

# INSPECTION REPORT

## **HOLY CROSS CATHOLIC PRIMARY SCHOOL**

Hucknall, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122814

Headteacher: Mrs Pat Snowdon

Lead inspector: C Kessell

Dates of inspection: 23<sup>rd</sup> – 25<sup>th</sup> May 2005

Inspection number: 267047

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	140
School address:	Leen Mills Lane Hucknall Nottingham Nottinghamshire
Postcode:	NG15 8BZ
Telephone number:	0115 953 4577
Fax number:	0115 968 0826
Appropriate authority:	The governing body
Name of chair of governors:	Mr Lucas Ortega
Date of previous inspection:	24 <sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

Holy Cross Roman Catholic Primary School is smaller in size than many other primary schools and serves the Nottinghamshire village of Hucknall and the wider community. A large number of pupils are brought to school by bus or car. The village is situated to the north of Nottingham and is a former mining community. The majority of the accommodation near to the school is privately owned. Most of the pupils come from white ethnic backgrounds, although some other ethnic groups are represented. The school has not received any refugees or asylum seekers but occasionally receives pupils from the Traveller community. Two pupils who use English as an additional language have recently joined the school. A number of children attend private nurseries or parent toddler groups before starting school. There is no local nursery provision. The proportion of pupils who are known to be eligible for free school meals is below average. The percentage of pupils who either left or joined the school during the last academic year was below average. Nine per cent of pupils are assessed as having special educational needs; this is below average. Children generally start full-time education with attainment that is similar to that expected for their age, although there can be some year-on-year variation. In 2002, the school was presented with a *Schools Achievement Award* and the *Investor in People* award. The school has five classes, with most years being taught in mixed-age groups.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr C Kessell	<i>Lead inspector</i>	Mathematics Information and communication technology Physical education
14066	Mrs G Hoggard	<i>Lay inspector</i>	
18709	Ms N Bee	<i>Team inspector</i>	English Art and design Personal, social and health education Design and technology Music Special educational needs English as an additional language
3751	Mrs T Cotton	<i>Team inspector</i>	Science Geography History The Foundation Stage curriculum

The inspection contractor was:

VT Education Consultants Ltd  
Old Garden House  
The Lanterns  
Bridge Street  
London  
SW11 3AD

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with a number of very good features.** It provides good value for money. The majority of pupils make at least good progress, particularly in English, mathematics and science. Teaching is effective and pupils learn well. The pupils' personal development and the care provided by the teaching and non-teaching staff are very good. The school is well led and managed by the headteacher and senior staff.

#### The school's main strengths and weaknesses are:

- Standards are well above average in English and mathematics in Year 6.
- Teaching and learning are very good in Years 4, 5 and 6. As a result, pupils in these year groups often make very good progress.
- The headteacher has high aspirations for the school and provides a good sense of purpose through her leadership.
- Parents think very highly of the school. They are supportive of the work of the school and have strong links with it.
- The pupils are cared for very well. Their welfare and safety is a priority of the school and of governors.
- The very high standards of behaviour and the pupils' positive attitudes to school are the result of the school's very good provision for pupils' personal development.
- Some aspects of the school's provision for the Foundation Stage<sup>1</sup> need to develop further.

The school was last inspected in 1999 and given a number of key issues to address. These have been successfully addressed and the school has improved well over the last six years. Through successful action planning, the school has a more consistent approach to the teaching of handwriting and spelling, and the youngest children have been provided with suitable outdoor play equipment. The number of support staff in place has increased and there has been a significant improvement in the governance of the school. Since the previous inspection, the school's trend of improvement has been above the trend found nationally.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	B	A	A	A*
Mathematics	C	A*	A	A
Science	A	B	C	B

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

**Pupils' achievement is good overall.** Most pupils, including those with special educational needs (SEN), make good progress. Pupils in Years 4, 5 and 6 often achieve very well as a result of consistently high quality teaching. However, there are occasions when children in the Foundation Stage do not make as rapid progress as other pupils in the school. The data above shows that in the national tests in 2004 for pupils in Year 6, standards in English and mathematics were well above average. Standards in science were average. The data also indicates that these pupils achieved well in relation to the standards they reached at the end of Year 2. The results in English were in the top five per cent of similar schools. Standards are similarly high for the pupils currently in Year 6; they are well above average in English and mathematics, and above average in science. Standards in science have improved on the previous year. The results of national tests from 2002

