

INSPECTION REPORT

SAINT MARY'S CATHOLIC PRIMARY SCHOOL

Glossop

LEA area: Derbyshire

Unique reference number: 112901

Headteacher: Mrs J Whitaker

Lead inspector: Mr C Kessell

Dates of inspection: 13th - 15th October 2003

Inspection number: 261420

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	148
School address:	Gladstone Street Glossop
Postcode:	SK13 8NE
Telephone number:	01457 854473
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C O'Loughlen
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Saint Mary's Voluntary Aided Catholic Primary School is a smaller than average sized primary school. Most of the pupils come from within the parish of Saint Mary's Glossop that serves an area of private and rented housing. All of the pupils come from white ethnic backgrounds. There are no pupils who use English as an additional language. The number of pupils who either join or leave the school during the academic year is average. At 13 per cent, the proportion of pupils who are entitled to free school meals is also about average. Seven per cent of pupils are assessed as having special educational needs; this is below average. Children start school with attainment that is similar to that expected for their age. The school was awarded the Basic Skills Quality Mark in 2000, and a Schools' Achievement Award in 2003. The school is involved in the national initiative 'Leadership Development Strategy in Primary Schools'.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr C Kessell	<i>Lead inspector</i>	Mathematics, information and communication technology
1329	Mr K Oliver	<i>Lay inspector</i>	
18709	Ms N Bee	<i>Team inspector</i>	The Foundation Stage curriculum, special educational needs, science, geography and history
25623	Mr T Cox	<i>Team inspector</i>	English, art and design, design and technology, music and physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school that is providing a **satisfactory** education for its pupils. Standards are above average in English and mathematics and pupils achieve well in these subjects. Across the wider curriculum, pupils' achievement is sound. Teaching and learning are satisfactory overall but good in English and mathematics. The pupils have good attitudes to learning and are well behaved. The new headteacher is a very good leader. She has high aspirations and has provided the school with a clear vision for the future. Although management is effective overall, monitoring and evaluation of some of the school's work are not rigorous enough. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average. The pupils achieve well in relation to their prior attainment. Teaching and learning in these subjects are often good.
- The headteacher provides very good leadership. Her strategic thinking and planning are clear and effective and well focused on further improvement. She is well supported by the governors.
- The curriculum is currently planned to ensure that it is broad and balanced and ensures continuity and progression in pupils' learning. However, shortcomings in past planning have led to weaknesses in curriculum coverage. Information and communication technology (ICT) is used well to support other areas of the curriculum and this is a strength.
- The school's positive, caring culture promotes the pupils' positive attitudes to learning and their good behaviour.
- Many areas of the curriculum are not monitored and evaluated effectively enough to identify and correct weaknesses and inconsistencies.

The school has improved **satisfactorily** since its previous inspection in November 1998. Standards have improved at a similar rate to the national trend. Standards in ICT have improved since the last inspection as a result of good leadership and management in that subject. The levels of unsatisfactory teaching have decreased and there is better management of pupils' behaviour and the use of time in lessons. There is now sufficient support staff time in the Reception class, and resources for geography, history, music and physical education are now satisfactory.

STANDARDS ACHIEVED

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

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

In the Foundation Stage¹, the children are on course to reach the early learning goals set for them and some will exceed them. The children are well taught and are achieving well as a result. In Year 2, pupils are performing at levels above those expected in reading, writing and mathematics. In these subjects, the pupils have made good progress in relation to their prior attainment. In Year

¹ The Reception class

6, standards are above average in English and mathematics. This represents good achievement for those pupils who have been in the school since Year 2. However, many pupils made only satisfactory progress since Year 2, and some have underachieved. Overall, pupils' achievement is **satisfactory**.

The pupils' positive attitudes to learning and good behaviour reflect the school's **good provision** for pupils' personal and spiritual, moral, social and cultural development. The school's attendance rate is better than that found nationally and pupils are punctual.

QUALITY OF EDUCATION

The quality of education is **sound**. Teaching and learning are **satisfactory** overall. In the Foundation Stage, teaching is consistently good and the children make a good start to their education. There is some good teaching through the rest of the school, particularly in English and mathematics and in Years 2 and 6. The pupils are well motivated and keen to learn. However, more attention needs to be paid to providing work for pupils of different abilities. Some teachers need to have higher expectations so that their pupils achieve more during lessons. Pupils in some classes could present their work more neatly.

The school offers its pupils a **satisfactory** curriculum although some subjects have not been covered in sufficient depth in the past. The provision for pupils with special educational needs is **good**. A good range of extra-curricular and other learning opportunities enhances the curriculum. Partnerships with parents are **good**. The school provides effective care for its pupils.

LEADERSHIP AND MANAGEMENT

The headteacher provides **very good** leadership. In a very short period of time, she has established a very clear vision for the school and produced a clear plan to achieve it. Leadership and management by all staff are **satisfactory** overall. Some subjects and aspects of school are well led and managed by key staff, but the leadership and management of other curriculum areas are unsatisfactory. The governing body operates efficiently and has a good understanding of the school's strengths and weaknesses. Governance is **good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have **positive views** about the school. They are generally happy about standards, the quality of teaching and pupils' behaviour. A number of parents are unhappy with the school's induction arrangements for the Reception children. However, the inspection team judges these to be good, and the children have settled in quickly and happily. All pupils enjoy coming to school.

