

# INSPECTION REPORT

**BLESSED ROBERT WIDMERPOOL CATHOLIC PRIMARY  
SCHOOL**

Nottingham

LEA area: Nottingham City

Unique reference number: 122783

Headteacher: Mrs H Jackson

Lead inspector: Mr P McGaw

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> December 2003

Inspection number: 260765

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Nursery
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	208
School address:	Listowel Crescent Clifton Nottingham
Postcode:	NG11 9BH
Telephone number:	0115 9152392
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Appropriate authority:	Governing body
Name of chair of governors:	Rev Fr C P Thomas
Date of previous inspection:	12 October 1998

## CHARACTERISTICS OF THE SCHOOL

This is a slightly below average size school serving an area of local authority and owner occupied housing on a large estate, south of the city of Nottingham. Twelve per cent of pupils are on the school's register of special educational need, which is broadly average. The percentage of pupils with Statements of Special Educational Need (0.4 per cent) is well below the national average. Around half of those identified as having special educational needs have specific learning difficulties, just under half have moderate learning difficulties and the rest have social, emotional and behavioural difficulties. Fourteen per cent of pupils are entitled to free school meals. This is much less than at the time of the last inspection and is a significant fall on previous years. The majority of pupils are from white backgrounds. A few pupils come from homes whose first language is not English but the pupils themselves are reasonably competent in the use of English. The attainment of pupils when they start school is below that normally found in schools. Around 6 per cent of pupils move in or out of the school every year. This is below average. The school's roll is falling, as are the rolls of most other schools on the estate.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1206	Peter McGaw	Lead inspector	Mathematics Information and communication technology Physical education
11072	Shirley Elomari	Lay inspector	
23665	Diane Fenton	Team inspector	Science History Geography Art and design Design and technology Music Special educational needs
30075	Michael Duggan	Team inspector	English Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school is effective.** Standards attained by the pupils by the end of Year 6 are well above average in the core subjects of English and science and average in mathematics. Pupils make good progress during their time in the school and their achievement is good. Teaching and learning are good. The leadership and management of the school are very good. The school gives good value for money. The school's strong links with parents and the community and committed team of staff provide a very good basis upon which to build on its already considerable success.

The school's main strengths and weaknesses are:

- Standards by the end of the junior years in English, science and information and communication technology (ICT) are well above average with a very high proportion of pupils achieving above the level expected for their age.
- Standards in communication, language and literacy, in mathematical development and in personal, social and emotional development are below average in the reception year.
- Standards of writing are below average in the infant years.
- Some more able pupils in the infant years are not always stretched enough.
- Whilst standards in mathematics are average, pupils' skills in mental calculation and problem solving are not wholly secure.
- Teaching is good and in some classes, it is very good.
- The attitudes, values and behaviour of pupils are very good.
- The management and leadership of the school are very good.
- Subject leadership is satisfactory but the monitoring, evaluation and planning roles of subject leaders are underdeveloped.
- The governance of the school is very good.
- The curriculum is enhanced through a rich range of visits, visitors and extra-curricular activities.
- The provision for pupils with special education needs is very good.
- The care, guidance and support of pupils are very good.
- The partnership with parents, other schools and the community is very good.

The school has improved significantly since its last inspection. Overall, standards are much higher and the quality of teaching and the quality of the leadership and management have improved. The key issues of the last report have been dealt with well.

### STANDARDS ACHIEVED

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

*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.*

*An A\* in the table indicates standards were in the highest five per cent.*

**Achievement is good.** Pupils make good progress during their time in the school. Children enter the school with below average standards. By the end of the reception year, they have made good progress and whilst standards are still below average in some areas, they are

average in others. Pupils make further good progress in Years 1 and 2 and so by the end of Year 2 pupils' standards in most subjects are average although writing remains below average and more able pupils do not always achieve their fullest potential. Pupils continue to make good progress in Years 3 to 6 and achieve well. By the end of Year 6, standards are well above average in English and science but in mathematics, owing to gaps in pupils' understanding of mental strategies and problem solving, standards are average. Standards in ICT are well above average. Standards are broadly average in art, design and technology, geography, history, physical education and music. Pupils that are more able achieve well by the end of Year 6 and standards are very high for these pupils.

**Pupils' personal development and their spiritual, moral, social and cultural development are very good.** Pupils' attitudes to school are very good. Behaviour is very good. There have been no exclusions over the past year. Attendance is above average.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good. The quality of teaching is good overall with very good teaching in Years 2 and 6.** This is a key factor leading to the good learning that takes place in the school. Many lessons have good pace, work is well matched to the needs of pupils and therefore supports their learning effectively. The teaching of pupils with special educational needs is very good and as a result, these pupils learn well. Many lessons are challenging for pupils because of teachers' high expectations although in Years 1 and 2 some more able pupils sometimes are not stretched fully. The curriculum is good; it is broad and rich. The care, guidance and support for pupils are very good. Parental links are very good. Links with the parish are particularly strong and productive. Links with other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership provided by the headteacher is very good. The leadership and management of the senior team are very good. The governance of the school is very good. Governors are involved fully in setting the strategic direction of the school and are very well informed about the school's strengths and weaknesses. Subject leadership is satisfactory but is underdeveloped in the areas of monitoring and evaluation and planning for change. As a result, the fullest development of the role of subject leaders is being held back.

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

A very high proportion of parents who responded to questionnaires is very satisfied with the school. Pupils' questionnaires and discussion with pupils reveal that a very high proportion is very happy with the school.

## **IMPROVEMENTS NEEDED**

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

- raise standards in communication, language and literacy, in mathematical development and in personal, social and emotional development in the nursery and reception;
- raise standards in writing in Years 1 and 2;
- present more challenge to raise standards of more able pupils in Years 1 and 2;
- improve pupils' skills in mental calculation and problem solving in mathematics; and
- develop the monitoring, evaluation and planning roles of subject leaders.

## 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. Some higher attaining pupils do not achieve their fullest potential in Years 1 and 2 but all achieve well in Years 3 to 6. By the end of Year 6, standards are well above average in English, science and ICT and average in mathematics.

#### Main strengths and weaknesses

- Pupils with special educational needs achieve very well.
- Pupils make good progress during their time in school.
- Standards by the end of Year 6 in English, science and ICT are well above average with a very high proportion attaining above the level expected for their age.
- Standards in communication, language and literacy, in mathematical development and in personal, social and emotional development are below average in the reception year.
- Standards in writing in Years 1 and 2 are below average.
- Some higher attaining pupils do not achieve their fullest potential in Years 1 and 2.
- Standards in mathematics, whilst average, are lower than in English and science because pupils' skills in mental calculation and problem solving are not wholly secure.

