

INSPECTION REPORT

Saint Patrick's Roman Catholic Primary School

Manchester

LEA area: Manchester

Unique reference number: 105535

Headteacher: Mrs Rosetta Mason

Lead inspector: Stafford Evans

Dates of inspection: 22nd - 25th September 2003

Inspection number: 257910

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:	182
School address:	Livesey Street Collyhurst Manchester
Postcode:	M4 5HF
Telephone number:	0161 8349004
Fax number:	0161 8391075
Appropriate authority:	Governing body
Name of chair of governors:	Father Terence O'Meara
Date of previous inspection:	14 th September 2001

CHARACTERISTICS OF THE SCHOOL

Saint Patrick's is situated near Manchester city centre. A significant number of pupils come from homes that are economically and socially disadvantaged. Sixty-six per cent of pupils receive free school meals. This is very high compared with the national average of 18 per cent. Attainment on entry to the nursery is well below that expected of children this age. Eighteen per cent of pupils are from ethnic minority backgrounds and 3 per cent speak English as an additional language. Four per cent of pupils are from the Travellers' community. There are 16 per cent of pupils on the register of special educational need. No pupil has a Statement of Special Educational Need. The number of pupils who start or leave the school other than at the normal dates varies from year to year and from class to class. It averages 19 per cent of pupils annually. This is significantly higher than the national average figure of 11 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Music Physical education Special educational needs
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	English Art and design Citizenship Design and technology English as an additional language
10228	Mrs S Russam	Team inspector	Foundation Stage Science Geography History
23221	Mrs L Parkinson	Team inspector	Modern foreign languages

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Patrick's is a highly satisfactory school that gives **satisfactory value for money**. Pupils attain standards that are in line with the national average in English, mathematics and science by the time they leave school. The teaching and learning are satisfactory with a significant number of good and very good lessons. The leadership and management of the school are good. The school's provision for pupils' personal development is good. This ensures that pupils leave school with good social skills despite very many of them entering school at a level that is well below that expected.

The school's main strengths and weaknesses are:

- pupils achieve well by the time they leave the school;
- the headteacher provides very good leadership of the school;
- pupils' behaviour, attitudes to learning and attendance rate are good, and their personal development is very good;
- pupils' speaking skills are underdeveloped;
- standards achieved in information and communication technology are below national expectations;
- the school provides good learning opportunities for pupils and a very good range of extra-curricular activities;
- children's learning in the Foundation Stage is adversely affected because of a poor range of outdoor play equipment and facilities;
- the school provides a very high level of care for all its pupils;
- good links exist between parents and the community.

The school has made **good improvement** since the time of the last inspection when it was judged to have serious weaknesses. Improvements have occurred at a rapid pace since the school was inspected two years ago. The standards pupils attain are higher and their achievement is now good compared with satisfactory last time. Pupils' personal development is better, and the attendance rate has improved very significantly. The curriculum provision has improved markedly. The care provided for pupils is at a much higher level. The leadership and management of the school are now good compared with unsatisfactory at the time of the last inspection. Pupils' speaking skills have not improved sufficiently. The standards they achieve in information and communication technology remain too low.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	E	C	D
Mathematics	C	E	B	C
Science	C	E	B	B

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

Care needs to be taken when comparing different year groups because there is great variability in their levels of ability. Also, there are a very significant number of pupils who either start or leave the school other than at the usual starting or leaving times. Therefore, comparison of results over time is not always reliable. By the end of the **Foundation Stage** achievement is **good**. Despite this good achievement, children attain standards that are **below national expectations in all areas of**

learning¹. By the end of Year 2, pupils' achievement is **good**. They attain standards that are **average in reading, writing and science, and below average in mathematics**. By the end of Year 6, pupils' achievement is **good**, but the progress pupils make is slower in Year 3 compared with Years 4, 5 and 6. Pupils attain standards that are **average in English, mathematics and science** by the time they leave the school. Boys do not achieve as well as girls in English. Pupils' competence in speaking skills is a weakness. Throughout the school, pupils' use of literacy skills in other subjects is **good**, and their use of numeracy skills is **satisfactory**. Standards of attainment in information and communication technology are **below national expectations** throughout the school. Pupils identified as having special educational needs achieve well in relation to their prior attainment. Pupils who speak English as an additional language and ethnic minority pupils achieve similarly to their classmates.

Pupils' personal development is very good. Provision for their moral and social development is very good, and good for their spiritual and cultural development. Their attitudes to learning and behaviour are good. Relationships between pupils, and between pupils and adults in the school are very good. The attendance rate and punctuality are good.

QUALITY OF EDUCATION

The quality of education is satisfactory with good and very good features. The quality of **teaching and learning is good in English and mathematics**. Procedures for assessing pupils' work in English and mathematics are good and teachers use the information well to match work accurately to pupils' varying needs. This means that pupils have work that extends their learning, and so they achieve well. Also, good use of support staff ensures that pupils who need help in lessons receive it and therefore make good use of the time available for learning. **Pupils identified as having special educational needs are taught well.** Teachers expect pupils to work as hard as they can in most lessons, and pupils respond by producing a lot of work. In the small amount of unsatisfactory teaching, what teachers expect pupils to achieve is not high enough and the pace at which teachers expect pupils to work is not fast enough. Therefore, pupils do not make as much progress as they are capable of in these lessons. Teachers do not use computers efficiently enough to help pupils learn.

The learning opportunities provided for pupils are good and positively affect pupils' achievement. The school enhances pupils' learning through a **very good range of extra-curricular activities**. A particular strength is the club for learning Italian and French. The atmosphere in school is such that it is a very good place to come to and learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good.

The leadership of the headteacher is very good. She provides inspiration and a strong sense of direction for the work of the school. The leadership of the senior staff and the staff to whom leadership roles have been delegated for English, mathematics, science and special educational needs is good. They promote quality of learning and standards of achievement effectively. **The management of the school is good.** The school carries out its planning effectively and achievable priorities and targets are set. There is effective implementation of the plans. The school has very effective procedures for the evaluation of its work. **The governance of the school is satisfactory, and improving at a good rate.**

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

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good level of satisfaction with the work of the school. They are very pleased with the rate at which their children progress. There is overwhelming satisfaction regarding the way staff care for and support their children. Although there was concern from a minority of parents about bullying, the inspection team found that any instance of bullying is dealt with very effectively. Also, parental concerns about the school not seeking their views and not informing them about their children's progress are judged to be unfounded.

Pupils think very highly of the school. They say they like school very much. Lessons are interesting and fun. They are treated fairly and receive help whenever they need it. They are secure in the knowledge that they can approach an adult in the school if they need help. They feel very safe and secure in school.