IMPROVEMENTS NEEDED

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

- ensure that pupils of different ability are offered appropriate levels of work and that teachers have the highest expectations of what their pupils can achieve;
- continue to monitor what is taught in each class;
- improve the quality of curriculum leadership by developing the role of the subject co-ordinators, particularly in relation to the monitoring and evaluation of standards and teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are **above average** by the end of Year 2 and **average** by the end of Year 6. Standards are **above average** in English and mathematics in Years 2 and 6. Most pupils **achieve well** in these subjects. Achievement in other subjects is less consistent, particularly in Years 3 to 6, though pupils' achievement is **satisfactory overall**. The children in the Reception class **achieve well**.

Main strengths and weaknesses:

- At the end of both key stages,² standards are above average in English and mathematics. Pupils make good progress in these subjects in relation to their prior attainment.
- Pupils' competence in ICT has improved since the previous inspection.
- Children in the Foundation Stage achieve well and a significant number will exceed their learning targets.
- Pupils' achievement is not consistent as they move through the school. They make better progress in Years 1 and 2 than in some classes in Years 3 to 5.

Commentary

1. By the end of their time in Reception, the majority of children will reach the expected levels in most areas. A significant number will exceed these levels. Children achieve well because teaching is consistently good. Progress is enhanced further because personal and social skills are well promoted and most children have positive attitudes to learning.

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

Standards in:	School results	National results
reading	17.6 (14.9)	15.9 (15.8)
writing	16.5 (13.6)	14.8 (14.4)
mathematics	17.4 (16.8)	16.4 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

2. Standards in the 2003 National Curriculum tests in Year 2 were well above average in reading and writing, and above average in mathematics. When compared with similar schools³, standards were well above average in all three areas of learning. The school's average point scores improved in 2003⁴. The percentage of pupils who achieved the higher level (Level 3) was above average in reading and mathematics and in the top five per cent nationally in writing. Standards in the current Year 2 are above average in reading, writing and mathematics, and these pupils have made good progress in relation to their prior attainment.

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

Standards in:	School results	National results
English	27.7 (28.0)	27.0 (27.0)
mathematics	28.7 (28.0)	27.0 (26.7)
science	30.1 (29.4)	28.8 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

² Key Stage 1 includes Years 1 and 2. Key Stage 2 includes Years 3 to 6.

³ Similar schools are defined by the proportion of pupils eligible for free school meals.

⁴ Average National Curriculum points are calculated by attaching point scores to the levels achieved by all pupils.

3. The National Curriculum tests in 2003 for pupils in Year 6 showed standards that were above average in English and well above average in mathematics and science. Nevertheless, pupils' achievement in these subjects was inconsistent, with the pupils making better progress in mathematics than they did in English in relation to their prior attainment in Year 2. The percentage of pupils who achieved the higher level (Level 5) was above average in mathematics and well above average in science. However, the percentage in English was below average.
4. The current Year 6 pupils are achieving above average standards in English and mathematics. This is a result of an increase in the number of higher attaining pupils in this year group, combined with successful teaching and support in Year 6. Some pupils who had been at the school since Year 2 had underachieved up to the end of Year 5. To make up for this, the school has been obliged to place too much emphasis on the teaching of English and mathematics in the pupils' final year. There has not been a collaborative approach to boosting pupils' achievement amongst the staff in Years 3 to 6.
5. The Year 6 results in mathematics and science in 2003 showed a slight improvement in average point scores on the previous year. In English, there was a slight decline. The school acknowledges that there is work to be done in English, and this is reflected in the current school improvement plan put together by the new headteacher. Trends over time suggest that boys at Saint Mary's perform better in national tests than boys nationally. Inspection evidence did not identify any particular reason for this. Boys do not perform better at the expense of the girls. The school tries to ensure that all pupils are given the same opportunities to perform.
6. In the best lessons, where teaching is good or better, pupils with special educational needs (SEN) make good progress towards their personal targets. However, their past work and their performance in lessons seen shows that these pupils make satisfactory progress overall. It is not better because teachers do not consistently match work to their needs and they are not consistently given enough guidance to improve.
7. Standards in ICT have improved since the previous inspection. Standards are now at the expected levels in Years 2 and 6. This is because the subject is well led, managed and developed by the co-ordinator, and a teaching assistant with particular subject expertise in ICT provides a good level of support.
8. There is insufficient evidence to make judgements about standards in other subjects, with the exception of design and technology. Standards in this subject are below expected levels for pupils in Year 6. This is because older pupils have not had access to an appropriate curriculum the the result that their knowledge and understanding are limited.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Their attitudes and behaviour are **good**. Their spiritual, moral social and cultural development is **good**.

Main strengths and weaknesses:

- Pupils have good attitudes to learning. They enjoy their lessons, work hard and thrive on responsibility.
- Pupils like their school. They get on well with each other and all the adults who work with them.
- Pupils' personal development is good.
- Attendance and punctuality are good. The school has good arrangements for ensuring that pupils come to school and arrive on time every day.

Commentary

9. Children in the Foundation Stage enjoy coming to school and settle into the Reception class quickly, showing positive attitudes to learning. Behaviour is very good and they develop good relationships with the adults who work with them and with each other. All children begin to work well independently.