#### Commentary

1. Attainment on entry to the school is below that normally found. Attainment at the end of the reception year, whilst still below that expected at the start of compulsory schooling in communication, language and literacy, in mathematical development and in personal, social and emotional development, is in line with what is expected nationally in knowledge and understanding of the world and in physical and creative development. Achievement in the nursery and reception classes in all of the areas of learning is good because of good teaching. This is an improvement on the findings of the last inspection.

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

Standards in:	School results	National results
Reading	14.9 (14.8)	15.7 (15.8)
Writing	13.0 (13.8)	14.6 (14.4)
Mathematics	15.6 (15.2)	16.3 (16.5)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

2. An examination of the school's results in national assessments at the end of Year 2 shows that standards have improved over recent years. Results in 2002 were a significant improvement over those in 2001. Results in reading and mathematics in 2003 have improved further. In the last two years, the proportion of pupils achieving Level 2 or better<sup>1</sup> in reading and mathematics has been well above the national average. Results in writing fell to well below average in 2003 following a period of good improvement when results rose to above average because of close focus on improving writing across the school. The trend in the school's results is better than the national trend. As a result of recent high quality teaching in Year 2 following a change of teacher in September for this class, writing standards are improving rapidly.

<sup>1</sup> On levels. The national expectation is that most pupils at the end of Year 2 will achieve a Level 2. Those who attain a Level 1 are attaining below average and those who attain a Level 3 are attaining above average. The national expectation is that most pupils at the end of Year 6 will achieve a Level 4. Those who attain a Level 3 are attaining below average and those who attain a Level 5 are attaining above average.



3. Most boys and girls make good progress in reading and mathematics in Years 1 and 2, achieving well. Progress in writing is slower, however. Some higher attaining pupils, whilst making sound progress, do not achieve their fullest potential as a result of not being set challenging enough work. The proportion of pupils attaining Level 3 is well below average in reading, writing and mathematics. Pupils with special educational needs make very good progress. Pupils from ethnic backgrounds make good progress.

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

Standards in:	School results	National results
English	29.8 (29.6)	26.8 (27.0)
Mathematics	27.2 (29.2)	26.8 (26.7)
Science	31.3 (31.8)	28.6 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

4. The school's results in national assessments at the end of Year 6 show that standards have improved greatly over recent years owing to high quality teaching. The trend in the school's results is better than the national trend. In the last two years, results in English and science have been well above the national average for the proportion of pupils gaining Level 4 or above. In mathematics, results were well above average in 2002 having been average in 2001. They have returned to being average in 2003. Pupils are not secure in the use of mental calculation strategies or problem solving techniques and consequently results are lowered. Furthermore, the school has been focusing on English and science over the last year and consequently mathematics has had less focus resulting in the drop in results. The school is aware of these issues and has refocused its effort on raising standards in mathematics again.
5. When achievement is compared with schools where pupils achieved similar results at age seven, significantly the number of pupils attaining Level 5 has risen from being in line with similar schools at the time of the last inspection to being in the highest five per cent of schools nationally in English and science. In mathematics, standards are in line with such similar schools.
6. Examination of pupils' previous work and observations in lessons show that standards are well above average in ICT and broadly average in design and technology, art, history, geography, music and physical education.
7. Pupils make good progress during their junior years with the most rapid progress being made in Years 5 and 6 and for higher attaining pupils owing to high quality teaching. Achievement over time is good for both boys and girls.
8. Pupils with special educational needs are very well supported in class and consequently they make very good progress. Accurate assessments of their needs in English and mathematics ensure they are given challenging work they can complete. Pupils from ethnic minority groups also achieve well.

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

Pupils have very good attitudes to school. Attendance is above average. Pupils' behaviour is very good whilst at work, at play and during assemblies. Pupils' personal development, including their spiritual, moral, social and cultural development is very good.

## Main strengths and weaknesses

- Pupils, including those with special educational needs, enjoy coming to school, have a pride in their school and understand the rules and the high expectations of them.
- Pupils are confident, self-controlled and respectful of each other, of adults and of possessions.
- Pupils work well both independently or collaboratively and respect the ideas and opinions of others.
- Pupils take on responsibilities willingly and make a difference to others through their mature actions.
- Pupils work hard in lessons, concentrate well and are keen to produce their best work.
- Pupils' personal development is very good and is promoted very well by the very good examples set by all adults in school. There are very good relationships throughout the school.
- Planned opportunities for reflection support the development of self-knowledge and engender spiritual awareness.
- Moral tales, poems and discussion help pupils to distinguish right from wrong and to understand the needs of others.
- Cultural traditions are discussed and the opportunities to discuss multi-cultural issues are planned for in most subjects.
- There are no significant weaknesses.

## Commentary

9. The responses in the pupils' questionnaires show that pupils are very proud of their school, and that they enjoy all the activities that are provided for them. They record the very good relationships within the school between pupils and with staff. Pupils know what is expected of them and have contributed fully to the setting of the school and class rules. They take very good care of possessions and resources and value seeing their work on display. Pupils understand clearly that they can make choices and that the resulting actions have consequences. Behaviour in all lessons and about the school is very good. The members of the School Council confidently speak about their role, their aims and their achievements and know that they are a voice for all pupils in the school. Staff listen well to the views of pupils and respond appropriately.

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Black or Black British – African
No ethnic group recorded

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
180	0	0
3	0	0
5	0	0
6	0	0
1	0	0
2	0	0
4	0	0
3	0	0
2	0	0
2	0	0

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

10. Pupils work and play together very well and form strong friendships. They work with commitment and enthusiasm, want to succeed and enjoy working both collaboratively and independently.
11. Pupils with special educational needs have a very positive attitude to all subjects and work with real commitment.

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

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

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

12. Attendance at the school is good and is consistently above the national average because pupils enjoy coming to school and are keen to succeed. There has been no unauthorised absence in recent years. Registration is efficient and the school follows up any unexplained absences on the first day. Parents support the school well by ensuring that their children attend school regularly. Pupils arrive punctually in the mornings and lessons begin on time. The good attendance and punctuality of pupils has a positive impact on achievement.
13. Teachers and support staff provide pupils with very good role models in the way that they conduct themselves and in the support that they provide for pupils and one another. A high priority is placed on the pupils' social development. Pupils' self-knowledge and spiritual awareness is strongly encouraged throughout all aspects of the curriculum. Pupils are given a clear understanding of right and wrong. Pupils learn to appreciate their own and the cultures of others through, especially, literacy, geography and music.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The curriculum is broad and rich. The quality of teaching and learning are good and have improved since the last inspection. Teachers make accurate assessments of pupils' work and use this information well to guide planning of work and future learning.

