

INSPECTION REPORT

SACRED HEART CATHOLIC SCHOOL

Paignton

LEA area: Devon

Unique reference number: 113470

Headteacher: Mrs Linda A Mitchell

Lead inspector: Mrs Kay Cornish

Dates of inspection: 9th – 12th February 2004

Inspection number: 261634

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	219
School address:	Cecil Road Paignton Devon
Postcode:	TQ3 2SH
Telephone number:	01803 558298
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Maurice Magee
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This Roman Catholic voluntary aided school for 219 boys and girls aged three to 11 years, serves the local Catholic community. Pupils come from a wide range of socio-economic circumstances. A new nursery unit opened at the school in November 2003 in addition to other extensive building work recently completed. Pupils are taught in seven classes with an average class size of 29 (excluding the nursery). There are almost equal numbers of boys and girls. The percentage of pupils identified as having special educational needs, mainly with moderate learning difficulties, is 8.2 per cent, which is below the national average. There are four pupils with Statements of Special Educational Need, which is at the national level. One pupil is believed to speak English as a second language at home. Attendance is satisfactory and in line with the average for England. Children are admitted into reception in the year they are five. Although standards on entry are generally below the expected levels, a small proportion is above. The school is proud of its mission statement, *Everyone is Sacred*. The school is beginning to settle after significant changes in leadership and management.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21080	Kay Cornish	Lead inspector	Mathematics Art and design Design and technology Music Physical education
10329	Brian Sampson	Lay inspector	
18498	Denise Morris	Team inspector	Foundation Stage ¹ Information and communication technology Personal, social and health education and citizenship Special educational needs
3855	David Langton	Team inspector	English Science History Geography English as an additional language

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Sacred Heart Catholic Primary School is a good school with many significant strengths and some areas for improvement. The school offers a good enriching education appropriate for all of its pupils. The school gives sensitive respect for the Christian ethos and religion. Teaching is good overall. A significant proportion of teaching is very good. By the end of Year 6, pupils' standards are above the national averages or expectations. The school is successfully emerging from the difficulties experienced since the previous inspection in June 1998. The school gives good value for money.

The school's main strengths and weaknesses are:

- The new, dedicated headteacher leads purposefully, with good educational vision, which inspires staff to raise standards and to work as a team.
- The heavy workload of the key leader for the Foundation Stage and Years 1 and 2 is adversely affecting the teaching and learning over time, and the pupils' achievement in the Years 1 and 2 age range, particularly in English and mathematics.
- Although resourcing for information and communication technology (ICT) has improved significantly and standards are rising, pupils' achievement in ICT has been variable, due to a lack of provision in the past.
- Very good financial management by the governors has underpinned effective systems and improvement.
- The very good commitment to promote equality of opportunity for all pupils has ensured a thriving school community, where relationships are very good.

Since the previous inspection, improvement has been satisfactory. It has been more rapid and better in the past year. During the previous inspection, there was an acting headteacher. After the inspection, the substantive headteacher returned, but was absent, intermittently, through illness. He left in July 2003. His deputy was appointed temporary headteacher in September 2003. In January 2004, she was appointed as the substantive headteacher. Therefore, the previous main key issue, which was to ensure that the school has consistent, stable leadership by the headteacher, well supported and monitored, has been resolved. However, the heavy workload of the Year 1 and 2 co-ordinator has become an issue. School improvement is now evaluated carefully. Subjects have effective leaders and guidelines and assessment is now good. The provision to meet the needs of higher achieving pupils is almost resolved, apart from in two of the year groups. Provision for ICT has improved. Equal opportunities for all pupils are mainly very good. There is good enrichment through extra-curricular activities. In addition, a substantial building programme has recently been completed and has improved facilities significantly, such as a new nursery, offices and library, now in use. The school has mainly stabilised.

STANDARDS ACHIEVED

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

*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 6.*

Standards are rising. Current standards in Year 6 are well above the national average in English, and above the national average in mathematics and science. They are better than in previous years. The value added measure, which compares the rate of progress made by *Sacred Heart* pupils between

Year 2 and Year 6, is well above average (A) when measured against all schools, as well as similar schools.

Standards in religious education were assessed by the Section 23 inspectors on behalf of the Roman Catholic Diocesan Committee.

With reference to the above table, Year 2002 had a higher proportion of pupils with special educational needs. In 2003, there were less pupils reaching the higher Level 5 in mathematics and science compared with English. The school has already identified the need to improve the Level 5 figures and has put in place advanced booster classes as well as booster classes to help pupils in Year 6 during the current academic year.

Children enter the Foundation Stage with standards below the expected levels. The current reception class children are well on the way to reach the early learning goals² in all areas apart from communication, language and literacy and in mathematical development (which remain below the expected levels). Achievement in most areas is good due to current good teaching in the reception and nursery classes. The insufficient achievement in communication, language and literacy and mathematical development is linked closely to a lack of clear overview and sufficient monitoring of the age range.

By the end of Year 2, pupils' achievement and standards in music and physical education are above the expected levels nationally. In all other subjects, satisfactory standards are reached apart from in English and mathematics, which remain below average. Pupils' achievement in Years 1 and 2 in most subjects is good from the below level on entry, but is unsatisfactory in English, mathematics and ICT. ICT standards are improving but are below expected levels nationally due to past missed opportunities. There is insufficient overview of pupils' English and mathematical development due to the heavy workload of a co-ordinator for the age range, and time spent away from school. Pupils in Years 1 and 2 should be doing much better in English and mathematics than they are.

Pupils' achievement and standards in all other year groups and for most subjects are predominantly good and rapidly rising. There are very good achievements and standards in Years 5 and 6. By the end of Year 6, standards are well above average in English and music. Above average standards are reached in mathematics and science. From current evidence, pupils seem likely to reach above the expected levels in art and design and history and at least a satisfactory standard in design and technology and geography. Standards in ICT are rising rapidly but are still below expectations currently, due to past missed opportunities.

Overall, achievement is good from the point of entry to the end of Year 6. There is good improvement in most subjects since the previous inspection, particularly in Years 3 to 6, due to a very good co-ordinator of the age range, some very good teaching, and the clear vision of the new headteacher. Improvement in Years 1 and 2 for English and mathematics has, as yet, been insufficient. Improvement in ICT has been good but is still a focus for added improvement.

The school's nurturing of pupils' personal qualities is good. Pupils are keen to come to school and their relationships with others are very good. They have a very clear understanding of right and wrong, resulting in good behaviour as well. Pupils take on responsibilities willingly and independently. Pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and in line with the average for England.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

QUALITY OF EDUCATION

The **good** quality of education has a strong impact on pupils' rising standards. Teaching and learning are overall good with a significant proportion of very good features. Three lessons observed were excellent. Although teaching and learning in Years 1 and 2 during the inspection were satisfactory, over time, evidence suggests that teaching and learning in Years 1 and 2 were likely to have been unsatisfactory due to a lack of strong support and monitoring. The good quality of the curriculum is matched by good opportunities for enrichment outside of lessons. There are very good inclusive opportunities to ensure most pupils are focused on reaching their potential. The accommodation is good and used most effectively to raise standards, as, for example, in literacy, mathematics, dance and music. Good learning resources, the good quality of care, guidance and support given to pupils and the good partnership with parents and the community, all combine to ensure that the quality of education is good.

LEADERSHIP AND MANAGEMENT

The leadership of the new **headteacher is good** and gives clear direction. The leadership of **other key staff is satisfactory**, overall, as is the governance of the school. The effectiveness of management is satisfactory, but rapid progress has been made in the past year. There is very good support, strongly effective, from the acting deputy headteacher who plays a key role as co-ordinator of Years 3 to 6. The other key member of the senior management team, currently absent, has had a heavy workload overseeing the Foundation Stage and the new nursery, and Years 1 and 2 as well as local education authority duties to perform in other schools. This situation is unsatisfactory. The chair of governors gives good support and a perceptive steer of the governors and staff. Financial management and efficient administrators are very good. Governors' good understanding of the school has helped to manage rapid change in the past year of difficult decision making. It has already been concluded how to resolve the problem of the workload in managing the Foundation Stage and Years 1 and 2, and this matter is being treated with urgency. The school is now in a strong position to move forwards successfully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents, other schools and the community are all good. These aspects compare favourably with the previous inspection and contribute well to the success of pupils' education. Within the community, the parish priest, who is also a strongly supporting governor, welcomes all warmly and takes a close interest in the school with positive impact. The school greatly appreciated the efforts of the Friends of Sacred Heart Association to support all aspects of the school. Parents are appreciative of their children's progress and learning, and of the happy, well-mannered children. They think highly of the life skills, values and the strong community ethos, which children receive. Some parents would welcome visiting instrumentalists to teach music in individual or small group lessons. Although information to parents is overall good, inspectors agree with some parents that the format of written reports about pupils could be better. Pupils like school, its interesting lessons, and the new improvements to the classes and main building. They would like more space on the playground and some opportunities to learn from specialists how to play different instruments. One pupil said she *"liked everything!"* Pupils consider that they are treated fairly and are well supported. For example, they say: *"Teachers are dedicated to school We stick together and help each other There's no bullying Any problems are sorted out quickly The teachers are fair We like the headteacher."* All know the school's motto: *EVERYONE IS SACRED.*

IMPROVEMENTS NEEDED

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

- The allocation of duties of key leaders for the Foundation Stage and Years 1 and 2.
- The teaching, learning and pupils' achievement in English and mathematics by the end of Year 2.
- The variability of pupils' achievement in ICT throughout.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards are satisfactory. By the end of Year 6, standards are well above average in English and music, and above average in mathematics and science. In Years 1 and 2, standards in English and mathematics are below average, but are average in science. Standards in other years are strongly improving and they are very good in Years 5 and 6, apart from in ICT. ICT standards are improving, but are below expected levels nationally due to past, missed opportunities. Standards and achievement in religious education were inspected by the Section 23 inspectors.