<sup>1</sup>The Foundation Stage caters for children from the age of three to the end of the Reception Year.

to 2004 taken by pupils at the end of Year 6 show that boys outperform girls. This is different from the trend found nationally. The children's levels of attainment when they start school vary year-on-year. For this reason, standards are not so high in the current Year 2 as in previous years; reading and mathematics are average, whilst writing is above average. However, the majority of these pupils have achieved well. The children in Reception are on course to reach the expected standards by the time they start Year 1.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** As the pupils get older, they develop very good standards of behaviour and enthusiasm for learning. They become mature young people, and their positive attitudes support learning effectively. The pupils' attendance levels are above average. Punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

Teaching is good overall. Lessons are well planned and organised. The teaching and non-teaching staff encourage and engage the pupils so that they make good progress. The pupils are enthusiastic learners who work well together and independently. Classroom relationships are strong and standards of behaviour are very high. The positive atmosphere found in all classrooms ensures good learning. Although satisfactory, teaching is less effective in the Foundation Stage.

The curriculum offered by the school is good. It is enriched by popular extra-curricular activities, visits and visitors to the school. The school has a very good partnership with parents and provides very high levels of care for the pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher's leadership is good. She has a clear vision for the school and has contributed much to the improvement in pupils' achievement and the quality of education since the last inspection. She is well supported by senior staff. The core subjects of English, mathematics and science are particularly well managed. The work of the governors is good and they fulfil their statutory requirements.

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

Parents are very pleased with the school. The great majority of parents believe that their children are taught well, make good progress and are well cared for. The pupils are equally enthusiastic about their school. They agree that they have to work hard, and that the teachers are fair and show them how to improve their work. They find each other friendly and well behaved.

The inspection team fully supports the parents' and pupils' views.

## **IMPROVEMENTS NEEDED**

**The most important thing the school should do to improve is:**

- Continue to develop and improve the management and organisation of the Foundation Stage provision.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is good overall. By the time pupils leave the school, their standards in English, mathematics and science are high.

#### Main strengths and weaknesses

- Pupils in Key Stages 1 and 2<sup>2</sup> make good progress overall. This includes those with SEN.
- Standards are well above average in English and mathematics in Year 6.
- As a result of very good teaching in Years 4, 5 and 6, the pupils achieve very well.
- Pupils are now making better progress than they did at the time of the previous inspection.
- Children make slower progress in the Foundation Stage.

#### Commentary

1. The inspection team agrees with the views expressed by parents at the pre-inspection meeting and through the parents' questionnaire, namely that the pupils make good progress. This is the result of good teaching overall and the pupils' very positive attitudes to learning. It is a better picture than at the time of the previous inspection. Pupils' progress, with the exception of those with SEN, was then judged as sound. As a result of consistently very good teaching in Years 4, 5 and 6, pupils achieve very well. The quality of teaching and learning of the oldest pupils ensures high standards.

2. Children generally start the school in their Reception Year with the levels of attainment that are normally expected for their age. Occasionally this can vary, with some year groups having lower levels of attainment, such as the current Year 2. The current Year 3 pupils started school with levels of attainment above those normally expected. The children currently in Reception are making satisfactory progress; most are on course to reach the expected levels by the time they start Year 1.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
reading	18.9 (17.9)	15.8 (15.7)
writing	19.1 (17.1)	14.6 (14.6)
mathematics	19.2 (18.7)	16.2 (16.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year.*

3. National test results for pupils in Year 2 in 2004 indicated that, when compared to those of all schools, standards were in the top five per cent in reading, writing and mathematics, and well above average. When compared to those of similar schools<sup>3</sup>, standards in these areas of learning were also in the top five per cent. There was a significant improvement in the school's average point score<sup>4</sup> on the previous year. Standards for the current Year 2 pupils are average in reading and mathematics and above average for writing. The average point score for this year group is predicted to be much lower than in 2004, because this group of pupils started school with lower levels of attainment. However, they have made good progress.