**Teaching and learning**

Teaching overall is good and as a result, pupils' learning is good. Teaching and learning in Year 6 and in many lessons in Year 2 are very good.

**Main strengths and weaknesses**

- Teaching and learning are consistently good in most classes in all subjects.
- In Year 6, teaching and learning are consistently very good and in Year 2, they are often very good; in Year 3, they are sometimes good.
- Teachers have very high expectations of pupils' attainment and behaviour.
- Pupils learn well in most classes as the pace of lessons is brisk.
- Pupils are enthusiastic about their work and concentrate very well.
- The use of assessment information to match work to the needs of pupils is good.
- Teaching in Years 1 and 2 sometimes does not stretch the highest attaining pupils sufficiently.

## Commentary

### **Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (23.5%)	24 (70.5%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)

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

14. Teaching is good in the nursery and reception years. It is good in the infant and middle junior years. In Year 3, half the lessons seen were good and half were satisfactory. In Year 6, teaching is always very good. In Year 2, it is good and often very good. The quality of pupils' learning mirrors this picture.
15. Teachers have very high expectations of what pupils can achieve and how pupils should behave and achievement is promoted well. In most lessons, the work is interesting, challenging and well judged and the pace is brisk. As a result, pupils are engaged actively in learning. Teachers have good questioning skills and intervene at timely points to move pupils on in their learning. Teachers work hard to ensure all pupils are included fully in all lessons. As a result learning in most lessons is good.
16. Occasionally, the pace of learning is slowed by over long explanations from teachers. In Years 1 and 2, the higher attaining pupils sometimes are not given challenging enough work to stretch them fully. In some lessons in mathematics, pupils' skills in mental calculation and problem solving are not given enough focus.
17. Pupils with special educational needs receive very good support as do pupils from ethnic backgrounds whose English is not wholly secure. Within lessons, work is planned specifically for pupils with special educational needs and this promotes their learning well. The school has effective systems in place to identify, assess and monitor pupils with special educational needs. Individual and group education plans are used by all teachers to plan work in order to tackle the challenging but realistic targets set in the plans. These targets have clear criteria against which to measure success and review dates are realistic. Pupils with special educational needs are taught alongside their classmates and all children have full access to all activities offered by the school. Teaching assistants make significant contributions to the teaching of these pupils. The teaching of pupils with special educational needs is very effective and pupils make very good progress in relation to their abilities.
18. As a result of good teaching pupils' learning is also good. Pupils are enthusiastic and have a clear desire to learn. They respond positively to challenges, concentrate well, apply themselves fully to their studies and take great pride in their work. Pupils work well independently and engage enthusiastically in collaborative learning. They are confident speakers and are always willing to explain and talk about their work. They show respect for the views of others and listen attentively to others. They enjoy their work and are happy learners.
19. The management of behaviour is consistently very good and this results in good learning. Praise is used effectively and pupils behave very well.
20. Homework is given in most classes and this work makes an effective contribution to pupils' learning because it builds on class work well.
21. A wealth of assessment data is available to the school. Appropriate assessment information is used to arrange classes into groups for English and mathematics. In Years 3 to 6, information from data and assessments is used very well to match the work to the needs of the pupils. This is a key factor in promoting good learning by all groups of pupils.

22. Throughout the school, assessment processes are good and these have a positive impact on learning. Pupils' work in English, mathematics, science and ICT is evaluated regularly and assessed thoroughly. There is a good system of tracking all pupils' progress using standardised tests and looking regularly at their work. Teachers keep in-depth records of assessments and a system of benchmarking is used to set targets for each pupil's achievement. Targets for improvement are displayed clearly in classrooms for literacy and mathematics and pupils can quote their own personal targets recorded in a book.
23. A very effective marking policy is related to criteria shared with pupils about subject-specific goals. For example, a ladder of skills in science is used to provide clear evidence of pupils' progress. Teachers' comments in work are well judged and enable pupils to have a clear understanding of what has been achieved and what it is they need to do next to improve. Teachers use day-to-day assessment very effectively to guide future planning of activities. This is an improvement on the findings of the last report.
24. Record of achievement files for individual pupils are begun in the nursery and serve as a very good record of progress and achievement for each pupil as they move through the school.

### **The curriculum**

The quality of the curriculum is good and has some very good features. It ensures that the quality and range of learning experiences including a very good programme of enrichment activities for all pupils are generally effective. There is a very good programme for personal, health and sex education. The staffing, accommodation and resources meet the needs of the curriculum well.

### **Main strengths and weaknesses**

- Curriculum provision for pupils with special educational needs, is very good.
- Provision for extra-curricular activities is very good.
- The good accommodation and good resources support the curriculum well.
- The provision for social, personal and health education is very good.

### **Commentary**

25. The curriculum meets all statutory requirements, including provision for religious education and collective worship. It is broad, balanced and relevant, providing a wide range of learning experiences from which all pupils benefit. As a result, pupils are able to make good progress. This is an improvement since the previous inspection. The curriculum reflects well in everyday school life the children's own mission statement, 'to walk kindly with each other following the footsteps of Jesus Christ as we live and learn'. The National Literacy and Numeracy Strategies are being implemented well and the good planning and schemes of work for all other subjects ensure that all pupils receive their full entitlement. The integration of literacy and ICT across the curriculum is particularly good. Effective provision guarantees very good personal, social and health education for all pupils. Sex education and drugs awareness are dealt with during science, religious and health education lessons, and are enriched by contributions from the local nurse and police on a regular basis.
26. A very good range of additional activities enriches the pupils' learning outside classes. These include a wide variety of sports, music, craft, mathematics and modern language clubs, as well as numerous day trips and residential visits. These additional experiences bring the curriculum alive for pupils and as a result, their learning is enhanced greatly. A highlight amongst these is the annual residential time at Kingswood Activity Centre in Norfolk which enables pupils to develop both socially, through living and working together and academically, through first hand experiences of aspects such as coastal features. The school ensures that all pupils, regardless of ability or gender, have equal access to all these extra-curricular activities, thereby reinforcing the school's all-encompassing approach.

27. The curriculum provision for special educational needs is very good. Class teachers know the targets included in the individual education plans for these pupils and provide appropriate curriculum and support including very good help from the well-informed support staff.
28. The range of expertise and deployment of staff meet the needs of the curriculum well. The recent change of staffing is already beginning to raise standards in Year 2 because of good and often very good teaching. The accommodation inside and outside is good, contributing well to the delivery of the whole curriculum. Rooms used productively including the ICT suite, resources room and large multi-function hall. The spacious outside environment contains a netball court, football pitches and small adventure apparatus area, all of which stimulate learning. The last report indicated a lack of resources for children in the reception class. This has been rectified and resources are now good and promoted learning well.