Main strengths and weaknesses

- There is very good achievement in Years 5 and 6, and good achievement in Years 3 and 4.
- Standards and achievement in English and mathematics in Years 1 and 2 have not improved sufficiently due to a lack of overview and monitoring from a leader with a heavy commitment elsewhere in the school and outside, which has also affected the teaching and learning in the age range.
- ICT standards are improving, but are below expected levels nationally due to past, missed opportunities.

Commentary

1. Since the time of the previous inspection, there has been good improvement in standards and achievement, apart from in English and mathematics in Years 1 and 2, which have lowered. Children enter school with a wide range of standards³, but mainly below the nationally expected levels. With reference to the table below, children's achievement is mainly good, and standards reached in most areas of learning are level with the early learning goals by the end of the reception year. They are still below the early learning goals in communication, language and literacy and in mathematical development by the time they enter Year 1.

Standards in relation to the early learning goals by the end of reception

Area of Learning	Achievement
Personal, social and emotional development	Satisfactory
Communication, language and literacy	Below
Mathematical development	Below
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

³ Standards are the levels of knowledge and understanding and skills that children reach compared with children of the same age nationally. Achievement is an assessment of children's knowledge, understanding and skills in relation to their capability. It is a judgement whether children are doing as well as they can and are working to their capacity.

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

Standards in:	School results	National results
Reading	13.8 (13.9)	15.7 (15.8)
Writing	13.9 (13.6)	14.6 (14.6)
Mathematics	16.1 (16.2)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.9 (26.2)	26.8 (27.0)
Mathematics	27.4 (26.0)	26.8 (26.7)
Science	28.5 (26.4)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

- By the end of Year 6, apart from ICT, standards in all fully inspected subjects are at least satisfactory. They are well above average in English and music by the time pupils leave Year 6. Standards are above average, in mathematics and science. Pupils' achievement in most subjects is consistently good in Years 3 to 6. Achievement in Years 5 and 6 is very good overall.
- The higher standards in certain subjects are due firstly, to very good leadership and management of the age range, secondly, the good and sometimes very good teaching and, thirdly, to improvements in the accommodation, the ICT suite and resources. The good, recent analysis of assessment data, and the resulting new strategies put in place by the current headteacher and her governors have also influenced improvement and achievement. The strategic placement of a key leader and subject co-ordinator, and support given to them and teachers, are other strong contributory factors in the raising of pupils' standards and achievement for the older age range. For example, the appointment of a music specialist to teach the age range Years 3 to 6, and the provision of booster groups and advanced booster groups to improve standards in the core subjects.
- There are good standards in music and physical education reached by the end of Year 2 due to strengths in teaching these subjects and a good overview given from a music specialist and an enthusiastic physical education co-ordinator. However, pupils in Years 1 and 2 should be doing much better in their English and mathematics. The leadership and management of the age-range need to be improved to ensure that teaching and learning of these subjects are good enough. The situation has been largely inherited from the school's previous key staff structure, when the co-ordinator for the age range had the added workload of the Foundation Stage, a new nursery to set up, plus commitment, part-time, to the local education authority as a support teacher for other schools. This is a heavy workload and unsatisfactory. The problem has been identified now by the new headteacher and the governors, and very good strategies are being implemented to change the management structure of key staff in order to resolve the issues urgently. In the meantime, the weaknesses remain.
- Some exceptional teaching and standards in the creative arts were observed during the inspection. Pupils' achievement in dance was very good in Year 2 and Year 4, and in one lesson, excellent. This aspect of the creative arts is a strength of the school. Evidence from several videos reaffirm the high standards. Pupils' ability to portray emotions through facial expressions and body shapes at differing levels is excellent. Pupils were very rhythmical and showed contrasting emotion very well indeed whilst enacting an episode from *Morte D'Arthur*.

High standards in dance are due to the enthusiasm and very good expertise of the teachers, led by a talented and highly motivated co-ordinator.

6. The use of a specialist music teacher to teach in Years 3 to 6 is a significant factor in the very good impact of music on the whole school. In addition, the Year 2 teacher with good skills in playing the guitar and teaching music, has a beneficial influence on standards of music by the end of Year 2. The leadership and management of the subject are very good. The planning is broad and balanced, ensuring a clear progression of skills for all aspects of music, between the year groups. There is very good merging together of music, dance and drama to enrich pupils, and culminating in such experiences as performing in the production of the musical *Joseph*. Such very good opportunities, equally accessible to all pupils, contribute significantly to pupils' spiritual, moral, social and cultural development, helping them to mature creatively.
7. The provision for ICT has improved significantly, with the very good new resources, the new ICT suite and recent extra training all having contributed to the rise in standards. Although standards are rising, the newness of the ICT suite and the past lack of access to ICT hands-on experiences have had a slowing effect on progress in the subject. This has resulted in the pupils' achievement over time and standards being below those expected nationally for the age range. However, current monitoring and leadership in ICT are good and ICT is an improving subject, despite past difficulties.
8. Provision for pupils with special educational needs is good and has improved since the previous inspection. Good procedures are in place to ensure that these pupils are well supported and monitored and that they make good progress. Teaching for these pupils is good and they achieve well. Lesson planning indicates tasks that are specific to the special needs of pupils. Teaching assistants then work closely with pupils to ensure that they succeed. Consequently, progress is good.
9. Provision for gifted and talented pupils is good and has improved since the previous inspection. A register identifies those pupils who have exceptional talents and additional activities are provided to extend their skills and promote higher standards. For example, younger gifted pupils have been able to join an early years cluster group within the local area. Writing workshops have enabled some more talented writers to work with those in higher age groups. A summer school has been set up for gifted and talented pupils in particular areas. Two pupils with particular ability in art, have attended a two-day residential course at the Beaford Art Centre. The achievements of this group of pupils are regularly monitored by the headteacher to ensure that they achieve their potential. Pupils' achievement is overall, good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Relationships are **very good**. Attendance and punctuality are **satisfactory**. Spiritual, moral, social and cultural development are good overall.

Main strengths and weaknesses

- The very good mutual respect between adults and pupils contributes positively to the very good school ethos.
- Pupils are enthusiastic learners and enjoy coming to school.
- Pupils' good attitudes to learning help them to achieve well. The very good attitudes shown by pupils in Years 5 and 6 help them achieve very well.
- The school sets high expectations for pupils' behaviour.
- Provision for cultural and multi-cultural development has improved well since the previous inspection and is now satisfactory.

Commentary

10. The high standards reported by the previous inspection have been maintained. Almost all pupils show at least good attitudes to learning in their lessons. Attitudes to learning improve progressively as pupils move through the school, and in Years 5 and 6 attitudes are very good, and sometimes excellent. They match the quality of teaching and teachers' high expectations, resulting in above average attainment and very good achievement. Across the school, pupils are good listeners and keen to learn.
11. Behaviour is good around the school, in assemblies, corridors and on the playground. A group of ten pupils, boys and girls, were observed playing very amicably together in a playground game they themselves had devised. Pupils have a very good understanding of the principles of right and wrong. Parents and pupils say there is no bullying and there have been no exclusions. The caring ethos of the school ensures that pupils show good consideration for the views of others. Pupils are very polite, a quality emphasised in assembly where 'Saying Thank You' was presented as 'The rule of the week'. The house points and certificate systems are valued by pupils, and contribute positively towards good behaviour, and much interest is shown in the weekly totals.
12. Relationships between pupils, and between pupils and adults, are very good. During the inspection a group of pupils was asked what they liked best about the school. The unanimous response was "the people". The school's motto that, 'Everyone is sacred' is well understood and followed. Pupils listen attentively to one another and respect each other's point of view. They work very well together in groups when sharing resources, for example, in a Year 6 science lesson on electric circuits. All staff, including teaching assistants, work closely as a team, acting as good role models, and giving praise and encouragement.
13. Pupils' personal development is carefully fostered, and independence encouraged. Each class elects representatives to the school council, in addition to the usual class responsibilities found in most schools. Year 6 pupils take their responsibilities as House captains seriously, man the school telephone during the lunch hour, operate projectors and recorders, and organise assemblies. Their annual residential trip encourages good social and team contact, and the development of personal qualities. They are currently engaged in the results of a pupil questionnaire, which they compiled, as part of their geography work on the local environment, to seek views on the development of the playground area. They show maturity in taking personal responsibility for organising the increasing amount of homework they receive in preparation for their next school. Pupils appreciate the responsibilities of living in a community well, and show increasing levels of maturity as they move through the school.
14. The very good ethos of the school helps to support pupils' spiritual development strongly, and this is emphasised in collective worship, where there are many opportunities given for reflection. During one assembly one could have heard the proverbial pin drop, as pupils reflected on the recent deaths of Chinese cockle fishermen, and the maltreatment shown sometimes to people of other cultures. Provision for social and moral development is very good, with pupils appreciating the values of working together as a team. Pupils serve at Mass, and host tea parties for the elderly. Year 2 pupils perform their Nativity play and sing carols to the elderly at the local care home. Provision for pupils' cultural development has improved significantly since the previous inspection and this is now satisfactory. Pupils study other faiths, and are made more aware of other cultures in art, music, history and geography lessons, and through planned assembly topics for celebrations such as the Chinese New Year and Diwali.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.2
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.