IMPROVEMENTS NEEDED

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

- raise standards of achievement in information and communication technology;
- improve pupils' speaking skills;
- as identified in this year's school improvement plan, improve the quality and quantity of outdoor play equipment and facilities in the Foundation Stage;

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** throughout the school, except in Year 3 in which it is **satisfactory**. The standards pupils attain are **average** in English, mathematics in Years 1 and 4 to 6, and science. Standards are **below average** in mathematics in **Years 2 and 3**. Girls do better than boys in English.

Main strengths and weaknesses

- Pupils' achievement is good in reading and writing.
- Pupils do not achieve as well as they should in the development of their speaking skills, and attain standards that are below average.
- Pupils identified as having special educational needs achieve well.
- Ethnic minority pupils and pupils who speak English as an additional language achieve well and attain standards similar to their classmates.
- Pupils from the Travellers' community make good progress in relation to their prior attainment.
- Standards in information and communication technology are below national expectations, but improving at a good rate.
- Pupils make good use of their literacy skills to help them make good progress in all areas of the curriculum.
- Children in the Foundation Stage make good progress and achieve well, particularly in reading, writing and mathematical development.

Commentary

Foundation Stage

1. When children enter the nursery their communication, language and literacy, mathematical skills and personal development are very low. Their general knowledge and understanding, creative and physical development are well below average. By the time they leave the reception class, they have made satisfactory progress. Teachers give greater priority to the development of communication, language and literacy, mathematical and personal skills so the progress they make in these areas of learning is good. Standards overall by the time children leave the Foundation Stage are below those expected nationally.

Years 1 and 2

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	14.3 (14.0)	15.6 (15.7)
Writing	12.4 (13.4)	14.1 (14.3)
Mathematics	16.2 (15.3)	16.3 (16.2)

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

2. Pupils achieve well by the end of Year 2 compared with their prior attainment. Inspection evidence indicates that standards in reading, writing and science are in line with the national average. This reflects the standards pupils attained in the 2003 national tests. Standards in mathematics are below average. Current standards are higher than those attained in the 2002 national tests. This is because there is a new teacher in Year 1 and the quality of teaching has improved very significantly. It is now very good. The headteacher evaluated the

previous teaching in Year 1 as unsatisfactory and that it adversely affected standards. Standards in mathematics are below average because higher attainers are not given hard enough work in Year 2. Standards have improved significantly in English since the last inspection. However, pupils still do not attain as well as they should in the development of their speaking skills. In mathematics, standards attained in the national tests have risen at a faster rate than is found nationally. By the end of Year 2, pupils attain standards that are below national expectations in information and communication technology. Standards are improving, as is apparent in the good achievement of pupils in Year 1. In English, girls attain higher standards than boys and more so than is found nationally.

Years 3 to 6

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.7 (25.4)	27.0 (27.0)
Mathematics	27.7 (24.5)	26.7 (26.6)
Science	29.7 (26.7)	28.3 (28.3)

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

3. Pupils achieve well by the end of Year 6. Inspection evidence indicates that by the end of Year 6, pupils attain average standards in English, mathematics and science. As in Years 1 and 2, pupils' standards in the development of speaking skills are unsatisfactory. Standards are higher in English and science when compared with the findings of the last inspection. Standards are similar in mathematics, when they were average.
4. Although improvement in national test results since the last inspection has not been at the same rate as that found nationally, the current rate of progress is good. There has been significant variation in test results. For example, pupils' attainment in English, mathematics and science over the last four years has ranged from well below average to above average. Judging a whole year group's achievement over time is a complex issue because so many pupils either start or leave the school between Years 2 and 6. Also, there is significant variation in the overall ability of different year groups because some classes contain a much higher percentage of special educational needs' pupils than other classes.
5. Pupils' achievement in English and mathematics is variable as they move from Year 3 to Year 6. Pupils achieve very well in Years 5 and 6, compared with satisfactory in Year 3. In Year 4, achievement is currently good, but pupils' records indicate that previous achievement in Year 4 was satisfactory. Standards in information and communication technology are below national expectations by the end of Year 6. Standards are improving and Year 5 pupils achieve very well and many now attain nationally expected standards.
6. There is no significant difference in the attainment of boys and girls in mathematics and science. In English, girls attain higher than boys and more so than is found nationally. The pupils who speak English as an additional language make good progress in relation to their prior attainment. For example, they mainly work in the average attaining groups in English and mathematics. This is because staff identify their needs quickly and ensure that the work is matched accurately to the pupils' learning needs.
7. The school's programme of support for pupils with special educational needs is good. It is effectively organised to identify pupils who need additional help in class. This ensures they make at least similar progress compared to their classmates. Pupils who have individual education plans make good progress in meeting their targets and, therefore, their attainment in relation to these targets is good. Pupils from the Travellers' community make good progress in relation to their prior attainment. The school receives very good outside agency

support so that they tailor work that meets these pupils' specific needs. They are absent from school for long periods of time and they are not entered for the national tests at seven and 11 years of age.

8. Pupils have sufficient literacy and numeracy skills to enable them to make good progress in other subjects. Pupils' information and communication technology skills are not sufficient to help them to work independently in other subjects using computers.

Pupils' attitudes, values and other personal qualities

Attendance is **good**. Pupils' personal development is **very good**. They have **good attitudes** to school and concentrate very well. They **behave well** and form **very good relationships** with staff and each other. Pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Attendance rates have improved considerably as a result of the school's very good action to ensure pupils come to school. Most arrive punctually.
- Pupils enjoy school and have positive attitudes to work.
- The school is very good at promoting racial harmony based on a good quality race equality policy that is very well implemented.
- Pupils very readily accept the responsibilities of living in a community.
- There have been no recent exclusions.
- Pupils' moral and social development is very good owing to the care with which these are promoted.
- Good progress has been made since the last inspection in improving provision for pupils' multicultural and spiritual development. It is now good.

Attendance

Attendance in the latest complete reporting year 2002

Authorised absence		Unauthorised absence	
School data	1.6	School data	3.2
National data	5.4	National data	0.5

9. Attendance has improved a lot since the previous inspection, due to the very good systems for follow-up devised by the school. Attendance rates would be even higher were it not for a significant percentage of pupils who enter and leave the school during the school year.