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

The school's provision for all pupils' care, welfare, health and safety is very good as are the ways in which it seeks and values pupils' views. Teachers and other staff provide very good guidance, advice and support.

### **Main strengths and weaknesses**

- The health, safety and well being of pupils are central to the work of the school.
- The very good support and guidance pupils receive is based securely on the strong, trusting relationships between staff and pupils.
- Pupils are very well guided and supported so that they are able to learn well and do their best.
- The School Council contributes enthusiastically to the process of change.
- There are no significant weaknesses.

### **Commentary**

29. Procedures to ensure the safety and well being of all pupils are very good. Those for child protection meet requirements fully. Teachers and support staff pay very good attention to health and safety in lessons, promoting safe practice very well so that pupils understand its importance. There are very clear procedures to deal with first aid and medicines in school. Kitchen staff pay very good attention to pupils' dietary needs, preparing individual meals if necessary. Pupils feel safe in school because they know that there will always be a caring adult to whom they can turn in time of need.
30. Pupils receive support and guidance of a very high quality throughout their time in school. Induction arrangements when children start at the school are good. Children are well supported when they start in the Nursery so that they settle quickly. Teachers and teaching assistants form trusting relationships with pupils, who feel secure knowing that any problems, such as the occasional incidence of bullying, will be dealt with sensitively and quickly. Teachers know each pupil well and use their knowledge effectively to guide pupils' personal development so that they become thoughtful, considerate members of the school and local community.
31. Pupils' academic development is very well monitored. The school analyses the outcomes of tests well and uses the data to set appropriate targets for individuals. Pupils know their targets and often set their own. They are involved in checking their progress towards their targets and take pride in achieving them. Teachers' marking is very thorough and the comments made help pupils understand how to improve their work. Individual education plans are clear and used when teachers plan lessons so that pupils with special educational needs learn well. All pupils are very well guided and supported to enable them to learn and do their best.

32. Pupils are confident to express their views about school and the School Council is very effective in achieving changes that make school life better for everyone. The council represents pupils from Year 3 to Year 6 and operates democratically so that all decisions are discussed in class as well as at council meetings. Year 6 pupils take responsibility for running the meetings and do the job very well. Councillors are justly proud of their achievements. Last year, for example, they were involved in choosing and costing out markings for the playground as well as pressing for improvements to the toilets and the redecoration of the hall. Pupils show a strong sense of pride in their school and appreciate that their views are taken seriously.

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

The school benefits from a very strong partnership with parents, who are supportive of the school and all that it does. Parents are very well informed about the work their children are doing. Links with the local community, including the parish, are very effective. The school works very well with other local schools to support its pupils.

### **Main strengths and weaknesses**

- Parents are very positive about all aspects of the school.
- The school's partnership with parents enables them to contribute well to pupils' learning because they are very well informed.
- There are very effective links with the local community and the parish that help to extend and enrich pupils' opportunities for learning.
- Links with other schools ensure that pupils are well supported when they transfer to secondary school.
- There are no significant weaknesses.

### **Commentary**

33. A high proportion of parents returned the questionnaire and expressed very positive views; they are very satisfied with all aspects of the school's provision. No significant concerns were raised. Parents are particularly happy about the rich provision that includes a very wide range of visits, visitors and extra-curricular activities. They also spoke highly of the way pupils with special educational needs were supported by the school and by other pupils.
34. The school keeps parents very well informed about all aspects of school life. Regular information is sent home about the curriculum, backed up by meetings and workshops to help parents become involved actively in their child's learning. Homework sometimes involves research or making tasks to encourage parents to work with their child. Parents have a good number of opportunities to discuss their child's progress with teachers. Reports are clearly written and free of jargon, providing a good picture of each child's strengths and weaknesses. There is an active friends association that supports the work of the school. A significant number of parents help in school, either on a regular basis or when pupils go swimming or on visits. The partnership benefits from the school's involvement in a project called the Amber Project, which runs a number of events, including a very successful parents and toddler group and family learning activities.
35. Parents are involved fully in the initial process of recording their children's special educational needs. They are informed regularly about their targets, invited to discuss progress and attend the annual reviews of those with Statements of Special Educational Needs. Parents speak very highly of the work of the school in this area. The school works closely with other agencies from the local education authority (LEA).
36. The school has strong links with the local community and the parish that are used very well to provide a wide range of experiences to broaden pupils' understanding of what they learn. For example, pupils have the chance to visit the theatre, art galleries and local places of interest

to take their learning out of the classroom. The parish priest plays an important part in the life of the school and, through the parish, pupils have the chance to help others by preparing harvest gifts and performing for parish groups. The school is also involved in a range of activities in the wider community of the city; for example, pupils' artwork has been displayed in the council building and they have sung at the cathedral. These activities develop pupils' awareness of the society in which they live and the part they play in it.

37. Links with other schools are very good, particularly with the secondary school that most pupils attend when they are 11. Very good systems are in place to transfer relevant information and pupils are well supported during the transition period. Regular meetings are held with local schools, which helps to share good practice widely. Some joint events, such as the area sports' day, offer pupils the opportunity to work with pupils from other schools. The headteacher is the LEA Key Stage 1 audit manager and so visits other schools to ensure consistency in standards in Year 2 national assessments. This has a positive impact in the school as she has a clear view of standards and shares this with staff so enabling accurate assessments to be made of pupils' attainment.

## **LEADERSHIP AND MANAGEMENT**

The school is very well led and very effectively managed. Governance of the school is very good. The leadership and management of the headteacher and the deputy headteacher are very good. Subject leadership is satisfactory. The school's highly committed team of staff provide a very good basis upon which to build on its already considerable success.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher provide very clear leadership.
- The management of the headteacher and deputy headteacher is very good.
- The governing body is very well informed about the work of the school. It provides a strategic direction for the school and holds the school to account appropriately.
- All statutory requirements are met fully.
- The monitoring, evaluation and planning roles of subject leaders are underdeveloped.