15. Attendance is satisfactory and is in line with national averages. The school has good procedures to promote attendance and punctuality is satisfactory. Parents are well aware of their relevant responsibilities and they effectively ensure the regular attendance of their children. There has been no exclusions from the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **good quality** of education overall has a strong impact on pupils' standards by the time they leave in Year 6. Teaching and learning are very good in Years 5 and 6. They are good in Years 3 and 4. The teaching in Years 1 and 2 observed during the inspection was mainly satisfactory, with a small proportion of very good lessons. Teaching and learning of this age-range over time suggests unsatisfactory standards from current evidence in English and mathematics. Assessment of pupils is good overall, it is less successful in Years 1 and 2. The good quality of the curriculum is matched by good opportunities for enrichment outside of lessons. The accommodation and resources are good. There is good care, guidance and support given to pupils and the effectiveness of the school's links with parents is good. The way the school seeks and acts on pupils' views is of a high quality.

Teaching and learning

The quality of **teaching** during the inspection was **good** and has a strong impact on pupils' **good learning** and achievement over time.

Main strengths and weaknesses

- There is good encouragement of pupils to succeed and improve which ensures their good attitudes to school and their good learning.
- The strong expertise of teachers is used well for the benefit of all.
- The use of teaching assistants ensures that all pupils receive good support and very good equality of opportunity.
- Assessment is good in the core subject in Years 3 to 6, at the Foundation Stage and of pupils with special educational needs throughout. It is less successful in Years 1 and 2.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	13 (29%)	22 (50%)	6 (14%)	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.

16. Very good teaching was observed in most classes, particularly for literacy, numeracy, science, dance, music and during a history project on World War II. There was a significant proportion of very good teaching in Years 5 and 6. During the inspection, there was a significant

proportion of very good teaching. Occasionally, teaching was excellent. No lessons showed overall unsatisfactory teaching. This is an improvement since the previous inspection when the proportion of very good or better teaching was about a third of what it is now. However, evidence suggests that teaching and learning over time in Years 1 and 2 could have been better.

17. Pupils' good attitudes to school and learning are encouraged by all teachers. Teachers use a variety of approaches and methods to maintain pupils' interest and concentration. In the most successful lessons, teachers ensure that there is sufficient time for the outcomes of lessons to be listened to and discussed during the feedback at the end of lessons. This gives pupils insight into their own progress and how they can improve. Interesting activities, such as pupils observing a short video of their own dance routines to initiate discussions on how they can improve, or participating in appropriate costume for a whole day's project to re-enact life during World War II, ensure pupils' rapt attention and absorption in their tasks.
18. The strong expertise of teachers for certain subjects is evident. This expertise is used wisely for the benefit of all. For example, the literacy and numeracy co-ordinators work alongside their colleagues to monitor pupils' progress in Years 3 to 6. They support booster groups, advanced booster groups and supervise Springboard groups to ensure that pupils have the best opportunities to improve their performances in English and mathematics. This is made possible by the management structure enabling the two key co-ordinators of literacy and numeracy to job-share a Year 6 class, whilst allowing them appropriate time to monitor and support in other classes as well. This good management ensures good teaching, learning and achievement in the age-range overall, and very good by the end of Year 6.
19. In dance, sports and music, teachers' expertise is used very effectively throughout the school. In drama and dance lessons, shared expertise informs other teachers of a variety of techniques. During sports' activities, visiting specialists share their knowledge with staff and teach pupils extra skills. Musical expertise is used strongly to teach all classes in Years 3 to 6 and to guide teachers of younger pupils in their planning and teaching. Expertise is often shared in staff meetings, such as sessions to discuss pupils' development in art and design, or that of ICT. This provision results in better teaching and higher standards.
20. Teaching assistants are highly skilled at Sacred Heart School. This is noted in literacy, numeracy and ICT sessions. Teaching assistants are more numerous in the mornings, resulting in the good support of pupils, particularly those with special educational needs. These pupils, in particular, make good progress due to the good quality of opportunity given. Training for teaching assistants has been good and several are well advanced in their certificated courses. They carry out a wide range of duties, such as videoing pupils at work or running after-school clubs and holiday clubs. Their support is invaluable and ensures higher standards and greater confidence in pupils.
21. The thoroughness and constructiveness of assessment in the Foundation Stage and in Years 3 to 6 is good and has a strong influence on teachers' planning and pupils' achievement. The information gathered is used effectively to guide teachers' planning of lessons. In these age groups, procedures monitor pupils' achievement carefully in order for appropriate targets to be made. The involvement of pupils through seeking and valuing their views is very good overall. As a result, pupils' understanding of how they can improve is good. Information gained from pupils' achievement in English and mathematics in Years 1 and 2 is used less successfully to inform lesson plans. Assessment is particularly good in the core subjects in Years 3 to 6. It is developing well in other subjects. Self-evaluation is a key feature of some lessons, particularly in Years 5 and 6 where the best assessment was seen. Assessment of pupils with special educational needs is good. Their progress is regularly monitored and clear targets for achievement are set.

The curriculum

The school provides a **good** curriculum, well enriched, inclusive and at times innovative. The accommodation and resources are good.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good, and this is a good improvement since the previous inspection.
- Provision for ICT has been improved significantly with the installation of a suite of 11 computers, and now meets statutory requirements.
- The curriculum is well enriched through a carefully considered programme of visits and visitors.
- Provision for extra-curricular activities in the form of after-school clubs has improved significantly in physical pursuits.
- The number and quality of teachers and support staff is good, and teaching assistants are well used to contribute positively to pupils' learning.
- Insufficient provision is made for higher attaining pupils in Years 1 and 2, especially in English and mathematics.
- Provision for music has improved significantly through the appointment of a specialist teacher.

Commentary

22. The curriculum planned for by teachers in the Foundation stage is good. The curriculum followed by pupils in Years 1 and 2 is satisfactory, but the overview of planning for pupils' English and mathematical development is lacking and unsatisfactory. For example, insufficient provision is made in teachers' planning to challenge higher attaining pupils, in the key subjects of English and mathematics. The overall curriculum in the school is good, with some very good, imaginative and innovative features, such as whole-school art and science weeks, and a regular programme of planned whole days enrich pupils' experiences, such as the wonderful day enjoyed by Year 5 pupils re-living life in World War II, as observed during the inspection. Timetables are generally well planned, with a good subject balance but insufficient opportunities are provided to develop further pupils' reading and writing in Years 1 and 2 beyond the daily literacy hour. As a result, pupils' achievement is not as high as it should be.
23. Across the school, pupils with special educational needs are well supported by teaching assistants and these pupils achieve as well as other pupils. Effective strategies are in place to make learning accessible to each individual pupil with special educational needs. Provision is in line with the Code of Practice and pupils and parents are fully involved in the target setting process. No monitoring of the provision has taken place, but time has recently been allocated to enable this to take place in the near future.
24. There is good enrichment of the curriculum through a carefully considered programme of visits and visitors. For example, a visitor re-creating the poem 'The Ancient Mariner' to support a Year 5 English lesson, and for reception children by a trip to the local fire station, add to the enrichment. Year 6 pupils enjoy a residential visit to Beam House where personal, social and physical skills such as team building and abseiling, are developed well. The previous inspection reported that extra-curricular provision for music and sports was poor. Provision for games is now good, with football clubs for older and younger pupils, netball, basketball, tag rugby, dance and drama available after school, and this is a good improvement. Pupils take part in local inter-school swimming galas, cross-country competitions and football and hockey tournaments. Provision for class music has improved significantly since the previous inspection and pupils have the opportunity to sing solo in the choir during school's musical productions or when celebrating festivals. The school is currently making enquiries for the provision of instrumental tuition in music for individuals or small groups.
25. Teachers are well matched to their responsibilities. In classes where teaching is shared, there is good communication between teachers to ensure no loss of continuity in pupils' learning.

There are good procedures for supporting new and newly qualified teachers. Numbers of support staff are high and they are well used to support pupils' learning. Each class has additional adult support every morning and lower attaining pupils and those with special educational needs are well supported. Gifted and talented pupils are identified early and good additional provision is made for their needs. There are no pupils with English as an additional language in need of support in school.

26. The accommodation is good and ensures the teaching of a broad and balanced curriculum in the main. Due to a recent major building extension project, this aspect has now improved since the previous inspection. The office accommodation, room for the headteacher, and the staff room, has improved considerably. The hall accommodates physical educational lessons, assemblies, lunchtimes and plays adequately. The playground is well maintained and safe and the school now has the funding to install a multi-use grass area.
27. The schools' resources overall are good, have improved since the previous inspection and support the good teaching and learning. In science and music they are very good, whilst in design and technology, geography, history physical education and English they are satisfactory. The school makes good use of local authority hire facilities in geography, history, science and library books.

Care, guidance and support

The care, welfare, health and safety within which the pupils are taught are **very good** in the Foundation Stage and **good** in the main school. All pupils receive good support, advice and guidance based on monitoring. The involvement of all pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- The procedures that ensure pupils work in a healthy and safe environment are a strength in the Foundation Stage and good in other year groups.
- The induction arrangements for all pupils are very good
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good
- The school values the opinions of pupils.