Commentary

10. Pupils have good attitudes to their work and most work hard. When the teaching is good, pupils approach their lessons and activities with enthusiasm, but when teaching is less effective they become inattentive and boys in particular take a passive role. Pupils enjoy research activities. Teachers provide them with good opportunities, especially in science lessons, to develop these skills. However, they need more opportunities to develop a clearer knowledge and understanding of their own learning.
11. Pupils' behaviour is good in lessons, assemblies and lunchtimes. On the rare occasions when behaviour is unacceptable, pupils respond well to the school's system of sanctions. There is no evidence of oppressive behaviour. Pupils' personal development is very good and this is due to the very good relationships in the school and the way that the staff promote pupils' social and moral development. Since the time of the last inspection, far more is being done to promote pupils' understanding of ethnic and religious diversity. For example, pupils have a good knowledge of art from other cultures and in geography and

history lessons, they have studied different life styles and the impact of earlier civilizations on their own lives. Racial harmony is evident throughout the school.

12. Pupils like being at school. There is a small percentage that feels that other children do not behave well enough. They say that children are friendly towards each other and that teachers trust them to do things on their own. They are confident about going to an adult if they are worried or concerned. Pupils say there is not a problem with bullying – if it did occur then an adult would deal with it effectively. Although there was concern from a minority of parents about bullying, the inspection team found that any instance of bullying is dealt with very effectively.

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	160	0	0
White – Irish	6	0	0
Mixed – White and Black African	2	0	0
Black or Black British – any other Black background	10	0	0
Chinese	7	0	0
Any other ethnic group	10	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory, with some good and very good features**. The quality of teaching is **satisfactory** in the Foundation Stage and Years 3 to 6, and **good** in Years 1 and 2. There is also a significant amount of good and very good teaching in Years 5 and 6. The learning opportunities the school provides for children in the Foundation Stage are **satisfactory**, and **good** for pupils in Years 1 to 6. The school provides a **very good** level of care for its pupils. Links with parents, the community and other schools are **good**.

Teaching and learning

The quality of teaching and learning is **satisfactory** for children in the Foundation Stage. Teaching and learning was **satisfactory overall** for pupils in Years 1 to 6, although there was much good teaching in Years 1, 2, 4, 5 and 6.

Main strengths and weaknesses

- Throughout the school, teachers encourage pupils to want to learn. In response, pupils are keen learners.
- Teachers use a good range of teaching methods that are planned well, and this leads to a high level of interest from the pupils.
- Teachers have very high expectations of how they want pupils to behave in lessons.
- Support staff provide good support to help pupils learn more effectively.
- Staff give all pupils an equal chance to do well in lessons.
- Teachers use homework effectively to enhance pupils' learning.
- Teachers in Years 1 to 6 check pupils' work thoroughly and use the results of these checks to plan work that matches pupils' varying needs.
- Teachers do not make enough use of computers to help with pupils' learning in subjects other than in information and communication technology lessons.
- Throughout the school, teachers do not give pupils enough opportunities to speak at length in lessons.

- The teaching of pupils identified as having special educational needs, and those who speak English as an additional language, is good.
- Sometimes the pace at which teachers expect pupils to learn and what they expect them to achieve is not high enough.

Commentary

13. The good teaching in English and mathematics ensures that pupils achieve well. In the teaching of pupils in Years 1 to 6, teachers' lesson planning is good. Teachers use the results of good assessments of pupils' work effectively to help plan their lessons. This ensures pupils know what is expected of them in lessons and their learning is focused. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. This was evident in a very good numeracy lesson in Year 5. Pupils solved problems by determining the most efficient method of multiplication. There was a very good whole-class introduction in which the teacher demonstrated how to approach a problem and how to choose the type of solution best suited to the problem. Pupils working in pairs solving problems successfully followed this.
14. Teachers manage pupils' behaviour very effectively. A strength of their behaviour management strategies is the very good relationships between staff and pupils. There is good use of support staff to help pupils learn. In a good Year 4 literacy lesson the classroom assistant worked closely with pupils who have special educational needs. This ensured that they played a full part in the lesson and achieved as well as their classmates. Time is mainly managed well in lessons. Pupils say that learning is fun and the lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. This reflects the school's overarching aim of 'Always do our best'.
15. Little or no time is wasted in lessons because they are well-organised, correctly resourced and pupils are clear what is expected of them. However, the small amount of unsatisfactory teaching was due to too slow a pace in the lesson. This meant pupils did not complete as much work as they should. Information and communication technology is not used effectively to support pupils' learning. In a lot of lessons, teachers do give pupils enough opportunities to expand on their oral answers in order to develop their speaking skills. Teachers have good questioning techniques and allow pupils to answer but do not encourage them to say more than a few words.
16. Although the teaching is satisfactory in the Foundation Stage, it is better in reception than in nursery. This is because the teacher has more direct responsibility for the learning in reception. For example, her teaching of literacy is good and by the end of reception, children achieve well. As in the rest of the school, there are insufficient opportunities for children to develop their speaking skills.
17. Teachers identify the needs quickly of the few pupils who learn English as an additional language and they give the pupils the extra help that they need. Support in whole-class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. The staff who support pupils on a withdrawal basis provide particularly skilled help. Their expertise is underused in terms of supporting groups of pupils in lessons. Homework is provided and extends pupils' learning in class effectively.
18. The headteacher and subject co-ordinators have monitored teaching in English and mathematics. As a result of this, teachers' strengths and weaknesses were identified and evaluated accurately. The school provides good support to help remedy weaknesses. The

good assessment procedures ensure that pupils who arrive in school mid-term are quickly given work at an appropriate level so that they make immediate progress in lessons.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (19%)	12 (36%)	13 (41%)	1 (4%)	0 (0%)	0 (0%)

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

The curriculum

The curriculum is satisfactory for Foundation Stage children and good for pupils in Years 1 to 6.

Main strengths and weaknesses

- The very clear and effective leadership and management of the headteacher.
- The very good improvements in the curriculum.
- In Years 1 to 6 teachers plan carefully a good range of learning experiences.
- The teachers successfully promote pupils' literacy skills across the curriculum.
- The teachers need to develop pupils' speaking skills further.
- The teachers cover personal, social and health education well.
- The school provides a very good range of activities that take place outside of lessons including French and Italian.
- The school's Christian ethos ensures that all groups of pupils are fully included in the experiences it offers.
- Art and music have a high profile throughout the school.
- The outdoor accommodation and resources for nursery and reception children are poor, but the situation is being addressed.