10. Parents are pleased that their children enjoy coming to school. Pupils respect and get on well with each other and all the adults who work in the school. They thrive on responsibility and, whatever their age, help to look after the school. Older pupils help younger ones to read. The school council makes a valuable contribution to school life. It has, for example, successfully lobbied for improvements to the playground.

11. The inspection team and the majority of parents agree that the behaviour of Saint Mary's pupils is good overall. In lessons, pupils get on with their work and there are rarely, if ever, interruptions caused by bad behaviour. Pupils like challenges. In a Year 6 English lesson, for example, pupils responded very positively to their teacher's high expectations because they 'want to do well in literacy'. Lunch is peaceful and well ordered. Playtimes are happy times, with pupils engaged in a wide variety of energetic and quieter games. Pupils and parents confirm that bullying is almost a thing of the past and that any problems which do arise are dealt with quickly and fairly.

12. Catholic values and beliefs underpin all aspects of life at Saint Mary's. Assemblies and prayer times provide ample opportunities for stillness, reverence and reflection. Promotion of pupils' personal development and awareness of the world around them is good. Pupils have a good understanding of right and wrong and are aware of other cultures.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.2
National data	5.4	National data	0.5

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

Attendance, punctuality and the school's attendance monitoring systems are good.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White - Irish
White - any other White background
Parent/pupil preferred not to say

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
140	0	0
3	0	0
2	0	0
3	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

13. The school provides a **satisfactory** quality of education. Consequently, pupils' achievement is **satisfactory** overall. Pupils make better progress in English and mathematics than in other subjects as a result of better teaching and the sound use of the national strategies in literacy and numeracy. Weaknesses in previous curriculum planning have led to limited coverage in some subjects, for example design and technology. The current curriculum is planned **satisfactorily**.

Teaching and learning

Teaching and learning are **satisfactory** overall. The assessment of pupils' work is also **satisfactory**. Teaching tends to be stronger in the Foundation Stage and at the end of each key stage.

Main strengths and weaknesses:

- Teaching and learning in English and mathematics are often good or better. This enables pupils to learn well in these subjects.
- The pupils are enthusiastic learners and there are high standards of behaviour. However, pupils' presentation could be better in some classes.
- Teaching assistants contribute much to the pupils' learning.
- There are lessons where teachers' expectations could be higher and pupils would achieve more.
- More attention needs to be paid to providing a range of work for pupils of different ability.

Commentary

14. The quality of teaching and learning is very similar to the previous inspection when it was also judged as satisfactory. There has been an improvement in that levels of unsatisfactory teaching are not so high and the school has addressed the management of pupils' behaviour. This is no longer a weakness, and standards of behaviour are now good. Although time is now used more effectively overall, it is still a weakness in some lessons. Teachers do not always make it exactly clear what they expect pupils to achieve. Time targets for work are not always set and more demands could be made on pupils, especially those with higher attainment. This is a result of some teachers having lower than necessary expectations for their pupils. Although the pupils always do their best and concentrate hard, they are not so productive when expectations are lower. Another by-product of low expectations is poor presentation by the pupils.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	13	8	1	0	0

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

15. Parents are happy with the teaching in the school and much of it is good, particularly in literacy and numeracy lessons. Some very strong teaching was observed during the inspection in Years 2 and 6 in these areas of learning. However, despite having the national strategies in literacy and numeracy to support them, not all teachers are consistently providing their pupils with levels of work that match their needs and ability. This sometimes results in lower attaining pupils being given work that is too difficult for them and higher attaining pupils being challenged insufficiently. The pupils work hard and do their best, but sometimes this is a result of their enthusiasm for learning rather than well planned and thought through lessons. Parents believe that their children are treated fairly by the staff, and inspection evidence confirms that equality of opportunity is promoted effectively. Nevertheless, staff could sometimes look at the individual needs of pupils more closely.

16. Information collected on individual pupils is used well to develop detailed individual education plan for all pupils with special educational needs. However, teachers do not always use this information to plan lessons. As a result, work is sometimes too difficult for these and other pupils. In addition, pupils in general are sometimes given too little guidance on how to improve, which affects their learning in some lessons. Learning is better in lessons where teaching is good. Support staff give pupils good quality support, enabling them to take part in all activities.

17. Support staff are also used well with other groups of pupils. Higher attaining Year 6 pupils were observed learning well with a teaching assistant in numeracy, and many pupils made good progress in ICT as a result of support provided by the same assistant.

18. Teaching is consistently good in the Foundation Stage. Strengths in teaching include very good support from all adults, particularly for children with special educational needs. Personal and social skills are well promoted in many activities. Learning is good during most lessons as the children acquire new knowledge, develop ideas and increase their understanding in all areas of learning. Sometimes too little attention is devoted to the way children write their numbers and letters. Teachers' planning is thorough and they use day-to-day assessment well to move groups of children onto the next stage of learning.

19. Procedures for assessment are satisfactory. They have been recently developed well in reading, writing, mathematics and ICT. These systems enable teachers to predict possible grades and then track all pupils in reading, writing and mathematics. This information is also used well to develop specific targets for the individual education plans of pupils with special educational needs. As they get older, pupils begin to develop a satisfactory idea of how well they are doing and what they need to do in order to improve.

20. In science, assessment procedures are satisfactory and give teachers a sound idea of the National Curriculum levels that pupils reach. There are no formal assessment procedures for the other subjects to indicate to teachers how well the pupils are doing. As a result, teachers sometimes have difficulty planning work at the right level for all individuals. Learning is affected when this happens.