Commentary

28. Overall, the school looks after its pupils well. The standard of care since the previous inspection has improved and helps pupils to learn better. The headteacher is the named and trained child protection person. She ensures that all staff receive relevant information. Good liaison is maintained with the local social services and all pertinent documentation is locked away. Currently, there are no looked after, refugee or traveller children in the school.
29. The headteacher is also the named health and safety person. With the responsible governor she has ensured a relevant policy and appropriate risk assessments for all eventualities. Fire-fighting, physical educational and portable electrical equipment are all in date, checked, and emergency exercises are held every term. Escape routes are accessible and well marked. The school has caring and effective accident and medicine procedures and several trained first aid personnel. Good use is made of outside professional help, such as the police who talk to pupils about drugs, and the fire brigade and school nurse who make regular visits. Lunches are brought into school and eaten in very hygienic conditions. The school has an up to date Internet safety policy agreed with parents. Such procedures ensure that pupils and all employees feel safe.
30. All pupils have good access to well-informed support, advice and guidance. This was clear from the positive comments on returned pupil questionnaires, and from talking to them in

school. Each pupil is confident that they can turn to any adult or even a friend, at any time for a confidential talk or a consoling word. This aspect is a major strength of the school. Feedback and target setting, when pupils come in at parents' evenings, is usually constructive and useful.

31. The school has very good induction arrangements, which ensure that children are confident and happy when starting school. Before the children start nursery the staff visit all homes. When children start either mornings or afternoons, parents can come in with them but this is not encouraged. For children joining later than the nursery, parents are invited in to tour the school with their children. The latter is very caring and effective as confirmed, during the inspection, by a mother whose children joined Year 3 and Year 5 recently.
32. The school has very good procedures for involving pupils through seeking, valuing and acting on their views. A lot of communication goes on through the democratic school's council but also through assemblies, Circle Time⁴ and personal, social and health education lessons. Recently, Year 3 and Year 6 realised that they were always last in for lunch. They appealed and now classes go in on a flexible roster. Year 6 pupils are already planning the school's, agreed, future playground.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are all **good**.

Main strengths and weaknesses

- The contribution of links with parents to children's learning in the nursery and reception, and pupils' learning in Years 1 and 2 are very good.
- The information that all classes provide to parents for the following term is very good.

Commentary

33. The information that the school provides for its parents is good. Each receives a prospectus when starting, an annual governors' report and their child's academic report in July. The prospectus and governors reports currently have one minor omission of which the governors are now well aware. Some parents commented unfavourably on information concerning their children's written reports and the inspection agrees with this view, in that the format of current reports could be better. However the inspection is clear that information on what each class will be doing next term and homework, through school/home diaries is very good. The school also provides an interesting and regular newsletter. Curriculum workshops have been held for getting ready for school, literacy and numeracy. Meet the teacher evenings, three times a year, are well attended and the school also has an open door policy. Overall, inspectors consider that parents are well informed by the school.
34. The school has good procedures for involving parents and seeking their views. The headteacher sends out regular questionnaires and often interviews groups of parents. As a result parents feel happier about coming into school. Recently they have asked for more information on transfer between classes and to grammar school plus the progress of their children. The school has a good and effective complaints procedure of which all parents are aware. However, it is rare for any complaints needing to go further than staff or headteacher level.
35. The parents are enthusiastic to help in school, particularly in the younger classes. They help with reading, art and design and technology. Many parents are also teaching assistants. At

⁴ During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

home many are keen to help, with the aid of the home/school diaries and reading comment books, in reading, projects and topics particularly in Years 5 and 6. The school greatly appreciates its energetic Friends of Sacred Heart association who have raised considerable funds towards computer equipment, books and visits out.

36. The school has good links with other schools and colleges and its own community. It is part of the Roman Catholic cluster group for Catholic schools and has links with other primary and secondary schools. In particular, a local headteacher has given significant support since October 2003. Likewise, the secondary school, which most children will attend, has given strong support. A physical educational teacher from the latter comes in regularly and takes lessons. The school's mechanism for transfer to secondary education is caring and efficient. Teacher trainees are welcomed from a local university and work experience students from local secondary schools.
37. Within the community the parish priest welcomes everyone to the church. Years 3 to 6 pupils lead the parish Mass on a roster. The school's chaplain supports liturgies from reception to Year 2. Reception children visit the local fire station and shops as part of learning about life skills. The latter supply prizes for their raffles to the school's Friends of Sacred Heart Association. The pupils support the local homeless hostel, as well as an orphanage in Colombia. The school supports the Catholic Agency for Overseas Development (CAFOD). In addition, pupils bring in filled shoe boxes as gifts for orphaned children in Romania. At Christmas, pupils perform the Nativity and sing carols at an old people's home. Out of hours the school is used productively by after school and holiday clubs and the local parish council. All these activities contribute significantly to pupils' spiritual, moral, social and cultural development.
38. Since September 2003 the school has identified a need for parents to help their children and has set up specific free classes on Tuesday mornings. These have proved popular and beneficial to raising pupils' standards, particularly in literacy and numeracy.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **good**. The leadership of other key staff is **satisfactory**. The governance of the school is **satisfactory** overall. The effectiveness of management is **satisfactory**.

Main strengths and weaknesses

- The clarity of vision and strength of purpose of the new headteacher are good.
- Governors' understanding of the strengths and weaknesses of the school is good.
- There is clear commitment in the school to inclusion and equal opportunities.
- Induction procedures for staff are good.
- There is a strong sense of community.
- Financial management is very good.
- The workload of the co-ordinator for Years 1 and 2 as well as the nursery, reception and part-time advisor to other local schools, is unmanageable and has a negative impact on teaching, learning and achievement in Years 1 and 2, and standards.

Commentary

39. During the previous inspection there was an acting headteacher. After the inspection, the substantive headteacher returned, but was absent intermittently through illness. He left in July 2003. His deputy was appointed temporary headteacher in September 2003. After a lengthy period of instability, in January 2004, she was appointed permanent headteacher.
40. The new, dedicated headteacher has a clear vision for the direction of the school. She has made a good start to headship and has a strong sense of purpose to move the school forward. She receives very good support from the acting deputy headteacher who is also the co-

ordinator for Years 3 to 6. The other member of the senior management team, who is the co-ordinator for the Foundation Stage and Years 1 and 2, has been absent and also has local education authority duties to perform as a support teacher, part-time, for other schools. Other than in this case, subject leadership has been effectively delegated and co-ordinators, of the core subjects in particular, have worked very hard to improve successfully the curriculum and teaching and learning in recent months.

41. New assessment procedures have been effectively implemented and are beginning to identify strengths and weaknesses within pupils' achievements. Self-evaluation and monitoring of teaching and learning by the headteacher and by co-ordinators is developing well. Sufficient monitoring of Years 1 and 2 is lacking, however, due to the heavy workload of the co-ordinator and her absence from school. Due to the high workload of this particular post, there are many tasks that are currently not being undertaken. This has led to a lack of clear overview of teaching and learning in Years 1 and 2, resulting in insufficient improvement in literacy and numeracy standards by Year 2 and under-achievement.
42. The chair of governors gives a good steer to the work of the school. Governors' understanding of the school's strengths and weaknesses is good. Governors have been decisive about improving the weaknesses in Years 1 and 2 and support the headteacher in the current proposal to appoint a new deputy and key leader for the age-range, to teach in Year 2. They have given the proposal urgent and full backing. The governing body fulfils its statutory duties well and promotes very good opportunities for the inclusion and equal opportunities of all pupils. The school complies fully with the Acts for Race Relations, Disability and Sexual Discrimination. The very good ethos is supported in all areas of the school's work and is evident in the high quality of relationships and respect that permeate the school. The governing body is currently under-strength, however, and this impacts on the amount of support that it is able to provide. Good induction procedures for staff have been implemented to ensure that new members are supported well and quickly become valued members of the team. The strong sense of community is prevalent across the school and results in many rewarding activities that are meaningful and enriching for pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	438,150	Balance from previous year	3,664
Total expenditure	427,565	Balance carried forward to the next	10,585
Expenditure per pupil	2,085		

43. Financial management is very good. Expertise among governors to manage the financial delegation is good. Systems are closely linked to the local education authority's financial procedures. Accounts are audited on a very regular basis and there is very careful monitoring of income and expenditure. The carry-forward is earmarked to maintain staffing levels. Very efficient school administration ensures that inventories are regularly updated and day-to-day administration is secure. Issues from the last audit have been addressed.
44. Improvements in leadership and management since the previous inspection are good. There has been rapid improvement in the past few months so that there is now a clear direction for the school. The new headteacher and her governors have identified the need to address the issue of leadership at Years 1 and 2, and have already set procedures in motion. The quality of education provided by the school is good overall. Pupils' attitudes, values and other personal qualities are good. The overall effectiveness of the school is at least satisfactory and improving. Value for money is good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

45. Effective induction arrangements ensure that children settle quickly and develop confidence and enjoyment in the activities provided. Children enter the nursery class at the age of three, and attend part-time until the September after they are four, when they enter the reception class. Good links with parents and carers provide opportunities for sharing of information, which promotes positive relationships. The nursery is new, and at the time of the inspection had been open for a few weeks only. The reception class adjoins the new nursery and links are good. The accommodation and facilities in both the nursery and reception are of a high standard.
46. When children start school, their standards are generally below those expected for the age range. During their time in the Foundation Stage, children's achievement is good, so that by the time they enter Year 1, a significant majority has achieved the early learning goals in personal, social and emotional development, in knowledge and understanding of the world and in creative and physical development. Achievements in communication, language and literacy, and in mathematical development remain below expected levels, despite good teaching in speaking, listening and practical counting.
47. The good provision and teaching result in children's good learning, overall. Some very good teaching was observed in the reception class. Provision for children with special educational needs is good. Effective assessment, using profiles, show how well children improve and helps teachers to identify strengths and weaknesses in each child's learning, ensuring that individual needs are fully met.
48. Leadership of the Foundation Stage is satisfactory over time, but due to the long absence of the co-ordinator, and to the very heavy workload link to the responsibility post, too little monitoring has been undertaken recently to ensure consistency of approaches in children's language and mathematical development, particularly with the recent installation of the new nursery. This has impacted on children's learning in these areas, resulting in a temporary drop in their achievement, although standards have shown signs of beginning to rise again recently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults encourage good learning.
- Teachers plan exciting activities.