Commentary

19. The headteacher's very clear leadership and management, supported by the effective subject co-ordinators, has been pivotal in bringing about the very good improvements in the curriculum since the time of the last inspection. Teachers now cover all parts of the curriculum required by law. In Years 1 to 6, teachers plan carefully a broad range of learning experiences for the pupils that cater for the interests, aptitudes and particular needs of pupils. Teachers' planning ensures pupils build on knowledge and understanding gained earlier in school life. The planning is designed to ensure that all pupils receive similar experiences, but one that meets their needs. As a result, pupils' achievement in most subjects is good by the time they leave the school in Year 6. Teachers implement the National Literacy and Numeracy Strategies well. They successfully promote pupils' literacy skills through subjects, such as geography, history and science. On the other hand, teachers should provide more time to further develop pupils' speaking skills. This limits pupils' achievement across the curriculum, for example in their understanding of the texts they read and in the quality of the vocabulary that they use when they write.
20. Staff implement a well-structured programme for personal, social and health education. It includes drugs awareness and sex education. The school has gained the *Healthy Eating Bronze Award* and is working towards the *Silver Award*.
21. The school's Christian ethos permeates the whole curriculum and this ensures equal access for all pupils. Pupils with special educational needs are given good extra support to ensure that they have an equal chance of doing well in lessons. Staff encourage girls and boys to take part in all the activities that the school offers. Teachers ensure that the curriculum is

relevant and sensitive to the needs of pupils who learn English as an additional language. For example, all pupils study art from a variety of cultures, such as Europe, India and Africa. There are no pupils identified as gifted and talented. The school is not easily accessible to wheel chair users but it has a plan to cater for their needs should the need arise.

22. The very good provision for activities outside lessons helps pupils to enhance their learning in lessons. Pupils' participation in these activities has a positive effect on their enthusiasm for school and creates good social skills and relationships. For example, in Years 3 to 6, there are clubs for seasonal sports, art, information and communication technology and a choir. The provision of the Italian and French club is very good. The school provides a wide range of visits out. For example, pupils go on a residential visit to the Lake District and visits to the theatre. Also, many visitors come to the school, such as theatre groups, the school nurse and policeman. Parents have a very high regard for the amount of activities the school provides outside lessons.
23. The school's accommodation and resources are satisfactory to meet the needs of the curriculum. Pupils' learning is enhanced by the high profile that the school gives to art and music. Teachers display many examples of pupils' artwork attractively and link art to other subjects, such as history. A specialist takes music lessons and some pupils receive very good teaching in extra lessons in guitar, recorder and violin. The school's support staff work alongside teachers effectively and provide good extra support for pupils. The good resources for English, mathematics, design and technology and physical education have a positive effect on pupils' achievement. On the other hand, the poor accommodation and resources for outdoor play restrict the curriculum in the nursery and reception class. The school has plans to remedy this in the coming year.

Care, guidance and support

The school provides a very good level of care for its pupils. The school's provision of support, guidance and advice is good. There are good procedures in place to involve pupils in the life of the school.

Main strengths and weaknesses

- There are very good procedures to ensure pupils work in a healthy and safe environment.
- Pupils have very good trusting relationships with adults in the school.
- Induction arrangements for pupils are good.

Commentary

24. The school is a caring harmonious community where pupils feel very secure. Parents are happy to entrust their children to the school's very good procedures. All staff are well trained to look after pupils' general welfare and specifically those who are sick or who have accidents. Child protection procedures are very good and meet local guidelines. The designated teacher and staff are trained and aware of the action to take should the need arise. The school takes steps to eliminate or minimize hazards within the school. Health and safety decisions are based on thoughtful risk assessments. The school promotes healthy living.
25. Procedures for monitoring and improving academic performance are good. Teachers set pupils' learning targets that are shared with their parents, who can help their children learn. This is an effective system and has helped to raise standards and achievement. Furthermore, detailed analysis of mathematics and English test results enables teachers to concentrate on aspects found to need improvement.
26. Pupils know their views matter. They are consulted via the school council and by questionnaire. Staff respect and try to act on what pupils say. Pupils help decide class and

school rules. The school's *guardian angel* programme gives older pupils chance to implement school rules through caring for younger pupils. The school involves pupils in setting targets for them to achieve. Pupils identified as having special educational needs receive very good care and support from their assigned helpers and are very well integrated into school life.

Partnership with parents, other schools and the community

There is a good partnership with parents, other schools and the community.

Main strengths and weaknesses

- The school provides parents with good quality information about the school and how their children perform in school.
- The school consults parents effectively and values their opinions.
- There are very good procedures for dealing with any parental concerns and complaints.
- There is good liaison with the secondary schools in the area to which pupils transfer.
- The school works closely with other primary schools in the area.

Commentary

27. The school has effective links with parents. General information is regular and useful. Pupils' reports give good details of progress in all subjects and provide targets for improvement. Parents are told the content of future work to enable them to help from home. Parents are encouraged to help in school, but only a few accept the offer. Parents support homework and many listen to their children read at home. The *Friends of Saint Patrick's* raises money for school resources and organises activities, which help to develop the very good 'family atmosphere' in the school. There are good links with parents of children with special educational needs. Teachers inform parents at an early stage if there are any concerns about a child's learning. Parents are informed regularly about their child's progress and are given copies of their individual education plans so they can help develop learning at home. This contributes to raising pupils' achievement.
28. The school consults with parents and listens carefully to their views. For example, when the school was developing the sex education programme of work they held meetings to discuss it with parents. Nearly 100 per cent of parents attended these meetings. The headteacher keeps copious notes on her discussions with parents when alleged bullying has taken place. The views of all parents are recorded and any complaints about the matter investigated thoroughly. A number of parents spoken to during the inspection expressed the view that the headteacher and staff are very approachable. They listen carefully to parental concerns and take the necessary action to rectify problems.
29. There are good links with some organisations within the community. There is good support from the City Learning Centre that contributes to the improving provision in information and communication technology. Local businesses provide sponsorship. For example, one local business paid for the markings on the playground. Other local companies make donations to the school at Christmas. There are very good links with the local church, which is a focal point for many school activities. Pupils display their work in public places within the community.
30. The good links with other schools extends to the sacramental programme being shared with other local schools. The school is represented at the catholic schools' *networking* meetings. Subject co-ordinators regularly attend the local schools' *cluster* group. This provides good in-service training and helps to improve educational provision within the school.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The leadership of the headteacher is very good. The management is good and the governance of the school is satisfactory. This is a rapidly improving school.

Main strengths and weaknesses

- The headteacher provides inspiration and a strong sense of direction.
- The deputy headteacher and senior management team provide good leadership.
- The planning for the school's improvement is very good.
- The governing body is well informed and very supportive of all that is done.
- The school's finances are managed effectively.