The curriculum

21. The current curriculum provided by the school is **satisfactory**. The use of visits, visitors and after-school activities provides **good** enrichment to the statutory curriculum. Accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses:

- The curriculum provides well for children in the Foundation Stage and for pupils with special educational needs.
- Activities outside lessons are good.
- Not all subjects have been covered effectively in the past. This has led to gaps in pupils' learning.

Commentary

22. Although the current curriculum is satisfactory, not all pupils have covered some subjects in sufficient depth in the past. Discussions with Year 6 pupils indicate that their knowledge of design and technology, for example, is not at the depth expected for their age. The present curriculum is designed on a two-year rolling programme to allow for the mixed age classes that are found in the upper part of the school. However, this process will only work if the school retains its current class organisation. The new headteacher is very aware of the issues and understands the importance of monitoring curriculum provision. This has not always been the case. During the inspection, two lessons were observed where a few pupils had experienced some activities previously. On other occasions, pupils were being taught areas of the curriculum planned for a different time of the year.

23. The provision for the children in the Foundation Stage is good. The school has identified the outside area as a target for development but during the inspection it was used well to support learning. There is good provision for physical development in the school hall. In all areas of learning, interesting activities are thoroughly planned according to national guidance.

24. The provision for pupils with special educational needs is also good. This high standard has been maintained since the previous inspection. Provision is very good for pupils with specific special educational needs because adults and children support these pupils very well. This enables them to access all areas of the curriculum. All of these pupils have individual education plans, which identify clear targets that focus mainly on language, mathematics or behaviour. Some parents feel that pupils with special educational needs do not receive adequate support, but the inspection team disagrees with these views.

25. The school curriculum provides satisfactorily for pupils' personal, social and health education. It is taught as a discrete subject but there is no overall school long-term plan to identify which topics will be taught, and when. This is a weakness. There is a positive atmosphere through the school that encourages openness and respect. The pupils are confident that there is always an adult that they can turn to if they have any problems or issues. The staff know the pupils well and the pupils' religious beliefs are promoted effectively through the life of the school. Support is provided for pupils in literacy and numeracy, and strategies such as 'booster' classes and additional literacy support are used to raise pupils' knowledge and understanding in these areas. However, the school does not have a gifted and talented register.

26. The curriculum is well supported by a good range of well planned visits. These visits range from trips locally, such as the Year 3 and 4 geography field trip in old Glossop, to residential visits in the Lake District. Extra-curricular activities are also good. Year 6 pupils discussed with pride all the clubs to which they belong.

27. Accommodation and resources are satisfactory overall, which is an improvement on the previous inspection when resources were unsatisfactory in geography, history, music and physical education. Nevertheless, resources for design and technology are currently unsatisfactory and the school library is inadequate, particularly for the older pupils. The support staff are particularly effective in their role and contribute much to the pupils' learning and overall progress.

Care, guidance and support

The school has **good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **satisfactory**. There are **satisfactory** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses:

- Child protection procedures are good.
- The school takes good care to ensure that pupils spend their days in a safe, healthy and secure environment.
- The new arrangements for bringing new pupils into the reception class ensure that they settle quickly and happily into learning and the daily routines of school life.
- A minority of parents is critical of the new arrangements for bringing pupils into the reception class.
- Staff have a good understanding of their pupils' needs, and give a good level of support to those who have special educational needs.

Commentary

28. The headteacher is in charge of child protection arrangements, and these are good. There are proper links with the relevant local agencies.

29. Teachers and support staff know their pupils well and hence are aware of both their learning and personal development needs. Pupils with special educational needs are well looked after.

30. Health and safety arrangements are good. There are regular safety and security inspections of the whole site. A good risk assessment system, which covers trips and in-school activities, is in place. First aid arrangements are good. Pupils are well supervised at break times, the beginning and end of the school day and during trips.

31. The school's new system for bringing reception pupils into school, initially on a part-time basis, is good. Pupils settle quickly and parents confirm that their children 'cannot wait to get to school'. Some parents, however, are unhappy with the new system because it causes problems with family routines and schedules.

Partnership with parents, other schools and the community

The school's links with parents are **good**. Its links with the local community, schools and colleges are **satisfactory**.

Main strengths and weaknesses

- The good information that parents receive about their children's progress.
- Lack of information in end-of-year reports about what pupils' need to do next.
- The school's open-door approach to communication with parents.
- The good arrangements for gathering parents' ideas and opinions about developments and the way that their school operates.
- Parents' good, general support for the school and the ways in which they help their children to learn.

Commentary

32. Parents agree that they are well informed about how their children are getting on. There are comprehensive, end-of-year reports, which describe what pupils know and can do, but they do not contain very much about what needs to be done next. There are regular newsletters, a good prospectus and information sheets about the curriculum. There are two formal meetings during the school year, which are well attended.

33. The school has an 'open door' policy. Parents are able to chat to teachers at the beginning and end of the school day and feel comfortable about coming into school. The 'Parents on Line' scheme, for those who wish to develop their computing skills, is typical of the way that the school gets involved with parents.

34. Parents are pleased with the way that the school seeks out their opinions and suggestions. There was recently a comprehensive survey of parents' views, as part of the planning for the future development of Saint Mary's.