Commentary

49. Children make rapid progress in this area from starting in nursery, so that by the time they begin in Year 1, many children have reached the early learning goals. This is due to the good teaching, very good relationships and the well-planned environment, which enable children to settle happily, enjoying school. They have many opportunities to make independent choices. Children in the nursery were observed enjoying a *Teddy Bears' Picnic* in which they chose the filling for sandwiches, took turns to choose a drink, and served each other as they pretended to be in the forest. They had fun and grew in confidence. Older children in reception take turns in being helps, as, for example, when they very sensibly, take the register to the office. Staff are

skilled in planning a full range of interesting activities, which leads to children developing good social skills during structured play, and good behaviour and sustained interest from children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Talking and learning about the value of books is good in the nursery, and very good in reception.
- Sometimes, there are insufficient opportunities for children to practise reading simple texts together.

Commentary

50. Good teaching helps children to develop confidence when talking and learning about stories and the pictures they see in books. Children in the nursery enjoy stories and are able to talk clearly about the development of a story to the whole class. In reception, they show good awareness of the beginning and end sounds of words. They suggest several rhyming words, which the teacher writes up for them, helping them successfully to follow the patterns of the words. Over time, children in reception have not practised reading the simple text of a 'Big Story Book' sufficiently together, which has delayed the speed of their learning. However, during the inspection, they could be seen to be taking a greater interest in reading aloud a text together, and were beginning to show improvement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers place a high emphasis on learning through practical activities.
- Over time, too little counting aloud, individually, and as a group, has delayed children's learning of larger numbers.

Commentary

51. The teaching of practical activities helps to reinforce the children's understanding of numbers. From their earliest days in the nursery, children learn how many cups are needed for a group, or how many children have sufficient room to play in each activity area. In the reception class, children learn to count in a variety of activities. For example, during a reception class lesson observed during the inspection, children counted how many words they could find that rhymed with cat. Staff are skilled at helping children to recognise a range of mathematical shapes. In handling a variety of plastic shapes, children have a secure knowledge about circles, triangles and squares, and how they can be matched with everyday objects. However, not enough counting aloud up to larger numbers, or learning how to recognise them, means a lack of challenge for several children and a slowing of their progress in reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching provides children with many opportunities to learn about the world around them.
- Interesting visits out, and visitors enrich children's learning.

Commentary

52. Teaching and learning are good and help to ensure that all children in the nursery and reception achieve well in this area. Staff provide children with a wealth of opportunities to learn about their world and these experiences enrich and promote excitement and wonder. Children have visited the local fire station, where they enjoyed trying on helmets and pretended to 'drive' the fire engines. Back in school, they regularly dress up in firemen's outfits and pretend to put fires out, whilst at the same time, learning about the real world and some of its dangers, in a protective atmosphere. Computers are used regularly. At first, children in nursery receive a lot of adult help. By the end of reception, they use the 'mouse' confidently and show enjoyment in their successes as they draw a picture on the screen. The imaginative play areas are changed frequently to keep interest levels high and to challenge children in their learning. Through their explorations of sand, water and dressing up clothes, children's learning is further enriched, particularly by the good links made between activities and their related themes. The very good accommodation of the new nursery and its linked reception class, as well as high quality resources, help many children to reach the early learning goals by the end of reception. Overall, children's achievement is good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The regular use of the good outdoor area and school hall promotes children's physical development well.
- Teachers ensure that children are given many opportunities to learn skills in handling smaller objects.

Commentary

53. Provision for children's physical development has improved since the previous inspection. The new outdoor climbing equipment and safely cordoned-off playground are assets to children in the nursery and reception. Teaching is good and staff ensure full use of all that is on offer, as well as the use of the school's spacious hall. Nursery children confidently ride tricycles and scooters and are developing a good awareness of space. Reception children travel in a variety of ways, with good balance and control when stopping and starting on request. Their skills in climbing show good strength in their arms and legs. They show good achievement when using large items. Children manipulate well small screws on construction apparatus and demonstrate increasing skill and control in the use of brushes, pencils, scissors and the computer's 'mouse'. By the end of reception, children's achievement in their physical development over time is good, due to good provision and good teaching.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching of specific skills is balanced most effectively with structured opportunities for children's independent choices.
- A rich variety of activities successfully support the encouragement of children's creativity.

Commentary

54. Teaching in this area of learning is good overall and it ensures that children's imaginative development is well promoted. The children need a lot of help to learn important skills when they first start school. They are taught the skills needed to mix paint and how to use brushes and paint cleanly to express their ideas. Children take good care to keep colours clear and well matched to the objects they represent on paper. The staff teach the skills of how to use

scissors and glue correctly, and this results in children's good, confident achievement when they create two and three-dimensional pictures and models, decorating them imaginatively. The children enjoy group sessions during which they sing familiar nursery rhymes and songs. They imaginatively explore the sounds made by percussion instruments. In the nursery and reception, all staff encourage children to act out stories or themes in the role play area. Children are strongly persuaded to make decisions on their own, and although initially uncertain to do this when starting in the nursery, by the end of reception, their confidence in thinking creatively and independently is most pronounced.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the end of Year 6 standards in reading and writing are well above average, due to the very good teaching in Years 5 and 6 and the good leadership of English.
- Standards in reading and writing at the end of Year 2 are below the national average.
- Standards in speaking and listening are good across the school.
- Lower attaining pupils and pupils with special educational needs receive good support by effective teaching assistants, and these pupils achieve well.
- Provision for potentially higher achieving pupils in Years 1 and 2 is insufficient and teachers' expectations for these pupils are too low.
- Pupils' good and sometimes very good attitudes to learning are directly reflected in the quality of teaching received and their levels of achievement.
- There is good co-ordination of the subject.

Commentary

55. The well above average standards reached by Year 6 pupils in the 2003 national tests are being maintained. Improvement at the end of Year 6 is good. Pupils in Year 2 scored below average standards in reading and writing in the 2003 Year 2 tests. Improvement since the previous inspection at the end of Year 2, and since 2003, is unsatisfactory. This is because teaching and learning over time is unsatisfactory due to insufficient support and monitoring from a co-ordinator of the year groups. However, teaching observed in the inspection was satisfactory. Teaching in Years 3 and 4 is good, and pupils achieve well. In Years 5 and 6, where teaching is very good, pupils' achievement is very good. Similarly, younger pupils' attitudes to learning are below the more mature and higher standards shown by older pupils, and the very good and sometimes excellent attitudes seen in Year 6. Provision for lower attaining pupils and those with special educational needs is good, and these pupils are well supported, resulting in good achievement. Provision for higher achieving pupils in Years 3 to 6 is good. In Years 1 and 2 insufficient challenge is set for higher achievers and achievement is slower than it should be.
56. Teachers in Years 1 and 2 have lacked the guidance and monitoring normally provided, as the teacher responsible overall for these two years has had a heavy workload. Pupils' attitudes and behaviour are often no more than satisfactory. In contrast, in Years 5 and 6, teachers expect and achieve from their pupils very high standards of presentation, attentive listening, and exemplary behaviour. They manage pupils very well, and often no word of censure is needed throughout the lesson. Pupils respond very well to the high challenges set. Teaching here is imaginative and exciting such as the "live" interview between Year 5 pupils and "The Ancient Mariner", and in Year 6 where "detectives" were set a timed challenge to analyse a poem, resulting in pupils' high standards.