Commentary

31. The headteacher is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work. She has built up a strong, effective senior management team, which leads by example and is effective in the role of managing and maintaining an overview of the school. The deputy headteacher provides good support to the headteacher and relationships are cordial and characterised by mutual respect. There is planned time for the senior staff to carry out their management functions. The leadership team is respected and has demonstrated a good capacity to effect change. Co-ordinators are in place for all subjects and for other important areas, such as special educational needs, assessment and personal, social and health and citizenship education. The role of the English, mathematics and science co-ordinators is good and they monitor the quality of teaching and learning in English and mathematics and, therefore, they are clear about the standards in their subjects. There has been satisfactory overall progress in monitoring since the previous inspection because the good procedures for English and mathematics are not fully in place for other subjects.. The leadership and management of the special educational needs provision and that of the co-ordinator are good. She has good vision and works hard. There is a good policy for special educational needs and the school implements it effectively. The management of the support staff is good.
32. The school development plan is a comprehensive document with many targets, appropriately costed, with timescales and targets against which success can be judged. The governing body have a sound involvement in school development planning and a good understanding of the strengths and weaknesses throughout the school, including the quality of teaching. They are much better informed than they were at the time of the last inspection and have a good grasp of the standards pupils achieve. They are well led, have a good team spirit and now ensure that all statutory regulations are met. Their understanding of the principles of good value is secure. They are well informed about the importance of performance management and the continuing professional development of staff.
33. The high rate of pupils starting and/or leaving other than at the usual dates poses a problem for the school. They overcome this through very good tracking of pupils' progress as they move through the school. The school has efficient and effective checks on what pupils know, can do and understand when they enter the school. This means that pupils receive the right kind of support as soon as possible. For example, a recent arrival was assessed, and subsequently placed correctly in a group of higher attaining pupils. This meant that his achievement in the lessons observed was good. The long-term teacher absence has caused disruption to pupils' learning and the management of the school. The school has dealt with the situation very well. The school has appointed at least satisfactory teachers to replace her on a temporary basis. Also, the headteacher has shared the absent teacher's management roles with another teacher. They have provided good leadership and management of the subject they were covering. The governing body has pursued a resolution to the problem diligently. It was resolved the week before the inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	528,343	Balance from previous year	95,209
Total expenditure	647,508	Balance carried forward to the next	34,975
Expenditure per pupil	3,558		

34. Finances are managed effectively and the school seeks to ensure that the services it receives are provided at the best value. Although there is some variation in budgeted expenditure on teachers, support staff and premises any anomalies are carefully accounted for, as is the under-spend on the previous year's budget. Now that there has been a resolution to a long-term staff absence, identified shortfalls in provision can be addressed. Recruitment procedures are effective and good systems are in place to support newly-qualified teachers and other staff new to the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. The overall provision for children in the Foundation Stage is **satisfactory**. When children enter the nursery, their communication, language and literacy, mathematical skills and personal development are very low. Their general knowledge and understanding, creative and physical development are well below average. By the time they leave the reception class, they have made at least satisfactory progress in all areas of learning. The development of communication, language and literacy, mathematical and personal skills are given greater priority and thus they make good progress in these areas of learning. Standards attained by the end of the Foundation Stage are below national expectations. The very experienced teacher and other adults ensure children receive a satisfactory standard of teaching underpinned by high expectations of work and behaviour and good levels of encouragement. There are serious deficiencies in the provision for outdoor play, which are about to be addressed. Staff make satisfactory use of assessment to record what the children know, understand and can do. The progress of nursery aged children is slower because they are not taught often enough by a qualified teacher. The induction processes for new children are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children attain a lower level than is usually expected for children of the same age.
- Children make good progress in this aspect of their development.
- Most children are polite and well behaved.
- They show curiosity and try hard in all their activities.
- There are few opportunities for children to take initiative.

Commentary

36. Many children start in the nursery with very low level social skills. By the time they leave reception, they make good progress. Children successfully learn right from wrong. They take turns and share equipment amicably. They behave well and show positive attitudes to learning. Most try to do their best in the activities that staff give them. However, they often lack self-esteem and self-confidence and, therefore, lack independence and initiative. Staff do not provide sufficient opportunities for pupils to select and use activities and resources with independence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress and achieve well, particularly in reading and writing.
- Children's speaking skills are unsatisfactory.
- Their literacy skills are lower than expected for their age.
- Communication, language and literacy skills are taught effectively.
- Expectations of what children are able to achieve are very high.

Commentary

37. Children make good progress because staff have high expectations of what they want children to achieve. Children in reception progress at a faster rate than those in the nursery. However, they do not develop enough vocabulary and this is because activities planned to promote this aspect of their development are unimaginative and over-directed. Children enjoy looking at books and some confidently talk about what they have read. They follow and share a story. Staff promote literacy skills, for example, when they encourage children to recognize initial letter sounds. Higher-attaining children read simple texts and use phonic as well as pictorial clues when they meet unfamiliar words. Large story books are used effectively by adults. Children begin to understand the difference between fiction and non-fiction books. Their speaking skills are underdeveloped so they find difficulty in communicating their ideas about how such books differ.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Standards are lower than expected for their age, but they make good progress.
- Children have very little knowledge and understanding of mathematics when they start nursery.
- Teaching is satisfactory, with good emphasis placed on knowledge and understanding of number and the development of formal recording skills.
- There are too few opportunities for mathematical understanding to be developed through imaginative play, games, stories and songs.

Commentary

38. The quality of teaching and learning is satisfactory. High teacher expectations and challenges for children in reception results in them making good progress in developing their recording skills and basic knowledge and understanding of number. However, for younger and less-able children there are insufficient planned opportunities that draw out mathematical learning in other activities, such as observing numbers and patterns in the environment or in daily routines. Speaking skills' development is not sufficiently well planned or underpinned by practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's achievement is below that expected for their age by the time they enter Year 1.
- Children acquire first-hand experience of unfamiliar aspects of the world around them.
- They have a secure understanding of past and present events in their own lives.
- Opportunities are missed to develop their natural curiosity, especially through the use of everyday technology.

Commentary

39. Children make satisfactory progress during their time in nursery and reception classes. They make good gains in knowledge and understanding when learning through practical activities, such as making porridge or playing with building and construction materials. Resources and equipment, including those for information and communication technology, are not always readily accessible and this curtails spontaneous learning experiences, which could help

children make greater sense of the world. In teaching and learning sessions led by the teacher, children make good progress in acquiring the foundations for later work in science, history and geography.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Standards are lower than expected when children enter Year 1.
- Children use pencils and tools with increasing control.
- As there are inadequate opportunities for outdoor play their physical skills are not as well developed as they could be.