### **Commentary**

38. The headteacher provides a very clear vision and direction for the school. Her leadership is complemented very well by that of the deputy headteacher. They work together very effectively as a team and have a clear view of the priorities for the school.
39. The headteacher is aware of the key strengths and weaknesses of the school through her monitoring and acts upon this information well. The result of the very good leadership and management of the headteacher and deputy headteacher is a school improvement plan and a set of priorities that are well judged and appropriate.
40. The leadership and management of English, mathematics and the Foundation Stage are good and as a result, staff are well supported. The leadership and management of other subjects are satisfactory. Subject leaders are well informed about general aspects of their subject. As a result of the monitoring of the headteacher, subject-specific actions for development are included in the school improvement plan. However, subject leaders are not involved in monitoring and evaluation of teaching and learning directly through classroom observations. As a result, they are not well enough informed from first-hand experience about the quality of classroom work or about the needs for change in teaching and learning in their subject. Hence, the subject leaders are not always able to provide the subject-specific leadership necessary to promote change.
41. The special educational needs provision is led and managed well. The co-ordinator and the governor who takes a particular interest in special educational needs provision meet regularly



and support each other very effectively. The special educational needs co-ordinator monitors the pupils' individual education plans very closely and, in collaboration with class teachers, ensures that targets are met. The special educational needs governor knows of the school's response to the teaching of pupils with special educational needs and makes a very good evaluative contribution to this important aspect of school life.

42. The governance of the school is very good. The chair of governors provides very good support and challenge to the headteacher and governing body. He is very knowledgeable and has good insight into issues facing the school. Governors are very well informed and involved fully in the governance of the school. All statutory requirements are met fully. They are very proud of their school and seek at all times to promote its further improvement. They are involved fully in the school improvement planning and budget-setting processes where they make appropriate reference to best value. Their role as 'critical friend' is well developed. Key decisions are made following careful consideration of their likely impact on standards and quality of provision. Governors try to measure the impact of their decisions upon pupils' learning. Governors have been assigned in link roles to subjects and this system operates well in ensuring governors are well informed about subject developments. The governing body monitors the achievement of all pupils through reports from the headteacher and from analysis of data.

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

Income and expenditure (£)	
Total income	515,000
Total expenditure	525,500
Expenditure per pupil	2,000 (approx)

Balances (£)	
Balance from previous year	12,000
Balance carried forward to the next	1,500

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

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

Provision in all areas of learning for children in the Foundation Stage is **good**, which is similar to the previous inspection. Children's attainment by the end of the reception year is below the levels expected for their age in communication, language and literacy, mathematical development, and personal, social and emotional development. In creative and physical development and in knowledge and understanding of the world, it is in line with what is expected nationally. In the current reception year, indications are that all areas of learning, with the exception of communication, language and literacy and mathematical development, will be close to national expectations. Higher-attaining children reach the standards expected in all six areas of learning.

43. All children, including those with special educational needs, make good progress and achieve well, owing to good teaching and time invested wisely by other adults.
44. Induction arrangements are good. Positive links are established with parents before children enter the nursery. All parents support the school well. During the inspection, good examples were noted in nursery and reception when teachers and other staff discussed freely and easily the events of the school day with parents/carers or grandparents. Shared information between all teachers in the nursery and reception years ensures that all members of staff are aware of standards before children enter the Reception class. The overall leadership and management of the Foundation Stage, currently overseen by the headteacher, are good. The appointment of a more permanent co-ordinator is imminent.

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

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

- Children in the nursery show limited personal and social skills.
- Children achieve well.
- Teaching is good.
- Opportunities for learning through play are good.
- Choice between free and directed activities is balanced well.
- Adults provide good role models.

#### **Commentary**

45. High priority is given to the children's personal and social development. The impact of this focus is positive and learning in this area is good. This is a significant improvement since the last inspection. Children are encouraged to be independent and make choices about their activities, such as playing with sand and water or constructing models from plastic cubes. The good emphasis on learning through play both in the nursery and reception ensures that children's development of language, mathematical and social skills are enhanced. All adults act as good role models and help children to form positive relationships and care for others. As a result, children's confidence increases, they feel secure, self-esteem is enhanced, and their personal, social and emotional development is improving.

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

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

- Attainment by the age of five is below average.
- Teaching and learning are good.
- The high level of support from the nursery nurse is effective.

- The deployment of adult helpers is good.

### **Commentary**

46. From a low starting base, children make good progress in communication, language and literacy throughout the Nursery and Reception years. This is owing to the effective dialogue between children and adults and the opportunity to extend communication skills through play. Examples included children in the Nursery pretending to be car park attendants and in Reception role-playing the story of Goldilocks with enjoyment and enthusiasm. The majority of children listen attentively and use appropriate responses and gestures to the teachers' questions. The contribution of the nursery nurse and other adults in this respect is particularly effective. A significant number of children, especially in the Nursery, are still in the early developmental stage of language and literacy. Nevertheless, these children improve rapidly because of the teachers' hard work and their own good attitudes. However, by the time they complete the Reception year overall attainment is still below that expected from this age group.

## **MATHEMATICAL DEVELOPMENT**

### **Main strengths and weaknesses**

- Children start with low mathematical skills.
- Attainment by the age of five is below expectations.
- Teaching is good.
- The use of resources to enhance learning is good.

### **Commentary**

47. Children enter the Nursery with few mathematical skills but because of good teaching and effective support by the nursery nurse, they make good progress and achieve well. However, by the end of the Reception year children's attainment is still below average. Children, especially those with special educational needs, need constant help to count objects accurately. Staff ensure that every opportunity is taken to develop this skill. Some higher attaining children in Nursery can identify and name two-dimensional shapes. In the Reception year, the most able children count confidently to 20 and some carry out simple addition and subtraction to five with support.

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

### **Main strengths and weaknesses**

- Attainment is average by the end of Reception from a below average starting point when children enter school.
- The use of the outside environment to enhance learning is good.
- There are good opportunities for designing and making.

### **Commentary**

48. Children enter nursery with limited general knowledge and during their time in the nursery and reception years, their standards improve. Throughout the nursery and reception classes, children achieve well owing to good teaching. By the end of reception children's attainment is similar to that found nationally. They begin to understand more about the place in which they live and how they and others grow from babies to adulthood. They begin to understand simple computer operations and many can move the mouse accurately to create pictures and complete simple mathematical problems. The outside environment of the school is used well for scientific and nature work - for example, to observe seasonal changes and to plant and observe seeds and bulbs growing. During lessons, children investigate

construction materials and enjoy designing and making model houses and paper lanterns. They are beginning to get a sense of other cultures as they learn about different festivals such as Diwali and from cooking and tasting Indian food.

## **PHYSICAL DEVELOPMENT**

### **Main strengths and weaknesses**

- By the end of the reception year, the children's physical development is in line with what is expected nationally.
- Children learn well through play.
- Good attention is given to health and safety.