57. Speaking and listening skills are good. Teachers successfully promote learning through effective questioning in lessons, through role-play and drama, and in more formal settings such as assemblies and the school's council. Listening skills are expertly taught through insistence on eye contact with the speaker. Pupils spoken to during the inspection were articulate and confident. Around the school there are many displays of specific subject-related vocabulary, which encourage the development of pupils' language skills.
58. Standards in reading at the end of Year 2 have been well below average for the last three years. The school is aware of this weakness and has established new practices to raise standards, but the rate of improvement is slow. Pupils heard to read lacked fluency and expression, and texts were not always sufficiently challenging. Pupils build words new to them by sounding out letters but are less secure in using their knowledge of phonics to break words down into syllables. Pupils in Years 3 and 4 make good progress with their reading and by the end of Year 6 all are fluent and expressive readers. Intonation, understanding and expression in Year 6's final reading of Benjamin Zephaniah's poem "According to my Mood" were extremely good.
59. Standards in writing are below average at the end of Year 2 and well above average by the end of Year 6. Teachers expectations of quality and quantity of work are too low and too few opportunities for writing are provided. Too many pupils are still printing, and sloppy presentation is too often accepted by teachers. In Years 5 and 6 almost all pupils, especially the girls, take real pride in the presentation of their work, underlining headings with rulers, and ensuring page after page of neat, well-presented work. Older pupils are provided with many further opportunities for writing within other subjects of the curriculum, for example, empathetic writing in history, and recording work in science. As a result, their writing style is appropriate, mature and enriched.
60. Assessment in the subject is good. Weaknesses such as boys' reading, and reading and writing in Years 1 and 2 have been identified and good strategies put into place recently to rectify the problem. As yet, these strategies have not been implemented for long enough to have had an impact. The pupils' progress books – individual portfolios of written work taken at regular intervals and assessed according to National Curriculum levels – are helpful in identifying progress and areas of weakness throughout all year groups.
61. The subject has good leadership in Years 3 to 6. The experienced subject co-ordinator has worked very hard with the key stage co-ordinator for older pupils in developing the literacy policy, organising in-service training, monitoring teachers' planning and lessons, particularly for Years 3 to 6. She has identified the problems in Years 1 and 2, but has been limited in developing English in the key stage fully, due to the absence of the co-ordinator for the age group. Recent new strategies are beginning to have an impact on provision in Years 1 and 2. The very new library is attractive and welcoming, but has still to be developed fully. It is small and rather remote, and unsuitable for whole-class visits for the teaching of research and retrieval skills. There are good resources for reading, sets of guided readers, big books, colour-coded in levels and easily accessible to pupils. Non-fiction books in the library are of good quality but too few to support subjects effectively, such as science, history, geography, other cultures.
62. The use of information and communication technology to support the subject is developing well. Year 4 pupils made good use of the ICT suite developing both ICT and English skills when word-processing an exercise on the use of the apostrophe, resulting in improved punctuation.

Language and literacy across the curriculum

63. There is good provision for the development of speaking and listening skills across the curriculum and across all classes. Specific subject vocabulary is carefully and progressively introduced. Empathetic writing in history and recording of information in science and geography help develop writing skills. Reading areas have been created in all classrooms, and

pupils use reading skills to research into other subjects. There is a good focus on literacy in displays around the school.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 6, there is very good accuracy for calculating numbers in the four rules of addition, subtraction, multiplication and division.
- In Years 3 to 6 pupils have a good understanding of the value of each digit in larger numbers.
- In Years 5 and 6, pupils' standards in interpreting data and plotting evidence with graphs are very good.
- Throughout all year groups, pupils' measuring skills are accurate, as are their recognition and use of two and three-dimensional shapes.
- Leadership of mathematics in Years 3, 4, 5 and 6 is very good, and ensures higher standards and good achievement.
- Standards in Years 1 and 2 are below the national average for mathematics.

Commentary

64. By the end of Year 6, standards are above the national average and pupils' achievement is very good overall in Years 3 to 6. Pupils enter Year 1 with standards, which are below the expected level in mathematics. Improvement in Years 1 and 2 is insufficient, so that by the end of Year 2, pupils' standards are still below the national average in mathematics. Improvement since the previous inspection has been good by the end of Year 6, but stayed the same by the end of Year 2, when standards were unsatisfactory
65. Pupils' achievement over time, in Years 3 and 4 is good. It is very good in Years 5 and 6. By the end of Year 6, pupils calculate all four operations of thousands, hundred, tens and units using the four rules accurately. Their skills in investigating and solving problems are good. Pupils confidently use a variety of methods for their calculations, and explain neatly and clearly what they have done and why. Higher achieving pupils use fractions, decimals and percentages to describe proportions correctly. The National Curriculum test results for 2003 verify these above average standards by the end of Year 6.
66. Throughout Years 3 to 6, pupils have a good understanding of the value of each digit when solving problems using a variety of methods. Their use of target numbers is confident and the presentation of figures is logically ordered with clear methodology explained or recorded.
67. In Years 5 and 6, higher achieving pupils are challenged considerably when interpreting data. For example, a Year 6 group analyses effectively, and in depth, statistics gained from the Internet of the United Kingdom's government census of 2001. They make relevant and accurate observations of the age ranges in the population, comparing male and female statistics with reference to the life spans. As a result, their standards in this aspect are well above the national average.
68. Throughout all year groups, pupils' knowledge of shape and space is consistently accurate. They measure correctly, using centimetres and metres, and with greater accuracy in older pupils for millimetres and degrees of angles. Pupils' skills in ICT and design and technology successfully support their understanding of mathematical shapes and common attributes. However, constructions of triangles, polygons and designs would gain in clarity if drawn on plain paper, rather than on squared, once pupils are confident.
69. There is one co-ordinator for each key stage. The co-ordinator for Years 3 to 6 is also the mathematics co-ordinator, who teaches, and has an immediate important role as acting deputy headteacher. Leadership in Years 3 to 6 is very good, with a strong drive for

improvement and clear direction. Staff have worked extremely hard in the past year to improve provision for mathematics, and have analysed, in depth, the pupils' answers to questions in tests, in order to support them further. The evaluation of the school's performance in mathematics has been good and systematic, providing valuable feedback to teachers in order for them to adapt lessons. This has been monitored very closely in the older pupils' classes, resulting in higher achieving pupils reaching higher levels during the booster sessions set aside for them. Likewise, pupils with special educational needs have received very good encouragement and precisely focused targets with good support, ensuring their good achievement. In addition, the very good leadership has ensured good teaching in Years 3 and 4 and very good teaching in Years 5 and 6.

70. Unfortunately, in Years 1 and 2, the co-ordinator for monitoring teaching, learning and pupils' achievement over time in the age range, has been absent. This key person has, in addition, had the extra workload of the Foundation Stage, which has included the building and setting up of a new nursery recently. The new headteacher has been empowered since January only. The previous headteacher was absent intermittently through illness. This means that the monitoring of teaching, learning and standards by the end of Year 2 has suffered. Although pupils were below the expected level in mathematics on entry in Year 1, they have made insufficient progress since, and achievement has been variable over time by the end of Year 2. There has been insufficient coverage of the National Curriculum for the age range, although there is a successful balance of its aspects. Higher achieving pupils in other subjects are insufficiently challenged in mathematics in Years 1 and 2. Despite a wide range of ability, often pupils' tasks are too similar in challenge. During the inspection, teaching observed was satisfactory overall in Years 1 and 2, but pupils' work reflects teaching over time as likely to have been unsatisfactory, resulting in pupils' unsatisfactory learning over time. This shows a lack of guidance, over the past two years, resulting in lower achievement and lower standards reached in the age range. Whereas, strong leadership of older pupils in Years 3 to 6 has led to improvement and very good teaching and learning and achievement by the end of Year 6.

Mathematics across the curriculum

71. By the end of Year 6, opportunities for pupils to use their mathematical skills in other subjects are good. Pupils' skills in mathematics enable them to solve investigations in science effectively. In most classes, presentation of data and findings is logically ordered with clear methodology explained and recorded during science investigations. When analysing data, pupils have good skills in compiling graphs. This helps them to explain clearly their findings in science or geography. Their good measuring skills help them significantly in design and technology projects. The use of ICT skills in mathematics has been developed well since the previous inspection, and is currently satisfactory, resulting in improved analysis of data.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are above average and have improved well since the previous inspection.
- Teaching in Years 5 and 6 is very good.
- Pupils' attitudes in Years 5 and 6 are very good and contribute very positively to their learning.
- The subject has good leadership led by the new co-ordinator.
- Resources for the subject are good.

Commentary

72. Current standards in Year 6 are above the national average. By the end of Year 2, standards are satisfactory and are average. In the 2003 national tests an above average proportion of pupils reached the expected National Curriculum Level 2 and Level 4 standards, but the

proportion of pupils who attained higher levels was below average. Inspection confirms similar standards in Year 2, but more pupils in Year 6 are in line to attain the higher Level 5 at the end of the current academic year. This represents a good improvement overall since the previous inspection. Across the school most pupils, including those with special educational needs, achieve well in science. Girls perform particularly well, above the national average for girls.