Commentary

40. The teaching of physical development is satisfactory. In indoor activities children's achievements are satisfactory. However, the quality and range of outdoor play equipment is poor and the standard of the designated play area is unsatisfactory. Therefore, children do not make enough progress in this area of learning. Their ability to handle tools such as scissors and objects, including door handles, is satisfactory. They handle resources, such as play dough and jigsaws appropriately. There has been insufficient improvement in this aspect since the previous inspection.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children's knowledge, understanding and skills in this area are below average.
- Learning opportunities are satisfactory, but unimaginative.
- Children enjoy musical activities, but there are too few opportunities to make music, dance or engage in spontaneous imaginative role-play.

Commentary

41. The formal teaching of pupils' creative development is satisfactory and children make steady progress. However, because adults tend to be over-directive, children do not have the opportunity to generate enough learning experiences and activities themselves. There is not a wide enough range of art resources or musical instruments readily available to promote children's ideas, thoughts and feelings. The benefits of planned opportunities for role-play in developing speaking skills is undervalued.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is good.

Main strengths and weaknesses

- Pupils' achievement is good in reading and writing.
- Leadership and management of the subject are good.
- When compared to similar schools, pupils in Year 6 achieve very well in national tests.
- Teachers use the checks and reviews that they make of pupils' progress effectively.
- Teachers make good use of homework to support pupils' learning.
- Teachers have high expectations of handwriting and the presentation of pupils' work.
- The school relies heavily on extra catch-up lessons to raise standards in Year 6.
- Boys' attainment is lower than girls.
- Pupils do not achieve as well as they should in speaking.
- Teachers do not provide enough time for the development of pupils' speaking skills.
- Teachers manage pupils' behaviour very successfully.

Commentary

42. The school has made very good improvement in English since the time of the last inspection, for example in the quality of teaching and the reading and writing curriculum. As a result, standards in reading and writing have risen to average in the current Year 2 and Year 6. When these pupils entered Year 1, their attainment was below average on the whole. Therefore, all pupils achieve well. When compared to similar schools, pupils in Year 6 achieve very well in national tests. The co-ordinator's good leadership and management of the subject have contributed significantly to the raising of standards. For example, teaching is monitored, evaluated and supported effectively and pupils' work checked regularly to make sure they maintain good standards. She has been supported in her work by the very clear and effective leadership of the headteacher.
43. One of the main reasons for pupils' good achievement is that teachers use effectively the information that they gain from the regular checks and reviews that they make of pupils' progress. This is evident when they give pupils work that is challenging yet matched to their varying learning needs. For example, the texts teachers give pupils to read always extend their learning. Teachers identify early the needs of pupils who have special educational needs and staff and adult helpers give them good extra support. Therefore, these pupils make good progress. Teachers show a good awareness of the language needs of pupils who learn English as an additional language and do their best to provide extra resources for them, such as books and specialist support from outside agencies. As a result, these pupils achieve well. Teachers make good use of homework to support pupils' learning and many pupils receive regular support at home with their reading. The current Year 2 pupils made rapid progress when they were in Year 1 because of the very good teaching in that year group.
44. Teachers have high expectations of handwriting and how pupils set out their work. Therefore, pupils' work is neat and the standard of handwriting is good. Staff teach basic skills well, such as initial letter sounds in reading and punctuation in writing. On the other hand, when teachers mark pupils' work they do not always ensure that the points that they identify for pupils to improve are carried out in the future. Therefore, some pupils continue to make the same errors. In Year 6, the school relies heavily on extra catch-up lessons in the spring term to raise standards in English and this has been successful. Teachers do not have a system to regularly set relevant targets for pupils to reach in lessons that enable

them to reach a higher level earlier in the academic year. The school has plans to implement a system later this term. Boys' attainment is lower than girls and the school has recently started to take positive steps to remedy this. For example, the school has bought extra books that appeal to boys.

45. Pupils do not achieve as well as they should in speaking. This is because many pupils enter the school with underdeveloped language skills and teachers do not give enough time to extending these skills. Most pupils listen carefully to their teachers and when other pupils speak. They use the correct vocabulary for terms in various subjects, such as author and biography, because staff encourage them to do so. However, many pupils have a narrow everyday vocabulary so they find it difficult to express clearly their ideas and experiences. They lack confidence when they speak in front of others.
46. Teachers provide some positive experiences to promote pupils' speaking skills, such as school productions, visits to the theatre and in some lessons in English and in other subjects, such as personal, social and health education. However, the good practice is not sufficiently wide spread. The main strategy that most teachers use is question and answer sessions. They too infrequently encourage pupils to extend their answers or give pupils activities in which they talk at length, or act out a role in front of others, which builds up self-confidence.
47. Teaching and learning are good. Teachers are friendly yet firm and they manage pupils' behaviour very successfully. Therefore, pupils' behaviour is very good; most pupils apply themselves readily to the work and try hard to do their best. As a result, they produce a good amount of work. Teachers do not make enough use of information and communication technology to support pupils' learning.

Literacy across the curriculum

48. Pupils have sufficient literacy skills to achieve well in other subjects. Teachers provide a lot of work in other subjects that helps pupils practise and develop their literacy skills. For example, in geography and history pupils write accounts of what they have learnt. All their work is in pupils' own words, with very little use of worksheets that would require minimum written work. This very positively helps develop pupils' literacy skills.

Modern foreign languages

Provision for modern foreign languages is very good.

Main strengths and weaknesses

- The headteacher's very enthusiastic leadership.
- The good quality teaching and learning.
- The good quality homework.

Commentary

49. The teaching of modern foreign languages is a passion of the headteacher and is very effective as a result. The school gives pupils the opportunity to enhance and enrich their school life by learning Italian or French or both. Provision is made through clubs after school hours. Pupils make good progress in learning Italian. The teaching and learning of Italian is firmly embedded but the teaching of French is a recent innovation and so it is not possible to judge the achievements of the pupils.
50. In Italian, pupils have fluent conversations about basic features of life, such as where they live, colours and different types of clothing. They ask and answer questions. The teacher checks their understanding of the language by asking more difficult questions than usual. In

addition to learning the language, they learn about the geography of Italy and France and the national characteristics of the two countries. Teachers enrich pupils' learning through the use of a wide variety of strategies and methods. In the club sessions, besides using a simple textbook, pupils listen to music and records, sing songs, and use other resources. At other times in the school year, there are events such as the International Day when parents bring traditional food into school for pupils to taste.

51. Pupils have weekly homework of which they and their parents are proud. A good number of pupils enjoy learning Italian and French for differing reasons. Each half term, at *choice time*, some of the pupils choose to remain in the foreign language clubs rather than transfer to another club. Other pupils do join another club but then often return to the language of their choice later in the year.
52. As a result of the school's activities, the Italian Consulate has made its interest in the school known and has arranged to visit and support the school in its efforts to teach pupils to speak Italian.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- The quality of teaching and learning is good.
- The subject co-ordinator provides good leadership and management of the subject.
- Teachers do not make sufficient use of information and communication technology to help pupils learn in mathematics.

