most classes a purposeful working atmosphere prevails. Innovative approaches in Years 1 and 2, particularly the use of information and communication technology, motivate pupils and make learning exciting and fun. The scrutiny of the pupils' work indicates that the quality of teachers' marking is good, and very good in Year 6. Marking has a clear focus, reinforces the high expectations teachers have of pupils, and indicates what pupils can do to improve their work. Regular reference is made to individual pupil targets and this leads to clear progress over time. The very small proportion of unsatisfactory English teaching observed during the inspection was by a supply teacher who lacked the ability to motivate pupils.
53. Leadership and management of the subject are satisfactory. The co-ordinator has been instrumental in ensuring that the National Literacy Strategy is adapted to the needs of the school. Unit plans are firmly in place and lessons have an overall cohesion. Resources, including group reading books, have been added

to support recent innovations. The co-ordinator has ensured that ICT has been introduced to support learning, and digital projectors and screens are used well in most classes. Assessment procedures are regularly modified in the light of curriculum innovation. The role of the co-ordinator in monitoring teaching and learning through the observation of teaching, analysing assessment data and through work sampling, is under-developed.

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

Although there are a small number of examples of ways in which other subjects are used to help develop pupils' language and literacy skills, for example, in a Year 1 music lesson, the teacher developed the pupils' vocabulary by teaching them the names of new instruments, this approach is not common throughout the school. Not enough thought is given to ways in which literacy can be used to help pupils in other aspects of their work.

### **MATHEMATICS**

Overall, the provision in mathematics is **good**.

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

- Standards have improved in the last three years.
- Teachers make good use of the national guidance for teaching numeracy.
- The teaching observed during the inspection was good.
- Effective questioning by the teachers encourages pupils to think carefully about their answers.
- There are some good links with other subjects that help pupils to understand how mathematics is useful in day-to-day situations.
- The monitoring of teaching and learning is not well developed.
- Pupils are not always clear about what they have to do to improve their work.

#### **Commentary**

54. Since the last inspection standards have improved. Results in the national tests for seven and 11-year-olds were below the national average. The improvement in standards is a consequence of improved teaching. Pupils show satisfactory levels of achievement as they move through the school. Pupils with special educational needs achieve at a satisfactory level. Inspection evidence indicates that the majority of Year 2 and Year 6 pupils are on track to attain the nationally expected level.
55. The national guidance for developing pupils' skills in numeracy is being used to good effect. As a result, the pupils have a growing understanding of the way numbers work. In Year 2, pupils are able to count in twos and tens, and they can predict what number will come next when they are given a pattern of numbers. In discussion, Year 6 pupils were able to explain how they could use different strategies to work out  $49 \times 7$ . They explained that an easy method was to multiply by 50 and subtract seven. Their understanding of square numbers and prime numbers was also well developed. They also showed that they had a good understanding of mathematical shape.
56. Overall, teaching in mathematics is good. In one of the lessons observed, teaching was judged to be very good. In this lesson, the teachers' style of questioning encouraged pupils to think about their answers and to produce alternative solutions. A similar approach was observed in the five lessons where teaching was good. For example, in a Year 1 lesson where pupils were counting in twos, the teacher asked pupils, *'Is there any other number we could have started from?'* and *'What would that have meant?'* Pupils responded well to this approach and were able to make a number of suitable suggestions.
57. In the one lesson where teaching was satisfactory, the main relative weakness was the slow pace. In a Year 3 lesson, pupils were working out the ten times table. When asked, a small number of the higher attaining pupils were very clear about the way patterns operate in number tables, and they showed that they already knew their ten times table.
58. Work in pupils' books is generally presented neatly. Teachers mark the books regularly, but the style of marking is inconsistent. Too often marking is just ticks. However, marking in the Year 5/6 class is of a high standard. It provides pupils with clear guidance on ways in which they can improve their work. This approach is not well established in the school.

59. Although pupils with special educational needs make satisfactory progress in mathematics, they are not always well supported in lessons. The best support occurs when classroom assistants sit alongside pupils and encourage them to attempt answers. Not enough attention is given to identifying pupils with special educational needs at an early stage in their life in school. This means that too much support is needed when pupils are older.
60. Leadership and management of the subject are good. The co-ordinator for mathematics has a good understanding of the strengths and weaknesses in mathematics. She has clear plans to help standards improve. Although there has been some monitoring and evaluation of teaching in other classrooms, this work is not systematic and regular.