73. Following detailed analysis of data and previous results by the co-ordinator, greater emphasis has been placed on practical and investigative activities, and pupils taught to consider their experiments in the guided format of "Our Investigative Planner" noting what they are setting out to do, what they will need, what they predict, how they will achieve their goals, and how they will record results. This emphasis on learning from first hand experience was evident in the two lessons seen, and is helping to raise standards. Year 5 pupils meticulously dissected flowers, with the aid of magnifying glasses, to identify correctly parts such as stamen, petal, carpel, ovary, in their process of learning about pollination and fertilisation. Year 6 pupils, working well together in groups made good use of resources in their work on electrical circuits and reach above average standards. Year 4 pupils used good scientific vocabulary in their work on thermal conductors and insulators, when recording various temperatures at different times and in different places.
74. No science was timetabled for Years 1 and 2 during the inspection. Judgements on standards and achievement are based on analysis of pupils' work and discussions with them. Pupils' standards and achievement are satisfactory. Pupils' standards are better in science than in English and mathematics, due to the good expertise and planning of their teacher, who is also the science co-ordinator for the school.
75. In Year 2 pupils have made bar graphs to record their sorting of foods into fruits and non-fruits and they show a good awareness of what makes a healthy and unhealthy diet. They are able to classify materials into hard, soft, bumpy, as well as into wood, metal, rubber. They understand the difference between natural and manufactured materials, and that you can change materials by stretching, twisting, rolling, and bending.
76. No overall judgement can be made about observed teaching in Years 1 and 2, but pupils' work reflects good expertise and planning which ensures pupils' good learning in the age-range and satisfactory achievement overall. Teaching in Years 3 to 6 was very good. The teachers were confident with their subject knowledge, managed pupils very well, and used imaginative methods to stimulate pupils' interest, setting challenging tasks, including homework. In Year 6, for example, sets of Christmas tree lights were used effectively to demonstrate different types of electrical circuits, and in Year 5 the teacher used pupils in role play to demonstrate the dissemination of pollen across flowers by a bee. The pupils were excited and enthralled, attitudes to learning were very good, and all pupils achieved very well.
77. There was no subject leader at the time of the previous inspection. Since then two co-ordinators have taken the subject forward and the present leadership is good. The new co-ordinator has written a new policy for the subject and undertaken detailed analysis of earlier results, undertaken a comprehensive review of the subject and is planning a science week for later in the year. Hypothesising, predicting and estimating are identified weaknesses now receiving good extra attention. Science work features prominently in displays round the school and specific vocabulary is targeted, displayed and introduced appropriately. Resources for the subject are good, and recently well organised by the co-ordinator in the new resources room, though the outdoor facilities restricts the development of any full-sized environmental area. ICT is used well to support the subject for recording detailed data from investigations and researching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well in lessons, although achievement is limited over time.
- The quality of teaching is good.
- The very good new ICT suite has a positive impact on learning.
- Leadership is good.
- Past lack of access means that standards remain below those expected by the end of Year 2 and Year 6.

Commentary

78. Although standards are below the expected levels nationally, due to the previous lack of resources and resulting unsatisfactory achievement, pupils across the school are now achieving well in ICT lessons. They show enjoyment and enthusiasm as they use the good new resources to develop their skills. In lessons observed, pupils in Year 2 made good progress. They were able to produce a picture in the style of the artist Picasso using the *floodfill* tool, logging on and off and saving their work. They benefited from good support from their teaching assistant, who guided them carefully through the task, ensuring success. Older pupils continue this good progress in lessons, as, for example, when Year 5 pupils worked hard to use a program for designing a classroom. They were able to comment on the advantages and disadvantages of the package, as opposed to a paint package they had used previously. Pupils in Year 6 were observed using ICT to revise their problem-solving skills in mathematics. They showed good independence in their use of the revision package, working systematically through a series of questions and marking their own work. Past lack of appropriate resourcing has had a detrimental effect on pupils' opportunities to use ICT. Over time, achievement has been unsatisfactory for the age range, although improving.
79. The quality of teaching in ICT is now good, leading to good learning in lessons. Teachers plan lessons well, paying good attention to differing abilities, and they make the best use possible of the new resources. Groups are effectively organised to ensure that all pupils have equal access. Recent training has improved teachers' skills and this is having a good impact on pupils' learning.
80. The very good new resources and the new ICT suite are all have a positive role in raising standards across the school. Imaginative use is made of the suite, both to improve ICT skills and to support learning in other subjects. However, the suite has only been in use a few weeks. Previously, due to a large building programme, there were some difficulties in access and this has led to some areas of the ICT curriculum being missed. As a result, many pupils will not be able to complete the curriculum for their current year and, consequently, standards in ICT remain below those expected, despite good efforts by teachers to accelerate learning and full coverage of the programmes of study.
81. Leadership and management of ICT are good. There have been many good improvements in recent months and the action plan indicates that more improvements are planned, and training for staff will increase. Lessons have been monitored to ensure a whole-school approach and standards are rising as a result. ICT is an improving subject, despite past difficulties.

Information and communication technology across the curriculum

82. ICT skills are beginning to be used well across the curriculum. Particularly good use was seen in literacy and numeracy. For example, pupils use ICT to write and present their stories in literacy lessons, and to undertake investigations and solve problems in mathematics. Pupils in Year 2 used ICT well to support their study of the artist Picasso, and pupils in Year 5 have

created pictures in the style of Matisse, using two different programs effectively and then comparing them. In Year 6, pupils made good use of ICT to practise and revise their problem-solving skills as they took a mathematics test. Pupils' books show too little evidence of past work in ICT to ensure that expected standards are met.

HUMANITIES

83. **Religious education** was inspected by Section 23 inspectors during the inspection. There was not enough evidence for observing teaching and learning to report and judge fully on geography and history individually. Samples of pupils' work, documents and the school's planning were analysed and discussions took place with subject leaders.
84. From the evidence available in **geography**, it is likely that standards at the end of Year 2 and Year 6 meet the nationally expected levels, and most pupils, including those with special educational needs, achieve satisfactorily. Standards identified by the previous inspection have been maintained.
85. Year 2 pupils understand securely that an island is a piece of land surrounded by water, and have made a three-dimensional model of the isle of Struay, in connection with their literacy work on Katie Morag. Year 4 pupils effectively consider ways to improve traffic problems in Holmfirth. Year 6 pupils in their study of the local environment involving the development of the school playground posed questions to the headteacher, arising from the results of an earlier questionnaire they had put to pupils. They articulately expressed their concerns about the proposed loss of a grassed area, about noise, the effect of development on the locality and the school's neighbours, recognising human and physical processes and appreciating how their lives and the lives of others can be effected by change. In both lessons observed the teaching was good and pupils achieved well.
86. The subject has good leadership and management, showing rapid improvement in the past five months. The co-ordinator has written a new scheme of work, supplemented by a commercial scheme. Visits and visitors enrich the curriculum offered. Assessment sheets for use at the end of each topic are still being developed. Good use is made of ICT to support the subject, through access to the Internet and use of the school's digital camera to photograph the playground environment and outdoor landscapes. Pupils' cultural development is well supported through the study of other people and countries such as Morocco and India.
87. From the evidence about the subject of **history**, it looks as if standards at the end of Year 2 are at the expected levels nationally, and achievement is satisfactory. Standards at the end of Year 6 are above the expected levels, and achievement good. The previous inspection made no judgements at Year 2 and judged standards at Year 6 to be satisfactory, so there has since been good improvement. In the Year 1 lesson seen pupils effectively noted similarities and differences in homes now and in Victorian times before making their preferred choice for living. Most preferred the present day "because I like TV", but some reflected that they would have had to work much harder in Victorian times. The teaching, and pupils' learning and attitudes were satisfactory.
88. The Year 5 observation was part of a wonderful whole day experience of life during the Blitz in London, with pupils appropriately costumed in role-play as evacuees being sent away from London, with their gas masks and identity cards. Pupils were enabled to examine, draw and write about artefacts of the period, learning to respond immediately to the air-raid siren, huddling together in their Morrison shelter, singing songs of the time to keep up their spirits, awaiting the "all-clear", before engaging in a variety of activities ranging from writing a letter of reassurance to parents, shaving, paring potatoes and vegetables and making carrot cookies to a wartime recipe. The day was led by a visitor from the Totnes education service. The event was organised by the class teacher, and well supported by parents in their roles as *foster mothers*. The teaching was excellent. All pupils' learning and achievement during this lesson

was well above average. Such imaginative and innovative curricular provision was exciting to be observed.

89. The subject has good leadership and management, showing rapid improvements in the past five months. The co-ordinator has monitored teachers' planning, but not yet their teaching. There is now an appropriate scheme of work for the subject that aids the planning of pupils' skills. The good use of visits and visitors and special curriculum days, such as described previously, strongly support the subject. Resources are well supplemented through the County loan service and used most effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. There was not enough evidence to report and judge fully on all of these subjects individually. However, sufficient lessons were observed in music and physical education. Samples of pupils' work on display and in portfolios were analysed in art and design and in design and technology. Documents and the school's planning were analysed and discussions took place with all subject leaders.
91. In art and design, evidence suggests that pupils' achievement is satisfactory. In Years 3 to 6, pupils' achievement is good. Standards of work seen in Year 6 are above the nationally expected levels and of good quality. Pupils' observational drawings are successfully representational and there is good awareness of design. Printing of patterns with clean outline and bold use of colour is good and imaginative. There is strong evidence of sensitive colour mixing in paintings and perspective in landscapes is good. There are good strengths in shading of still life objects and in portraiture. The detail and development of portraits shows maturity throughout each year group. A broad curriculum for art and design, linked creatively to other subjects such as history and literature, provides valuable experiences for pupils to develop their knowledge and skills. Evidence of pupils' work in portfolios reflects the higher achievement of talented pupils because they are challenged well.
92. The evidence points to good leadership and management. The management of visitors to the school, and visits out related to art and design, has been most effective and has ensured that art is successful in improving pupils' perceptions of the natural and artificially made world. Sculpture from clay and large Egyptian styled masks have been imaginatively created using a variety of techniques and additives. Of particular note, is the mural covering the whole of one wall, created in honour of the *Millennium*, under the guidance of an artist. One enters the hall to be riveted by a wall of riotous colour. The subject contributes well to pupils' spiritual, moral, social and cultural development through its enrichment. Pupils have achieved well in local exhibitions, the South West Academy at Exeter has accepted 20 pupils' work for display. In 2002, a Year 6 pupil won a local Christmas card competition. Two pupils gifted in the arts are sent each year to Beaford Art Centre for two days. An artist in residence has helped pupils to create stained glass windows in the school's foyer. Art and design is valued as a subject throughout the school as an enlightening activity to communicate ideas and emotions in a visual form.
93. Evidence suggests that standards in design and technology have been maintained since the previous inspection, when they were satisfactory. Evidence from year-group portfolios suggests that there has been good improvement in pupils' skills in developing, planning and communicating ideas. Achievement in each year group is satisfactory overall, for assembling, combining and joining of materials. Designing skills are good and reinforced in art and design lessons. Examination of teachers' planning, pupils' projections, designs and evaluations, shows good coverage of the National Curriculum and for enriching experiences. So far, in the planning cycle, younger pupils have designed well moving pictures, playgrounds, homes from card, and moving vehicles with chassis and axles. Older pupils have made photograph frames, designed and made healthy sandwiches and moving 'monsters' from recycled materials, and created money containers as well as pop-up cards. A variety of toppings have been created for cinnamon biscuits. Musical instruments from card and papier maché have