Commentary

53. By the end of Year 2, for the last four years, standards attained in the national tests have fluctuated between well below and below the national average in comparison with all schools. In relation to similar schools, standards have been well above or above average. Inspection findings indicate that standards are below average and pupils achieve well in relation to their prior attainment. By the end of Year 6, standards over the last four years in the national tests have varied between above average and well below average. When compared with similar schools, standards have varied between above and below average. Current standards are in line with the national average. Pupils achieve well in relation to their prior attainment. The main reasons for the variation in standards of attainment and achievement between years are:
 - the levels of what pupils are capable of achieving show great variation between years;
 - the level of pupil mobility is also more of a factor in some years than others.
54. There is no significant difference in the attainment of boys and girls. Pupils identified as having special educational needs make good progress in lessons. Those pupils who speak English as an additional language and ethnic minority pupils attain similar standards to their classmates. Their achievement is also not significantly different to the rest of the pupils.
55. The quality of teaching and learning are good. Teachers carefully check pupils' work to determine what pupils know, can do and understand. This includes detailed analysis of pupils' answers to questions in the national tests. They use this information effectively to plan work that accurately meets pupils' varying needs. This ensures that pupils work at a level that brings about improvement in the standards they achieve. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Teachers have secure subject knowledge. They manage pupils' behaviour very effectively. A strength of their

behaviour management strategies is the very good relationships between staff and pupils. Teachers mainly have high expectations for what they want pupils to achieve academically. There is good use of support staff to help pupils learn. A weakness in a small number of lessons is that expectations are not high enough and pace of learning too slow. A weakness in nearly all lessons is the ineffective use of computers to help pupils develop their numeracy skills.

56. The subject co-ordinator provides good leadership and management of the subject. She is very clear about what needs to be done to improve standards. This is because she carefully analyses information about pupils' work to identify strengths and weaknesses in their work. The co-ordinator and senior managers of the school monitor teaching and learning effectively and evaluate the outcomes accurately. Therefore, support is directed to where it is most needed. The subject co-ordinator's teaching is very good quality and thus she leads by example. Her knowledge of pupils' attainment and achievement in Years 3 to 6 is greater than for that in Years 1 and 2. As a result, targets by which improvement is measured are not as high in Year 2 as those found by the end of Year 6.
57. **There has been good improvement since the previous inspection.** Pupils' achievement is now good compared with satisfactory last time. Pupils' attitudes to mathematics are better. The leadership and management of the subject have improved very significantly.

Mathematics across the curriculum

Mathematics standards across the curriculum are satisfactory.

58. Pupils have sufficient mathematical skills to enable them to make progress in other subjects. Teachers provide a satisfactory range of opportunities for pupils to practise and develop these skills in other subjects. For example, Year 5 pupils measure pulse rates and record their findings using graphs. In Year 3, pupils measure wood accurately to make picture frames in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average at the end of Years 2 and 6, and are higher than at the time of the last inspection.
- Pupils achieve well by the end of Year 6.
- Pupils have good attitudes to learning and work hard in their lessons.
- The school has improved the provision a great deal since the time of the last inspection.
- There is insufficient use of information and communication technology in the subject.
- There is good emphasis on investigations.
- Checks on pupils' work are not always used well to plan further work.
- The subject is effectively managed.
- The subject makes a good contribution to pupils' personal development.

Commentary

59. Attainment is similar to the national average and pupils in Years 1 to 6 achieve well. The school has made good progress since the last inspection. A new co-ordinator has ensured that resources are satisfactory by linking what the school buys to the scheme of work. The scheme ensures that pupils build on knowledge and understanding gained earlier in school life. It also ensures that pupils receive a similar experience, but one that meets their needs. The school has a good approach to investigative and experimental science, interweaving this into other aspects of the subject. This is a very significant improvement since the last

inspection. Pupils use their literacy skills well in science, but they are inadequate in information and communication technology.

60. Most pupils know why a test is fair and if it is not what needs to be done to make it so. Higher-attaining pupils have a good understanding of fair testing and form conclusions from their results. Pupils in all year groups have a secure level of knowledge and understanding of living things, materials and forces.
61. The teaching of science is satisfactory across all year groups. Very good subject knowledge in some classes enables teachers to respond to pupils' questions effectively and ensures pupils are developing and using the correct scientific language. A questioning approach is being developed across the school. Occasionally, there are missed opportunities to further develop pupils' understanding through discussion. In part, this is because pupils have less ability to express themselves well and are more confident recording their knowledge in writing. Pupils enjoy the practical nature of science. They co-operate well with each other and share resources. Their work is well presented. Work is marked but does not consistently encourage further development. Teachers' focus on pupils with special educational needs ensures that they understand the task because work has been modified to reflect their needs. In the classes where science is taught well, teachers have high expectations of pupils' work and behaviour. They make learning lively by using time well and make good use of homework to reinforce and extend pupils' learning.
62. The co-ordinator has a good understanding of the strengths and weaknesses in science. The co-ordinator actively develops an investigative and questioning approach to the curriculum. Although the co-ordinator has begun tracking assessment information from the end-of-units of work, this is not used consistently enough to inform teaching and raise standards in all classes, especially in Year 3. Some monitoring of pupils' work has helped to inform the co-ordinator about the standards across the school and where pupils need to make more progress. Pupils are not sufficiently aware of their own learning and what they need to do to improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory, and standards are improving in lessons at a good rate.**

Main strengths and weaknesses

- Standards are below national expectations.
- Teachers do not make sufficient use of ICT to help pupils learn in other subjects.
- Children in the Foundation Stage do not use the computer suite enough to prepare them for work in Year 1.
- Achievement in lessons is good because there is a significant amount of good quality teaching.
- There has been a considerable investment in time and money, including staff training.
- Lesson planning is good.
- The long-term absence of the co-ordinator has adversely affected the leadership and management of the subject.
- Not enough time is available for some ICT lessons.