35. The school values parents' contributions to its life and work. Parents help out with trips and the running of school clubs, such as hockey and drama. They support homework and listen to their children read. A parents' association is about to be set up and there is already plenty of good support for one-off events.

LEADERSHIP AND MANAGEMENT

The leadership of the newly appointed headteacher is **very good**. The management of the school is **satisfactory**. There are **weaknesses** in the way some key staff manage curriculum areas. This is **unsatisfactory**. The governing body fulfils its role **well**. Induction procedures for new staff are **unsatisfactory**.

Main strengths and weaknesses:

- The head teacher has clearly identified what is needed to move the school forward in the short period of time she has been in post.
- The governing body understands the school's strengths and weaknesses well.
- Some key members of staff do not manage their curriculum area well enough. This results in the school's work not being monitored effectively.
- Procedures for the induction of new staff are unsatisfactory.

Commentary

36. The headteacher is an experienced practitioner who, in consultation with staff, governors, parents and pupils, has identified what needs to be done. She leads the school very well. As a result, an ambitious school improvement plan has been put together. Since her appointment a few months ago, the headteacher has worked tirelessly and at a rapid pace in developing curriculum provision and assessment procedures. In addition, she has consulted parents and pupils on a number of issues. Over 90 per cent of parents agree that the school is well led and managed.

37. The co-ordinator for special educational needs manages the area well and keeps good, clear documentation on all identified pupils. She has begun to monitor how well pupils are doing in English and mathematics, and is aware of the need to develop these monitoring systems further, to include all areas of the curriculum.

38. The Foundation Stage is also well led and managed. All adults work very well together as a team and support the children very well. The management of English and ICT is good throughout the school. The headteacher is aware that there are weaknesses in the management of some curriculum areas. Some key staff are not aware of the standards achieved in their subjects. This is unsatisfactory. In addition, co-ordinators do not effectively monitor what is being taught. The headteacher is implementing the National Primary Leadership Programme in the school. This aims to support schools in improving the leadership and management of the teaching and learning of English and mathematics. It is too early to judge its impact but the programme is intended to develop and improve collaborative leadership. The head teacher is aware that induction procedures for new staff are unsatisfactory.

39. The governing body are supportive of the school and ensure that statutory requirements are met. They are a dedicated and enthusiastic group who are committed to the school. They have a satisfactory level of awareness of what is expected of them regarding strategic planning. Through visits and the head teacher's reports, they have a good understanding of the school's strengths and weaknesses.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	348,022.00
Total expenditure	367,355.00
Expenditure per pupil	2,465.00

Balances (£)	
Balance from previous year	34,210.00
Balance carried forward to the next	14,877.00

40. Day-to-day management is effective and the school's budget is managed satisfactorily. However, issues are developing. The current carry-forward is below the recommended five per cent and the number of children likely to join the Reception class in the next academic year is less than normally expected. The headteacher and governors are aware of the possible fall in funding and have looked at strategies to manage the future budget and resources. This could result in a reduction in staffing. Spending is monitored closely and best value principles are used soundly. However, although comparisons are made with other schools in terms of academic performance, the same comparisons are not made with regard to spending. This is a weakness, particularly with spending constraints on the horizon.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for children in the Foundation Stage is good. The outside area has been identified as a target for development but during the inspection it was used well to support learning. The majority of children enter Reception with attainment that is average. They achieve well because teaching is consistently good, and they receive very good support from all adults who work with them. In addition, the curriculum provides a suitable range of exciting activities that are accurately matched to pupils' different abilities. The provision is well managed. Clear procedures are in place to track pupils' progress in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- The children achieve well because teaching is good and the area is consistently well promoted.
- Teaching assistants are used very well to support learning.
- Pupils' attitudes to learning are positive and their behaviour is very good.
- Children with special educational needs are very well supported.

Commentary

42. Good provision enables most children to reach at least the expected levels, with a significant number likely to exceed these levels by the end of their time in Reception. Teaching is good and all adults enhance learning considerably as they support all children very well, including those with special educational needs. Relationships are good between adults and children. All adults have high expectations that the children should get on well and be kind to each other. This area of learning is well promoted in most activities. Children show positive attitudes to learning and behave well because they are expected to. They work well in pairs, small groups and independently. Generally, they interact well with each other but always respond positively when they are reminded of the importance and necessity of sharing and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Teaching is good and all adults work hard at developing the children's skills in this area.
- The children respond positively to lessons.
- Speaking and listening skills are well promoted.
- Occasionally, adults miss opportunities to develop letter and number formation.

Commentary

43. Most children are on course to attain the expected levels by the end of their time in Reception. A significant number are likely to exceed these levels. Children achieve well because adults keep clear records of how each child is doing. This ensures that all children receive work that is accurately matched to their needs. The good teaching includes well organised sessions in which

children work at interesting activities that promote speaking and listening skills well. For example, the children followed instructions as they made a 'disgusting cake' using tomato sauce, cornflakes and baked beans, similar to the one that 'Kipper' made in the reading book. A minor weakness in teaching is that sometimes adults miss opportunities to teach how letters of the alphabet are written. The love of books is promoted well, which results in all children handling books carefully and enjoying reading activities. Most children are becoming confident writers as they develop early writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Teaching is good and a wide variety of activities is used to support learning.
- Adults interact very well during activities and support learning well.
- The children enjoy developing number skills.
- Sometimes adults miss opportunities to promote basic number formation.