been made. Imaginative toys, such as models of dolphins *leaping out of the sea* complement the practical tasks of making slippers from pupils' own designs and prototypes. Overall, pupils distinguish clearly what works well and what could be improved. The keen interest shown by pupils when they talk about any work displayed reflects the good leadership and management of a subject that is steadily improving.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- By the end of Year 6, standards are well above the expected levels nationally, and above at Year 2. Achievement throughout all year groups is at least good. It is mainly very good.
- The leadership, management and teaching of music are very good and result in pupils' very good learning overall.
- The range of enrichment activities and resources are very good.

Commentary

94. Music is a strength of the school. Very good standards are reached by the end of Year 6 and good standards in Year 2. Achievement is mainly very good. Evidence was seen in whole-school singing during assemblies, on videos of the school's musicals of a Nativity, and during lessons throughout, including dance. In each year group, pupils gain in their achievement. Pupils sing sweetly and confidently in an expanding repertoire, with very good rhythm, clear entry to each phrase and correct duration of notes. Pupils bring good dynamics and texture to their singing. Singing during lessons is correctly pitched with very clear diction, in a challenging repertoire. Pupils learn new songs quickly, memorising a new melody easily. The recording of their own compositions shows a clear and upward progression through each year group. Rhythmic work is successfully developed and pupils imaginatively layer sound effects using a variety of tuned and untuned percussion instruments.
95. The leadership and management of the subject are very good. The planning is broad and balanced, ensuring a clear progression of skills, for all aspects of music, between year groups. The use of a specialist teacher for teaching all the pupils in Years 3 to 6, is a significant factor in the very good impact of music on the whole school. Teaching is very good in Years 3 to 6. It is good in Year 2. The visiting music teacher teaches each class from Year 3 to Year 6. She assists and monitors work in Years 1 to 6. A teacher with good skills in playing the guitar, teaches younger pupils. Both teachers have pleasing, well-pitched singing voices, which help pupils sing with good pitch. The main music teacher's expertise is excellent and her knowledge of the pupils' learning is very good, as are the records kept of each year's achievements. Such high quality teaching ensures pupils' very good learning about the different instruments, in performing, singing and composing, individually or in groups. In lessons, pupils learn to play well the keyboard and a range of tuned and untuned percussion instruments. Liaison between the younger pupils and older pupils is good, particularly when all Key Stage 2 pupils co-operate in musicals such as, *Joseph and the Amazing Technicoloured Coat*.

Example of Outstanding Practice – Teaching and Learning observed in Year 5

The teacher made excellent use of a range of resources, such as listening to Britten's 'Young People's Guide to the Orchestra', and had brought into class a trumpet, violin and oboe in order to help pupils recognise the individual sounds within a full orchestra. Pupils focused avidly on the music and their listening was excellent and concentrated. The thoroughness of the teacher's planning was excellent, as is the organisation of the lesson, so that all pupils accurately maintained an ostinato pattern of three parts using percussion instruments. The performance of *Mama, Don't Allow* was of a high standard in singing and self-accompaniment, being well supported by the teacher's excellent guitar accompaniment. Enjoyment was obvious. Pupils waited for the audio playback of their taped group performance with eager anticipation, delight evident on their faces.

96. The range of enrichment activities and resources are very good and ensure that pupils remain highly focused and showing very good enjoyment. Very good programmes for music are linked with topics studied in class, such as the *Tudors* and the *Victorians*. Visitors to the school, such as *Young Shakespeare Company* have enriched the drama sessions with music. Two drummers, *Drum Crazy*, have provided good opportunities for pupils to participate in a day workshop. The drama club's production of the musical *Joseph* has offered very good musical enrichment, as have theatre visits to Torquay to see *The Twits* and to London to view *Chitty Chitty Bang Bang*. The headteacher and governors are investigating the possibility of individual or group tuition by instrumentalists, in the near future, due to several recent requests, and this will add to the very good enrichment programme available during the day. The activities already on offer enhance pupils' spiritual, moral, social and cultural development significantly. *Sacred Heart's* lively musical provision ensures that music has a high profile and contributes strongly to the good links between the school and its community.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Standards in dance are well above the expected levels nationally by the end of Years 2 and 6, and other standards in physical education are good. Achievement is good.
- Good leadership and management have ensured a broad range of activities to encourage pupils' skills.

Commentary

97. Overall, standards by the end of Years 2 and 6 are above the nationally expected levels. They are well above in dance. Teaching of dance is very good and in one lesson observed in dance, teaching was excellent. Pupils in Year 2 reach above the standards expected nationally in dance. Year 2 pupils use space very effectively. Their movements reflect very good awareness of high level spaces into which they reach out with expressive arm and hand movements. They use their fingers and hands sensitively when depicting *ice* and *fire*, for example, and transform a dance sequence to a high standard in the held movement of the final tableaux.

Example of Outstanding Practice – Teaching and learning in dance was observed in a Year 4 class

The teacher had adapted expertly a story from the Arthurian legends in order to enable the contrasting emotions and strong tension of aggression and acquiescence to be portrayed through dance. Pupils were very rhythmical, moving with dramatic step, correctly, to the pulse of the drum, and wielding their imaginary swords in concerted movements. Pupils' ability to portray emotions through facial expressions and body shapes, at differing levels, and to hold still in a final tableau was excellent. It was particularly pertinent in the climax of King Arthur's death. These are experienced dancers, well used to short sessions of discussing their dances on video, and analysing the whole unfolding of the dance/mime with maturity and insight.

98. Evidence shows that pupils are good at running, co-operating in team games, and throwing and catching in ball games.
99. Due to the good leadership and management of the subject, all pupils have many opportunities to take part in sporting activities, both in and outside of school hours. As a result, they improve their physical skills and ability to develop socially. The links with Cuthbert Mayne Secondary School and other primaries, provide activities and matches within the Torbay partnership. These include, football, hockey, athletics, cross-country, tag rugby, rounders, dance and swimming. In Years 2 and 5, pupils each experience a six week block of swimming tuition at the leisure centre in Paignton. By the end of Year 5, a majority of pupils swim 25 metres with a variety of strokes and they learn life-saving skills also.
100. Although the school's playground is small, good use is made of it and of nearby facilities. A lottery grant has been obtained for a wet weather surface of the school's playground. Pupils have access to Oldway Field for their sports day and athletics training. Victoria Park is used also. Residential trips include a Year 6 outdoor activities' week for five days at Beam House. Further enrichment is provided by visitors for training in sports. For example, a rugby specialist from Devon's Rugby Association has spent sessions during a period of four weeks' teaching tag rugby. A basketball trainer and an athletics trainer have visited for coaching pupils. Football trainers have visited from the secondary school. Dance is further encouraged through the school's musical productions, annually. The school hall is of a good size to support dance and gymnastics and the playground, despite its small size, is well equipped with climbing equipment. The co-ordinator's good planning ensures that pupils receive full access to all aspects of the curriculum, resulting in good enrichment and good learning and achievement of pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. There was not enough evidence to report judgements on overall provision, because no lessons were observed during the inspection.
102. The curriculum for pupils' personal, social and health education is good. Arrangements made for sex education and drugs awareness are satisfactory. There is good awareness of inclusion issues in the school and all pupils receive their curricular entitlement, though provision for higher attaining pupils in Years 1 and 2 is not always sufficiently well considered. Pupils are well prepared for transfer to their secondary schools at the end of Year 6 with increasing amounts of homework set and visits to the senior school, and from senior school staff. The school has identified that its transfer arrangements from reception to Year 1 and from Year 2 to Year 3 require improvement.
103. The development of pupils' independence and personal skills is good and remains similar to that at the time of the previous inspection. Pupils are offered many opportunities to develop independence in learning and to take on simple responsibilities. Some good whole-school strategies have recently been implemented and these are contributing well to pupils' personal development. For example, the introduction of *Spencer Bear* at the beginning of the year has raised awareness of citizenship. Pupils are awarded the 'bear' each week in response to good

citizenship activities such as helping others, tidying classrooms, being thoughtful and caring. The school's council is given real responsibilities to suggest changes and initiatives in school life. The council is elected from each year group and it takes its duties very seriously and approaches them in a mature manner. There are many examples of children helping others, raising funds to support overseas developments and performing for older citizens. A new personal, social and health education curriculum is being tested, but is not fully implemented. Group sessions enable pupils to discuss personal and emotional issues as they arise, and assemblies make a good contribution to personal development. The very good relationships in all areas of the school are a major strength, encouraging pupils to be thoughtful, caring and helpful to each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
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).