### **Mathematics across the curriculum**

61. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of mathematical skills. For example, they use graphs and tables to record data in geography and science or measure materials in design and technology, and they have used ICT to display mathematical data in graphical form. However, these opportunities tend to occur coincidentally rather than as part of systematic planning.

### **SCIENCE**

Provision for science is **satisfactory** overall.

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

- Good opportunities for independent work, especially in Years 5/6.
- Leadership and management of science is very good.
- Good evaluative marking by staff for pupils to improve their work, especially in Years 5/6.
- No specific targets set for individual pupils in science.

#### **Commentary**

62. In the last three years the school's results in the national tests for 11-year-olds have shown some variation but have always been below or well below the national average. Discussion with the present Year 6 pupils, and through an examination of their work, indicate an improvement in standards. There has been an improvement in science teaching; it takes full account of national guidance provided for teaching the subject.
63. Inspection evidence indicates that the standards that pupils achieve in Years 2 and 6 are average overall. In lessons, there were no significant differences between the attainment of boys and girls. All pupils achieve at a satisfactory level, including those identified as having special educational needs, or those from the diverse range of ethnic groups within the school. Work in Years 5 and 6 includes testing materials to investigate conductors and insulators in electricity, using electrical circuits and investigative work. Pupils have a satisfactory understanding of how to make a science investigation fair; they can explain that you need to '*control things*'. The teacher provides pupils with very good guidance as to how they can improve their work by using constructive written comments. The pupils make satisfactory progress from Years 1 to 6, they are learning to apply their scientific knowledge studying life processes and living things in Year 2, leading on to work on light sources in Year 3. Written work is generally of a reasonable standard, but in Years 2, 3 and 4, is not always dated or completed.
64. The quality of teaching is satisfactory overall, but varies from being very good to unsatisfactory. Very good teaching was observed in the Year 5/6 class, where pupils were using a range of equipment to explore how different types of propulsion could be used to drive a model car. The teacher asked searching questions, and these encouraged pupils to continue their explorations, and by the end of the lesson the majority could explain why some forms of propulsion were more suitable than others. Pupils were provided with good opportunities to work together and discuss their ideas. In the Year 4/5 class, where teaching was unsatisfactory, the poor behaviour of a small number of pupils was not successfully controlled by the teacher. This meant that little work was completed in the lesson and pupils made little gains in their science knowledge.

65. Since the last inspection, there has been a modest improvement in the school's results in national tests. Although there has been a detailed analysis of the test results, not enough attention is paid to using the analysis to identify which areas of the science curriculum need more attention. There is a regular whole school activity that focuses on investigation in science. This is a good initiative, and it enables teachers to identify how well skills are developing. However, no individual targets have been set as yet for pupils in science. ICT is used in a satisfactory way to support learning in science.
66. Leadership and management of science are good; the co-ordinator is well informed, and has a good grasp of how to sustain improvements. There is very good monitoring programme of the teaching of science in the school, which is very well documented. Resources for science are satisfactory; they are stored in a suitable way.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Standards have risen since the last inspection.
- There has been an improvement in resources and staff expertise.
- Direct teaching of ICT skills is good.
- Good support is provided by staff from the EAZ.
- Some good links have been made between ICT and other subjects.
- Procedures for monitoring and evaluating provision and standards in ICT are not established.

### **Commentary**

67. By Year 6, pupils' ICT skills are average, in Year 2 they are also average. In the teaching sessions seen in the Years 3 to 6 classes, the quality of teaching was good overall. During the lessons, the pupils achieved well and demonstrated that they had a good understanding of the different computer programs they were using. The good teaching is having a positive impact on the standards that are being attained by pupils. Year 6 pupils were able to use a control program to plan how the lights and sirens on a police car could be operated. In conversation they could talk about other programs they had used including word-processing and simple spreadsheets. In a Year 4/5 class, the teaching was unsatisfactory. Pupils did not behave in the lesson, and they made little progress in understanding the tasks they had been set. Only one lesson was observed in the Years 1 and 2 classes, and here the teaching was very good. The pupils were enthusiastic to complete their work and they achieved a lot in a short period of time. In all the lessons observed, the teachers were well supported by an advisory teacher from the EAZ. He has a good understanding of the way computers can be used to enhance learning in other subjects. Since the last inspection, resources for the subject have been improved and the addition of a computer room is having a major impact on standards. Teachers are generally confident in using the technology, and this is having a positive impact on pupils' work.
68. The national guidance for ICT is being used to good effect to provide the school with a satisfactory curriculum. The school has kept a portfolio of past work and this shows how pupils' skills are developed over a longer period of time.
69. In all but one of the lessons seen, the teacher's own specialist subject knowledge was used well to give clear succinct explanations. Good use of questioning maximised the pupils' responses to questions, and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved well. Pupils who have English as an additional language also achieved well.
70. The acting headteacher has taken responsibility for leading and managing ICT. She is being well supported in the work by staff from the EAZ. However, calls on her time to manage and lead the school mean that aspects of her role as ICT co-ordinator are not fully developed. There is no systematic monitoring and evaluation of the work that pupils are completing.