### **Commentary**

49. By the end of the reception year, the children's physical development is in line with what is expected nationally. Good provision, through tabletop games and modelling materials such as play-dough, is improving their physical motor control. All children, including those with special educational needs, make good progress through play, in movement and co-ordination because tasks are well matched to individual needs and teaching is good. They are beginning to respond well to instructions and are developing a satisfactory awareness of space and consideration for others while riding wheeled toys. They develop satisfactory co-ordination and confidence as they develop running, jumping and balancing sequences during gymnastic lessons. Continuous attention is given to health and safety.

## **CREATIVE DEVELOPMENT**

### **Main strengths and weaknesses**

- Children achieve well owing to good teaching and standards are average by the end of the reception year.
- Opportunities for role-play are good.
- Artwork is provided for well.
- Children play alongside rather than with each other.

### **Commentary**

50. Children achieve well owing to good teaching and standards are average by the end of the reception year. Children are offered interesting creative activities each day and the balance between free-choice and more directed work is effective. The opportunities for using different media are good and children are developing satisfactory skills in handling paintbrushes, threads and scissors while painting and weaving. Good examples of work based on African patterns were observed in the reception class. The children enjoy role-play activities. During these activities, children often play alongside rather than with each other. They enjoy singing and keeping time to music owing to well-chosen tasks by the teachers, as seen in a combined nursery and infant music lesson, with singing and actions to 'The Grand Old Duke of York'.

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

### **ENGLISH**

The provision for English is **good**.

### **Main strengths and weaknesses**

- Attainment by the end of Year 6 is well above average.

- Attainment in writing by the end of Year 2 is below the national average.
- Achievement for pupils, including those with special educational needs, is good.
- Teaching is good with very good teaching in Year 6.
- Extended writing in Years 5 and 6 is good.
- Learning support assistants are deployed well.
- Literacy is used effectively in other subjects.
- Leadership and management of the subject are good.

## Commentary

51. Attainment at the end of Year 2 is in line with the national average in speaking, listening and reading, and below average in writing. By the end of Year 6, attainment is well above the national average in all aspects of English. Overall, this is a significant improvement since the last inspection. Results in the Year 6 National Curriculum tests indicate an upward trend accelerating from 2001 to well above the national average in 2003.
52. As a result of the good use of assessment, effective teaching and time invested wisely by support staff, the progress pupils make is significant. This is particularly noteworthy given their low attainment in writing on entry into Year 1. The good and sometimes very good teaching, combined with the pupils' good attitudes and willingness to learn, ensures that they all, including those with special educational needs, achieve well, which is an improvement since the last inspection. Boys and girls make similar progress, as do pupils from ethnic minority backgrounds. However, higher attaining pupils do not always achieve their fullest potential. Learning is also enhanced in catch-up work and booster classes at relevant times during the year.
53. The pupils start in Year 1 with skills in communication, language and literacy below expectations for their age. Despite this, owing to the hard work of teachers and support staff, many become confident communicators by the end of Year 2, although writing standards remain below average. Pupils listen well, especially when the teachers' questioning is probing and challenging. The good opportunities which teachers create to initiate discussion contribute substantially to attentive listening and confidence to respond. Building on this, by Year 6, pupils enter into debates enthusiastically, offering logical thought and opinions and explaining in depth their interpretations in texts. The introduction of drama is beginning to have a positive impact, as observed in a Year 3 class where a group of pupils acted out well 'The King who Dressed like a Shadow'.
54. Reading is promoted strongly in the school. The effective use of story sacks and the encouragement of parents' involvement are beneficial. As a result, the enthusiasm for pupils to read begins early. For example, they eagerly discover the meaning of words relating to character traits while reading books such as 'Jack and the Beanstalk', 'TV Sam' and 'Clever Boy Charlie'. Whilst the average and more able pupils use the context of the story appropriately to figure out the meaning of unfamiliar words, less able pupils find this a more difficult task. By Year 6, most pupils can read fluently and with expression to reflect the meaning of the text and talk well about their favourite authors such as Michael Morpurgo, J K R Tolkein, Anne Fine and J K Rowling.
55. Standards in writing are below average by the end of Year 2. Owing to the strong focus on writing as pupils get older, the quality of creative and descriptive work improves well. In Years 5 and 6, a good depth of reading experience is reflected well in their written work. Telling examples included Year 5 work based on Berlie Doherty's 'The Street Child' where a pupil wrote "Jim, wake up", Norbert whispered, "The hour has come". Jim yawned wearily as he clambered out of his tiny box."
56. By Year 6, many use exciting language to convey meaning, conjure up plots and write poems which hold the reader's interest. For example, a poem written by a pupil, inspired by the three witches scene in Macbeth:

“As the rain begins to roar  
Grab the cauldron, get some more  
Stir in legs of a spider  
A tail from a dog  
The shell from a snail  
And slime from the bog.”

57. The standard of handwriting in nearly all classes is good and by the time they leave school, pupils write in a neat, cursive style of which they are proud.
58. The subject is led and managed well. The subject leader evaluates the quality of teaching and learning effectively and as a result advises and supports colleagues well. Results of tests are analysed carefully and challenging targets are planned for the next stage of pupils' learning. The subject leader is aware of the strengths and areas for development within the subject and, together with colleagues, is committed to raising the standards in the younger year groups.

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

59. Throughout the school, pupils' literacy and language skills are being applied to and improved constantly in other subjects. Examples include:
- listening to and carrying out instructions in physical education;
  - using specific vocabulary to write up science experiments;
  - good opportunities to develop skimming and scanning skills during research; and
  - reading with fluency and expression during assemblies and religious services.
59. These activities engage pupils fully in thinking, reading, speaking and writing processes and promote the development of literacy and language across the curriculum well.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- The proportions of pupils attaining expected levels at the end of Year 2 and Year 6 are above average although average points scores remain average.
- Higher attaining pupils are not being stretched sufficiently in Years 1 and 2.
- Pupils' skills in mental calculation and problem solving are not fully secure.
- The quality of teaching is good and as a result, most pupils achieve well.
- The support for pupils with special educational needs is very good.
- Assessment of pupils' progress is very good.
- Teaching assistants provide very good support for teachers and pupils.
- Subject leadership is good.
- Mathematics skills are beginning to be used well in other subjects.