Commentary

44. Teaching and learning are good. Children listen well as they take part in interesting introductions to lessons. The atmosphere was magical as 'Miss Magic' and 'Mrs Magician' performed magic tricks to illustrate expertly the difference between 'empty' and 'half-full'. Later, the children worked in small groups on activities using sand and water to reinforce their learning. Adults interacted effectively and promoted learning well. Children have good opportunities to acquire and understand how numbers are written, although sometimes adults miss opportunities to teach the correct way to write numbers down. Children achieve well and most are likely to at least reach the expected levels by the end of their time in reception. A significant number are likely to exceed these levels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT

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

Main strengths and weaknesses:

- Teaching is good, particularly the development of basic computer awareness and early ICT skills.
- Activities are imaginative and the children enjoy them.
- There are good opportunities to develop observational drawing skills.

Commentary

45. Teaching is good. The teaching of ICT skills is particularly good. The children achieve well as they work in pairs through programs that reinforce and develop their understanding of literacy and mathematical skills. Children confidently picked up different sized stones using the mouse as they tried hard to fill a bottle 'half-full'. Resources are used well. Children used a microscope linked to a computer and looked very closely at fur and feathers. They then printed out patterns and observational drawing skills were developed well. Children concentrated well as they used fur and feathers to make their own pictures of birds and animals. Construction toys are regularly used to build models as children work well together in small groups or choose to work alone. Most children confidently join construction pieces together to build and balance. Children are achieving at least the expected levels for their ages, with a few achieving higher.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses:

- Planning indicates good opportunities for children to use the school hall to develop an awareness of space and use a range of small and large equipment.
- There are good opportunities to handle different tools, construction toys and soft materials.
- The outside play area has not been fully developed.

Commentary

46. No physical development lessons were seen, but planning shows that this area is well provided for. Most children handle scissors, paintbrushes and pencils with sound control. All children play imaginatively and confidently with construction toys. This area is linked with communication, literacy and language as children use play dough and confidently made models of the letter 'm' and then mould objects which begin with 'm'. Children achieve satisfactorily in this area and most are at least on course to reach the expected levels. The Foundation Stage co-ordinator has identified, as a weakness in provision, the lack of planned opportunities for outdoor play and the need to develop resources. However, they do now have wheeled vehicles, which was an issue identified during the previous inspection. Children ride these very confidently and safely as they manoeuvre around 'the workmen' mending the road.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses:

- Pupils attain standards that are above average in reading, writing, speaking and listening by the ages of seven and eleven.
- Teaching is good overall and there is some good marking, which helps pupils improve their work.
- The impact of the work of classroom support staff is good.
- The leadership of the subject is good.
- Teachers do not always expect pupils to take enough care with their handwriting and the way they present their work.

Commentary

47. Achievement is good by Year 2 and Year 6 because teaching is good from Years 1 to 6. Past work, work seen during lessons and listening to pupils read shows that, by Year 6, pupils make good progress in speaking and listening, reading and writing. Pupils think hard about the words they use because teachers expect them to make their writing interesting. In Year 3, pupils find alternatives to the words 'say' and 'walk' such as 'whisper' and 'stroll'. By Year 6, they know how to build complex sentences by using subordinate clauses and usually punctuate them accurately.

48. Higher achieving pupils in Years 2 and 6 read expressively because teachers set good examples when they read aloud. Pupils use a variety of strategies to work out unknown words such as 'inundated'. However, lower achieving pupils in both year groups do not use their knowledge of letter sounds very well to build new words. Pupils learn to look for meanings beyond the obvious when teachers ask them to work out what social rules Goldilocks broke in the bears' house. By Year

6, pupils use the contents and index pages to find information but are unsure how to find books in the library, which is inadequate for their needs.

49. Pupils develop good speaking and listening skills because teachers involve them in discussions and expect them to pass opinions on subjects. Consequently, pupils in Year 2 were able to identify differences in two versions of the class story and explain their thoughts clearly. In general, pupils respond well to teachers' instructions and answer clearly.

50. In the best lessons, teachers have high expectations of what pupils can achieve. Consequently, pupils work hard. In a Year 6 lesson, pupils were set a time limit for completing work. They were expected to listen carefully and think hard about what they were learning, for example, when they looked at each other's work to spot mistakes. The teacher assessed pupils' progress well, repeating sections of the previous lesson because they had not understood the work. Similarly, teachers make useful comments on pupils' work, which help them improve. In a spelling lesson with Year 4 and 5 pupils, the teacher insisted on good behaviour, neat presentation and thoughtful work. In general, however, teachers do not place enough importance on pupils writing carefully and taking care with the presentation of their work. Consequently, the work done in handwriting lessons is wasted. In some instances, the teachers' own handwriting is difficult to read and sets a poor example for pupils to copy.

51. Teachers make good use of classroom assistants so that pupils who need extra help and those with special educational needs are supported effectively and achieve well.

52. The leadership of the subject is good. The co-ordinator has a clear view of what is needed to raise standards. Good strategies are being introduced to improve planning and the assessment of work. However, the strategies have not been in place long enough to be fully effective.