Commentary

63. Pupils' achievement in lessons is good because the teaching and learning are good. This means that standards are improving. They are below national expectations by the end of Year 2 and 6 compared with well below at the time of the last inspection. There is no significant difference in the achievement of any group of pupils. Examples of good and very good achievement were observed in lessons in Years 5 and 1 respectively. The teachers built on pupils' previous learning very effectively. Secure subject knowledge underpinned the teaching. This meant the teachers gave clear instructions and the pupils knew exactly what they had to do to improve their work. The teachers intervened in the pupils' learning to ensure that mistakes were quickly identified and rectified. This meant that pupils' learning was brisk and they completed a lot of work. The reason why the Year 5 achievement was good rather than very good was because Year 1 pupils had longer in the computer suite. The Year 5 pupils' learning was adversely affected because they were expected to cram too many subjects into the afternoon in which they had to move from place to place. For example, they completed a physical education lesson in the yard immediately prior to the computer lesson. This left too little time for ICT. The standards and achievement of pupils in Year 1 are adversely affected because children in reception do not use the computer suite to develop their ICT skills as well as making use of the computers in their classroom. For example, a significant number of pupils in Year 1 had difficulties with mouse control that are not usually found among Year 1 pupils.
64. The school is well placed to further improve standards. A considerable investment in time and money has included staff training. Lesson planning is good and ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. There are good clear plans for the subject's continued development. This includes the appointment of a new co-ordinator now the previous one has resigned from the school. The headteacher and a senior teacher provide good leadership and management of the subject currently. However, they have a very heavy workload and continued leadership of the subject is not satisfactory.

Information and communication technology across the curriculum

65. There is some satisfactory use of ICT to help pupils' learning in other subjects, but not enough. Year 4 pupils produced work to a good standard in science about woodland animals and plants. Year 2 pupils, in science, produced satisfactory work in their topic on health and growth. Year 5 pupils produced good quality work about Victorian children. In this work there was a good use of pupils' literacy skills and word-processing skills. Year 6 pupils enhanced their learning about ancient Greece. During the inspection, there was no use of computers in lessons to help pupils learn. This is poor use of ICT resources. There was no small group withdrawal of pupils to use the computer suite to help with their learning. This was despite the fact that the suite was not timetabled for use in the mornings.

HUMANITIES

66. There was insufficient work seen in history and geography to make a definite judgement on standards and provision. However, pupils' work displayed around the school was of an average standard and presented imaginatively. This shows good improvement in pupils' achievement since the time of the last inspection. The work in pupils' exercise books shows teachers plan effective opportunities to develop their writing, recording and research skills. However, much of this work is not marked well enough. Teachers include too few comments, which will help pupils understand how they can improve. Too little use is made of information and communication technology to promote learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Inspectors concentrated on checking the standards in design and technology because teachers had been teaching the subject for only a few months at the time of the last inspection and standards were below average. Only one lesson was seen in music and one lesson in art and design and one in physical education. Throughout the school, teachers make attractive displays of pupils' work in art and design. The work seen on display in pupils' sketchbooks, and in a Year 2 lesson, is of an average standard. It indicates that the curriculum, teaching and pupils' achievement are good. Teachers enrich pupils' learning because they make links with other subjects, such as history. They use the study of the work of famous artists well, such as Monet and Van Gogh, to inspire pupils' work. The subject makes a very good contribution to pupils' understanding of the variety of cultures within the school and wider community, for example pupils study European, African and Indian art. Pupils say that they enjoy artwork.
68. In music, the school's planning ensures that all areas of learning are covered. Music is taught by a specialist visiting teacher to a very good standard. In the small amount of performance observed, standards were in line with national expectations. Pupils enjoy music lessons and show real enthusiasm for them. Some pupils' learning is extended by instrumental tuition, and they attain sound standards. In physical education, the inspectors gathered insufficient evidence to make judgements. Pupils like physical education a lot and appreciate the range of activities outside lessons that enhances their learning.

Design and technology

Provision in design and technology is good.

Main strengths and weaknesses

- The very good leadership of the subject co-ordinator.
- The good improvement in the subject since the previous inspection.
- Standards are below average by the end of Year 6, but rising at a good rate.
- In Years 1 to 2, staff do not keep enough evidence of the products that pupils make.
- The good teaching, curriculum and resources help to raise standards.
- Pupils have gaps in their previous learning but their achievement is good.
- Teachers do not have a system to check and review the standard of pupils' work.
- Teachers do not make enough use of information and communication technology to support pupils' learning.

Commentary

69. The very good leadership, expertise and good management of the subject co-ordinator has been pivotal in bringing about the good improvement in the subject since the time of the last inspection. Teachers now cover all the parts of the curriculum required by law well. In Years 1 to 2, no judgment can be made on teaching and standards because the subject is not taught until later this term and staff do not keep enough evidence of the products that pupils make. However, it is evident that teachers carefully structure the work to cover the plan, make and design processes.
70. The good teaching, curriculum and resources help raise standards. For example, pupils' work is in line with national expectations in Years 3 to 5. However, the older pupils have gaps in their previous knowledge and skills because the subject has been in place for only two years. As a result, standards are below average in Year 6. Pupils' achievement is good in lessons and in relation to their earlier attainment, including pupils with special educational needs, and pupils who learn English as an additional language.

71. Teaching and learning are good. No lesson was seen in Year 5. Models on display of bridges, and talking with pupils, indicate good teaching in this year group. All staff teach effectively basic skills, such as cutting and measuring, and support staff give good extra help to individuals and groups. Staff have very good relationships with the pupils and manage them very well. Therefore, pupils' behaviour is good. They apply themselves willingly to the work, concentrate and work hard. Pupils in Years 4 and 5 say they enjoy the work and it is fun. Weak features are the lack of challenge in the work for the average-attaining pupils in an otherwise satisfactory lesson. Also, throughout the school, teachers do not have a system to check and review the standard of pupils' work but the school plans to put one in place this year. Teachers do not make enough use of information and communication technology to support pupils' learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision is good.

Main strengths and weaknesses

- Achievement is good.
- Teaching is good.
- The leadership and management of the subject are good.

Commentary

72. One personal, social and health education lesson was seen in Year 2, but inspectors looked at pupils' work, spoke with pupils and interviewed the subject co-ordinator. Citizenship is not taught as a separate subject but as part of personal, social and health education. Pupils achieve well in their personal, social and health education development. They develop confidence and responsibility and make the most of their abilities. They develop very good relationships and respect the differences between people. The personal, social and health education lessons play a major part in helping to eliminate bullying in the school. Pupils develop a healthy lifestyle whilst at school. In the one lesson observed the quality of teaching was good. The teacher used good questioning skills to develop pupils' understanding for the need for rules. Pupils work co-operatively and collaboratively in groups. There were very good relationships between teacher and pupils and between pupils themselves throughout. The school has won the *Bronze Healthy School Award*, and is due to receive *Silver* this December. Children eating fruit at breaktimes was a feature of the school. The school council and house system helps pupils to develop a sense of citizenship. The subject co-ordinator provides good leadership of the subject that ensures that pupils' personal development has a very high priority within the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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