#### **Commentary**

60. In 2003, 97 per cent of pupils in Year 2 and 83 per cent of pupils in Year 6 reached the expected standards for their age groups, both measures being above national averages. Using average points scores, however, standards by the end of Year 6 are average. Whilst almost a third of pupils in Year 6 achieved higher standards, less than ten per cent did so in Year 2. Higher attaining pupils in the infant years are not being stretched sufficiently. Boys and girls make similar good progress, as do pupils from ethnic minority backgrounds. Teachers provide suitable tasks and learning materials for pupils with special educational needs. These pupils are given very good support by teachers and teaching assistants which

enables them to take a full part in lessons and achieve very well in relation to their abilities and prior learning.

61. Standards are lower than those in English and science by the end of Year 6. This is owing to pupils being insecure with the range of mental calculation strategies and problem solving skills necessary for them to achieve the higher levels. For example, in a lesson observed in Year 5 pupils were hindered in their attempts to add two numbers together because they lacked the confidence in using appropriate mental strategies such as 'bridging through ten' so they ended up counting on from 17 to add 14 rather than mentally adding three to 17 to make 20 then adding the remaining 11. The school has been focusing on English and science over the last year and consequently mathematics has had less focus resulting in a drop in results.
62. The quality of teaching was good in the majority of lessons observed. In Year 6, it is very good and very good links are made with work in other subjects to increase pupils' understanding and their ability to apply mathematical skills to new situations - for example, using Carroll diagrams in geography to aid classification of types of seaweed found on a visit to enhance the study of coastlines. Pupils often use computers to help to practise their numeracy skills. Lessons have a calm, productive atmosphere because of teachers' very good behaviour management. Pupils are confident and attentive and work hard. Teachers have high expectations and these result in a very high standard of presentation in pupils' books. Teachers use questioning and mathematical vocabulary well to promote understanding and challenge thinking. Teachers are aware of the varying capabilities of their pupils and work hard to ensure that all are included in lessons. Learning is also enhanced in catch-up work and booster classes at relevant times during the year. In the junior classes, teachers ensure that the more capable pupils are stretched by providing challenging activities. In the infant classes, higher attaining pupils are not always set work that will stretch them.
63. Teachers assess pupils' strengths and weaknesses and amend their carefully thought-out daily and longer-term plans accordingly. Pupils are aware of the purpose of lessons and their efforts are praised and encouraged. Pupils are involved in evaluating their success in achieving the objective of the lesson, using a traffic light card to indicate their understanding and confidence with the work.
64. Subject leadership and management of the subject is good. The subject leader is experienced and aware of the standards of work and the quality of teaching throughout the school through classroom observations, analysis of data and reviewing pupils' work. She is aware of the need to give more focus to developing pupils' mental calculation and problem solving skills. Good planning systems are in place using the National Numeracy Strategy's medium- and short-term plans. The subject leader is trying to develop a slightly more flexible approach to promote further development of pupils' investigational and problem-solving skills.

### **Mathematics across the curriculum**

65. The use of mathematics across the curriculum is developing well. There are some very good examples of pupils using and applying mathematics across the school in different subjects in the curriculum, especially in science, art, design and technology and geography.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are high by the end of Year 6.

- Pupils achieve very well.
- Pupils' skills and understanding of scientific investigation are good because of the good work being carried out in developing an investigative questioning approach.
- There is good emphasis on the use of specific technical language.
- The very good subject knowledge of the subject leader provides effective support for teachers.
- The role of the subject leader is underdeveloped in the monitoring and evaluation of teaching and learning in the subject.

## Commentary

66. Standards in science are currently in line with national expectations at the end of Year 2, but in the national tests of 2003, few pupils achieved the higher Level 3. By the end of Year 6, standards are well above national expectations. There has been a significant improvement in standards at the end of Year 6 over the past two years with a majority of pupils achieving the higher Level 5. Boys and girls achieve similarly. Most pupils achieve well, including those with special educational needs and those from ethnic minority groups. In Years 1 and 2, some higher attaining pupils do not achieve their full potential, however.
67. At the end of Year 2, pupils have an appropriate knowledge and understanding of scientific ideas. By the end of Year 6 they have a very good knowledge and understanding of scientific ideas, can demonstrate a very good appreciation of investigation methods and are able to carry out appropriate investigations on their own by using a questioning board. Pupils are able to record their investigations and learning very effectively by the end of Year 6.
68. In the few lessons observed during the inspection, teaching was very good and it ensured that pupils experience a variety of activities and practise investigation skills. Teachers encourage pupils to think for themselves when presented with a problem such as melting and cooling of chocolate so that they can understand its relevance to their everyday lives. Planning shows a clear focus and as a result pupils learn well, show interest and enthusiasm for the subject and concentrate well.
69. Where teaching is imaginative and challenging pupils are developing very successfully their investigative skills based on their own key questions. For example, in Year 6, pupils were successfully investigating the pollution of a beach using their own questions. Questioning is challenging and specific subject vocabulary is emphasised so that all pupils, including pupils with special educational needs, acquire the skills and understanding of the subject. By Year 6 pupils can confidently consider the variables in a fair test, use their judgement to improve their techniques and record their findings appropriately and efficiently. Information and communication technology is used well to support learning in science and provides good opportunities for higher attaining pupils to extend their thinking. Pupils are aware of how to improve their work through very good marking based on a skills ladder for assessment. The subject is enhanced by a range of visits to places of scientific interest and through the school's involvement with the local electricity producer, Powergen.
70. The subject is soundly managed. The subject leader is very knowledgeable and innovative and is establishing high expectations for teaching and learning. Procedures for her to carry out monitoring and evaluation of teaching and learning are not in place and as a result, the improvement action plan is not focused sufficiently to bring about change.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

### Main strengths and weaknesses

- Standards are well above those normally found in schools and pupils are achieving very well.



- The provision of equipment, software and support is very good.
- Teaching and learning in ICT are very good.
- ICT is used very well to support learning in other subjects.

## Commentary

71. By the end of Year 2 and Year 6, pupils' competence in ICT is well above average for their age groups. Teachers cover all required aspects of the National Curriculum in lessons, following national guidance as the basis for planning. Examples of pupils' work and discussions with pupils indicate that pupils use ICT effectively for word processing, graphics, data handling, presentations, modelling, simulation and control as well as using the Internet for research. They talk confidently about these processes and uses indicating a high level of achievement in ICT.
72. There is a very well used ICT suite, which includes a frequently used interactive whiteboard. Teachers are competent in the use of ICT to aid teaching and learning and all classes use this facility on a regular basis. Teachers also make good use of the equipment available in classrooms and teaching assistants support this work very well. Some teachers are extremely confident and use ICT often to enhance their teaching and pupils' learning. The school has an appropriate policy and procedure for the safe use of the Internet. Lunchtime and after-school clubs run by the very competent co-ordinator enhance the provision of ICT for many pupils. Whilst the leadership of the subject is sound, the monitoring and evaluation role of the subject leader is underdeveloped.