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

71. Good use is being made of computers to support work in mathematics, science and geography. Pupils are able to use spreadsheets to display mathematical information. In science, they have used a computer program to display results in a graphical form. During the visit, pupils were using computers to develop their knowledge and understanding of a world map; they were aware of the different locations where different geographical features would be found.

## HUMANITIES

72. Work in the humanities was not a focus of this inspection. Work was sampled in **history** and **geography**, and no judgement about provision in these subjects can be made. From samples of pupils' work, standards are at the expected level in Year 2, but below expectations in Year 6 in both history and geography. There is limited evidence in both subjects, and it is not possible to come to a firm judgement on pupils' achievement.
73. Work in the books of the Year 6 pupils indicates that not enough time is allocated to teaching history and geography. The work in the books is marked regularly and the marking gives pupils good advice about ways in which they could improve their work. Topics in Year 2 do not indicate that pupils make sufficient progress; although work is marked regularly, these comments by staff tend not to be evaluative. Work in **geography** covers topics on island life, for example, on the 'Scottish Isle of Struay', comparing this to a Caribbean island. This work is difficult for the pupils to understand, due to their generally limited experiences of different locations, landscapes and regions.
74. The curriculum for both subjects is coherent and comprehensive in the long term, but in the short term time allocations do not allow for sufficient depth in coverage and the pupils do not have enough opportunities to revisit, consolidate and develop their knowledge, skills and understanding. For example, opportunities are missed to use literacy sessions to develop work further in history and geography. However, there is evidence to show that ICT is being used in a satisfactory way to support work in geography.
75. In these subjects the role of the co-ordinators is underdeveloped; their overview of whole school strengths and areas for development is limited by a lack of systematic monitoring and evaluation.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. This aspect of the school's work was not a focus of the inspection. Only one lesson was observed in design and technology, one in music and one in physical education. It is not possible to give an overall judgement on provision.
77. There are a number of interesting initiatives which extend basic provision in **art and design** and **music**. Funding from the Educational Action Zone is used well and has led to work with Bristol Museum and Art Gallery and to specific augmentation of the curriculum. For example, pupils in the Year 5/6 class gain tremendous enjoyment from their tap dancing sessions. The 'Equal Voice' drama project was important in raising pupils' self-esteem and confidence across the school, and visiting theatre companies and artists also provide occasional opportunities for widening pupils' horizons.
78. Teaching was at least good in all lessons, and very good in two. Very good teaching was observed in a Year 1 **music** lesson and a Year 5/6 **design and technology** lesson. In both these lessons, the teacher used very good questioning techniques to help pupils explore the ideas that were being developed. There was also very good links with other subjects. For example, in the Year 1 music lesson, the teacher linked the work with work in English, helping pupils to develop the range of their vocabulary. Both lessons went with a swing and there were clear gains in the pupils' learning. However, overall, there is less evidence of consistent everyday provision which builds on pupils' skills as they move through the school.
79. Although **art and design** is used well to illustrate other areas of the curriculum, there is insufficient emphasis on the development of subject-specific skills. Not enough time is allocated to teaching design and technology, as a result, standards are low and pupils' achievement is limited.
80. In **physical education**, there are variations between classes in the opportunities provided. Provision in school is supplemented by an after school football club.

81. The co-ordinators in these subjects have a limited overview of teaching and learning as there is a lack of systematic monitoring and evaluation.

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

82. No lessons were seen in this area of the school's work and so no judgements are made about overall provision.
83. The school sees pupils' personal development as an important part of its work. There is a good programme of activities, including work on diet, health, sex and relationships education, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. There is a school council and pupils see this as an important way in which they influence the work of the school. However, the council has not yet met in this term.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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