Language and literacy across the curriculum

53. There are good examples of pupils being given the opportunity to write at length in subjects such as geography. However, teachers do not always promote literacy skills effectively in these lessons. Nonetheless, teachers develop pupils speaking and listening skills well in discussions in ICT lessons in Years 5 and 6, and in mathematics lessons in Years 4 and 5 when pupils use mathematical language accurately. Above average writing skills are encouraged in science in Year 1. Information and communication technology is used well to support English lessons.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses:

- Standards are above average at the end of both key stages. Pupils' achievement is good.
- Teaching and learning are good although there are some inconsistencies through the school.
- The use of ICT is a strong feature.
- There are weaknesses in the management of the subject.

Commentary

54. By the time the pupils reach Year 2 and Year 6, standards are above average. This is a result of good teaching overall and the pupils' enthusiasm for the subject. The National Numeracy Strategy is used effectively but there are some inconsistencies through the school. Pupils achieve well, including pupils with special educational needs. Standards have improved since the previous inspection.

55. The good achievement is a result of good teaching and learning in the majority of classes. However, the only unsatisfactory lesson observed during the inspection was in numeracy and a

result of many pupils not making sufficient progress during the lesson. There are also some common weaknesses in teaching. The pupils enjoy mathematics and are well motivated but this is often in spite of the teaching. Although teachers follow the numeracy strategy, better adherence to its recommendations would raise the quality of teaching overall and pupils' learning over time. This would make pupils' achievement more consistent. The inspection team agree with the school's targets for the current Year 6. This would represent good achievement for these pupils in relation to their prior attainment in Year 2. However, their progress has not been consistent through Years 3 to 5 and no better than satisfactory. Some pupils underachieved.

56. In the best lessons, work is carefully provided for the different ability groups found in the classes. On other occasions, this is not rigorous enough or is limited just to the different ages found in mixed age classes. Lesson objectives are always shared with pupils so that pupils of all ages and abilities have a good understanding of what they are doing. However, sometimes this does not go far enough and pupils are given activities with no understanding of the amount of work they are expected to complete. Teachers' expectations could be higher and more could be expected of higher attaining pupils. Class relationships are strong and teachers do their best to ensure that work is stimulating. Nevertheless, introductions to class activities are often too long and the pupils become restless because they want to get on with their work. This also slows the pace of lessons. Marking is complimentary but not analytical enough. Pupils could be provided with more information on how to move on to the next stage of learning. Expectations for standards of presentation are often too low.

57. There are weaknesses in the leadership and management of the subject. The co-ordinator does not have the level of understanding about standards in the subject that one would normally expect. There has been no recent monitoring and evaluation of teaching or planning. This prevents good practice being followed and shared. It is the intention that, as the Primary Leadership Programme becomes more established in the school, these issues will be resolved. Teaching assistants provide good support and contribute well to pupils' learning.

Mathematics across the curriculum

58. There are good links between mathematics and ICT. In practically all of the numeracy lessons observed during the inspection, there was an ICT link. For example, Year 2 pupils were observed making comparisons between analogue and digital time, whilst Year 4 and 5 pupils were producing block graphs and frequency tables that recorded the outcomes of one hundred throws with two dice. The use of mathematics in other subjects, such as science, is satisfactory.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses:

- Standards are above average by the end of Year 2.
- Pupils show positive attitudes to learning in lessons.
- There are weaknesses in the management of the subject. No one has a clear overview of the standards that pupils are currently achieving.
- Monitoring of what has been previously taught is unsatisfactory.

Commentary

59. Pupils reach above average standards in science in Years 1 and 2. In Year 6, standards are average but the school's assessment records indicate that pupils are likely to reach above average standards by the end of their time in Year 6. Many pupils achieve well in science but overall achievement is satisfactory. This is because teaching throughout the school varies between satisfactory and good. A good lesson in Year 1 showed the outside area being used well to support learning as the pupils looked for 'things that are alive'. The written task was adapted well for all abilities, enabling all pupils to achieve well. Higher attaining pupils showed good dictionary skills as they confidently used wordbooks to help them to label their drawings.

60. In less successful lessons, achievement is not as good. The importance of listening is not promoted effectively, which results in a few pupils talking whilst the teacher is talking. In other instances, pupils are expected to sit and listen for too long and then a few are unable to sustain concentration. In one lesson seen in Year 2, activities were not accurately planned to match pupils' abilities. This resulted in a group of pupils having difficulty completing the task. Pupils' previous work from across the school indicates that teachers do not always use information collected on pupils to plan lessons to suit the needs of the mixed abilities and ages within their classes. When this happens, learning is not so good within lessons.

61. The co-ordinator has only recently been appointed and no one has a clear idea of the standards pupils are reaching in the subject. Assessment information does track each pupil's progress in science as they move through the school, but this information is not always collated and used effectively to guide planning and teaching. The monitoring of what has been taught is unsatisfactory and results too often in teachers giving the whole class the same task, even though it is too difficult for some. Information and communication technology (ICT) is beginning to be used to support the curriculum. In a good lesson in the Year 3 and 4 class, pupils were seen confidently using a computer program to develop their idea of foods that 'are good for your teeth'. Good displays in classrooms promote the topics taught in science. Pupils in Year 3 used their display to show a good understanding of the difference between molar and premolar teeth. They spoke with confidence and enthusiasm and clearly demonstrated good achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses:

- Standards have improved since the school's previous inspection.
- The subject is well led and managed by the co-ordinator.
- The teaching assistant with ICT training and expertise provides very good support.
- Good use is made of ICT to support other areas of the curriculum.