## Information and communication technology across the curriculum

73. Teachers use ICT very well to aid learning in all other subjects. For example, pupils were preparing a PowerPoint presentation in Year 6 on their study of coastlines in geography. These presentations were of very high quality in terms of the thorough use and understanding of the software and in terms of the content of geography. The oral presentations made by the pupils using their slideshow on the interactive whiteboard were of very high quality demonstrating a very good knowledge of the use of ICT to enhance their work, very good knowledge of how to use the whiteboard and their confident and accomplished speaking skills. Pupils were also very good at evaluating and improving their work.

## HUMANITIES

74. In humanities, only two lessons or part lessons were seen in geography and in history. It is, therefore, not possible to form an overall judgement about provision in these subjects. The subject leaders of each subject were interviewed and discussions were held with pupils. Subject files and other documentation were analysed, and samples of pupils' work were examined. From examination of pupils' work and from discussions with pupils, standards in **geography** and in **history** are broadly in line with those expected for pupils' ages by the end of Year 6. This is similar to the judgement of the previous inspection. From the scrutiny of work when prior attainment is considered, pupils, including those with special educational needs, make good progress in both subjects. However, the scrutiny of work also indicates some lack of challenge for higher attainers in Years 1 and 2 and as a result, many of them only manage to reach average standards.
75. From an examination of teachers' planning, the study of both subjects is enriched by a range of visits and visitors that make the work interesting and relevant. In geography, for example, a visit to West Runton in Norfolk enabled pupils to study coastlines and gain a good understanding of the physical and human features of this type of environment. In history, displays around the school show that famous people such as Grace Darling and George Stephenson have been studied in the infant years and that the Tudors and Victorians are focuses in the junior years. Marking of pupils' work is good with useful feedback given to

pupils. However, there is as yet no procedure in place to assess formally attainment in either geography or history.

76. The subject leaders for history and geography are relatively new to post and do not have a clear view of how to develop either their role or the subject. Planning using national guidelines has helped them to establish an appropriate curriculum framework. This has ensured that whole-school coverage is secure and that the steps in the development of skills and knowledge are appropriate across the school. However, they are not involved in monitoring and evaluating classroom practice and although this is planned to happen in the future, as yet they are not clear about the priorities for development in order to raise standards further.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Commentary

77. Only a limited number of lessons were observed in this area of the curriculum and so it is not possible to make firm judgements about provision. Two lessons were observed in each of physical education and music and one lesson each in art and design and in design and technology. These lessons did not represent all elements of the subjects. The subject leaders of all four subjects were interviewed and discussions were held with pupils. Subject files and other documentation were analysed, and samples of pupils' work were examined. Some evidence of pupils' musical abilities was gathered from their singing and playing in assemblies and Mass, and from a video of a school music production.
78. **Art and design** work displayed around the school indicates that standards are in line with those found nationally by the end of Year 6. All pupils, including those with special educational needs, make good progress. The displays included autumn paintings, leaf printing and self-portrait work in Years 1 and 2 and portraits and still life work using pastels and paint based on the work of Paul Cézanne and Picasso in Years 3 to 6. There was only limited evidence of three-dimensional work, however. The use of ICT to support learning in art and design is developing well. The school works successfully to involve visiting artists to enhance learning. The recent exhibition of pupils' work at the Nottingham County Hall has raised the profile of art and design in the school.
79. In **design and technology**, by the end of Years 2 and 6, attainment is in line with that typically found nationally. All pupils make good progress. In the infant years, displays of moving toys, monsters, houses and vehicles designed to move on wheels indicated good coverage of the curriculum. In Years 3 to 6, examples of food technology such as bread making and the building of vehicles to move by electricity indicate that progress is good. However, pupils are not given enough opportunities to use a variety of tools, materials or techniques and not enough work is done to develop subject skills through designing and making a variety of products.
80. In **music** in the lessons or the parts of lessons observed, teaching was good and the good subject expertise of teachers is used well to help pupils to move forward in composition and music appreciation. Standards are in line with those found nationally in Year 2 and Year 6. Pupils sing tunefully, with awareness of breathing and diction, and most obviously enjoy singing. Year 2 pupils were able to talk about "pitch" following the singing of the story of *'The Three Bears'*. Year 6 pupils talked with confidence about the components of a song and their music preferences. Their joint compositions of sea shanties, based on the *'Wreck of the Zanzibar'* by Michael Morpurgo, were recorded and evaluated constructively by the pupils. Assemblies are enhanced by the recorder groups, and by the singing of the choir. Pupils achieve well in learning the violin, clarinet and flute through visiting staff teachers. Concerts and performances in the school and to the wider community also contribute well to pupils' overall musical experience. This positive picture has been maintained since the last inspection.

81. In **physical education**, the scheme of work based on national guidance and the good facilities and provision enable teachers to teach all aspects of physical education including swimming. The organisation of the timetable and facilities, including the playing field, playground and hall, ensures that all pupils have two lessons each week. The school has employed a part-time teacher especially to enhance the teaching of physical education. Teaching is good and pupils are enthusiastic learners. The teaching of games skills is the strongest element of the subject and the encouragement for pupils to participate by providing a wide range of opportunities outside of the school day is good and reflects the enthusiasm of the staff. School teams perform well in competitions with other schools.
82. Whilst the management of the subject leaders in these subjects is satisfactory, they are not involved in monitoring and evaluating the standards or the quality of teaching and learning directly through lesson observations. Planning for improvement comes from the monitoring of the headteacher and so the subject leaders are not at the forefront of leading development and innovation of their subject in the school.

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

### **Personal, Social and Health Education**

#### **Commentary**

83. The social, moral, spiritual and cultural and religious education provision is very closely linked to this area. The programme for personal, social and health education is very good, and work on healthy diet, sex and drugs education and personal safety is included within the religious education programme alongside the development of citizenship. The School Council develops in pupils a sense of community responsibility and provides pupils from Year 3 to Year 6 opportunities to take part in democracy at first hand which a good contribution to personal, social and health education.
84. Whilst no subject specific lessons were observed in this area of the school's work, judgements made about provision are based on examination of teachers' planning and records and of pupils' work, discussions with pupils and teachers, parents' views and observations of pupils in the school and during lessons. The school views pupils' personal development as an integral part of its work. It is evident from discussions with pupils and from examples of their work that this programme is successful in developing pupils' confidence and self-esteem together with promoting a healthy and safe lifestyle. The school has also gained an LEA award for citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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