Commentary

62. Standards in ICT are similar to those expected in Years 2 and 6. This is a good improvement on the previous inspection when standards were judged to be below expected levels at the end of Key Stage 2. This became a key issue that has been well addressed by the school as a result of good leadership and management by the subject co-ordinator. Many of the pupils are currently achieving well. Pupils are enthusiastic about the subject. Older pupils are keen to improve at computer club the skills they learn in class. Year 5 pupils enjoyed showing an inspector the results of their work with a digital camera as they prepared picture clips for a multi-media presentation.

63. The subject has a high profile in the school. A conscious decision was made to reduce the number of computers in the school's computer suite to make more computers available in classrooms. This has been successful, with ICT being used very effectively to support other areas of learning. In many ICT lessons, small groups of pupils work in the computer suite with a talented and enthusiastic teaching assistant. She has good subject knowledge and very good relationships with the pupils. Her good subject expertise enables these groups of pupils to learn quickly and make good gains in their knowledge, understanding and ICT skills over a short period of time. This was seen to good affect as Year 4 and 5 pupils used the computer to correct written extracts as part of a unit of work on word processing. The targeted short sessions, using high quality support, is a very positive feature of the school's provision and addresses a criticism identified at the previous inspection very well.

64. The subject is well managed by a good co-ordinator. She is a good role model and has a secure understanding of the subject. She has a clear vision for ICT that is identified in the school's comprehensive ICT development plan. As a result of good monitoring and evaluation, the co-ordinator has a good understanding of what is happening in the school. She has undertaken classroom observations as part of her performance management targets and regularly reviews short and medium-term planning. The school has a two-year plan to ensure that pupils receive appropriate curriculum coverage. The co-ordinator understands that if the school's class organisation has to change next year, the curriculum will need to be reviewed. Effective assessment procedures have been established that will eventually allow teachers to plan future lessons more precisely and track pupils' progress effectively.

Information and communication technology across the curriculum

65. A great effort has been made by the school to ensure that ICT does not operate in isolation. Many lessons, particularly in English, mathematics and science, were observed during the inspection where ICT was successfully supporting learning in these subjects. For instance, Year 2 pupils showed inspectors displays of work where they had used a design program to produce art work in the style of Mondrian and Jackson Pollock.

HUMANITIES

66. Two lessons were seen in geography but none in history. There is insufficient evidence to judge provision in these subjects. Discussions with pupils in Years 2 and 6 indicate that standards are similar to those expected. A two-year plan has recently been developed to ensure that skills and knowledge are progressively taught. There is too little evidence in history and geography to make judgements on the quality of teaching. However, in the geography lessons seen in Key Stage 2, teaching was judged to be satisfactory. When talking to pupils about the two subjects, pupils in Years 2 and 6 spoke positively and confidently about topics they had covered in the past. Resources have been developed satisfactorily in both subjects, and this is an improvement since the previous inspection. Work completed previously shows that teachers sometimes give all ability groups the same task. This results in some lower attaining pupils and some pupils with special educational needs having work that is too difficult for them. There are no assessment procedures in either geography or history. Religious education was not inspected as part of this inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. There was insufficient evidence to make judgements about provision or progress in art and design, design and technology, music or physical education. One lesson was seen in each of design and technology, music and physical education.

68. Resources are now good in physical education. There is a good supply of large and small equipment to give pupils the opportunity to experience a range of activities. The school now has a good supply of ethnic instruments to use in music lessons. Resources for design and technology are unsatisfactory. There is not enough equipment for pupils to use and it is not easily accessible. Some of the tools the school has are unsuitable for pupils of primary school age.

69. In the one design and technology lesson seen, Year 3 and 4 pupils made a pop-up card to celebrate the Muslim festival of Divali. The teacher showed pupils how to fold the paper, draw and cut out the design so that it stood out when the card was opened. All but one pupil managed to make the design work, but many needed extra explanation of what to do because the teacher rushed the introduction to the lesson.

70. Discussions with pupils and photographic evidence indicate that not enough design and technology is taught during the school year, particularly in Years 3 to 6. Year 6 pupils showed a limited knowledge of what they had learnt, though they described how a cam can be used to make a model move. Year 2 pupils talked about making porridge, sandwiches and cookies. They know how to fix pieces of wood together using glue, nails and screws.

71. Teaching was good in the one physical education lesson seen. The teacher led pupils through warm-up exercises before discussing with them how they could incorporate a series of movements, including jumps, into a sequence accompanied by music. Most pupils tried hard and their sequences improved when the teacher asked some pupils to demonstrate good practice.

72. Pupils sang tunefully and melodically in a whole-school assembly to a guitar accompaniment. Part of a lesson was seen in which most Year 1 pupils successfully repeated the complicated rhythms of a song sung by the teacher. When pupils were asked to sing individually, the teacher sensitively encouraged unwilling pupils to join in. Teachers link music to other subjects. For example, Year 6 pupils made and painted chairs for the gods after listening to Gustav Holst's 'Planet Suite'.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One lesson was observed in the Year 4 and 5 class. Class representatives of the school council led discussions with their peers. The pupils spoke confidently and listened to each other's ideas and views maturely. Standards of speaking and listening were good. However, the lesson did not have any formal planning and after a relatively short period of time, some pupils became restless. PSHE lessons are likely to become more effective and beneficial to the pupils, once the school has adopted a planned programme of work and provided training for teachers.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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