<sup>2</sup> Key Stage 1, sometimes referred to as the infants, caters for pupil's aged between 5 and 7 and refers to pupils who are in Years 1 and 2. Key Stage 2, often known as the juniors, refers to pupils in Years 3 to 6 and caters for pupils aged between 7 and 11.

<sup>3</sup> In this example, similar schools are defined by the proportion of pupils eligible for free school meals.

<sup>4</sup> The average point score table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils and dividing the total by the number of pupils with a test result. The calculation is carried out for each subject tested.



### **Standards in national tests at the end of Year 6 – average point scores in 2004**

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	29.5 (28.6)	26.9 (26.8)
mathematics	29.0 (30.3)	27.0 (26.8)
science	29.0 (29.7)	28.6 (28.6)

*There were 12 pupils in the year group. Figures in brackets are for the previous year.*

4. When compared to those of all schools, the national test results in 2004 for pupils in Year 6 indicated that standards were well above average in English and mathematics, and average in science. Although there was a decline in the average point scores in mathematics and science compared with the previous year, the average point scores were above those found nationally, and were significantly so in English and mathematics. In the three years 2002 to 2004, the school's trend of improvement in all three subjects was higher than the trend found nationally. Value-added data indicated that the Year 6 pupils in 2004 achieved very well in relation to their prior attainment in Year 2. These high standards are being continued with the current Year 6 pupils. Standards in English and mathematics are well above average, and above average in science. Standards in science have improved on the previous year as a result of the school's successful analysis of previous performance data, and of successful action planning to address areas identified for development.

5. Data from the last three years shows some variation in the performance for boys and girls when compared to the trends found nationally. This is particularly noticeable at the end of Key Stage 2, where the boys outperform the girls in English, mathematics and science. The school is aware of the situation but has not drawn any conclusions after rigorous analysis of performance data. Differences in boys' and girls' performance were not noticeable during the inspection.

6. The achievement of pupils with SEN is determined by the quality of teaching. In lessons where teaching is good or very good, achievement is at least good and sometimes better. Parents at the pre-inspection meeting agreed that individual needs were generally well catered for.

7. Two pupils who use English as an additional language have recently joined the school. It is too early to make a judgement on their achievement as they have been in school for such little time.

8. Standards in information and communication technology (ICT) are at expected levels for pupils in Years 2 and 6. Other subjects were not part of the inspection focus.

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

The pupils' attitudes and behaviour, and their personal development, are very good. Attendance is above average.

### **Main strengths and weaknesses**

- Behaviour and attitudes to learning develop well through the school, and relationships are very good.
- Personal development is very strong, though multicultural practice needs more development.
- Attendance and punctuality are good.

### **Commentary**

9. Behaviour and attitudes develop very well through the school, and this is an improvement since the last inspection. As they get older, pupils respond well to the opportunity to work with others in pairs and groups. Year 3 pupils, for example, became fully involved in an air-raid simulation as part of a 'living history' afternoon, working together to identify the owners of lost suitcases. They also helped to evaluate each other's work in physical education. Pupils' ideas are frequently sought, for example, on the theme of 'Choices' (and their consequences). Key Stage 2

pupils wrote prayers and produced wall displays, as well as making impressive contributions to an assembly. Year 4 and 5 pupils adapted recipes to make their own choice of bread in a design and technology lesson. The frequent emphasis on independence and co-operation means that pupils are enthusiastic and very well motivated to learn. Relationships with each other, and with their teachers, are very good, and parents recognise this as a strength.

10. Behaviour in and around the school is always good, and often very good, particularly as pupils mature and grow up. In a Year 5 and 6 religious education lesson, the class worked together very sensibly, wrote some profoundly mature responses to a reading from the gospel and listened politely to each other's work. In the playground, pupils play together well with pupils of different ages and genders, and are quick to help anyone who is hurt or distressed.

11. Pupils with SEN, and those with English as an additional language, generally respond positively in lessons and behave very well.

12. Personal development is very strong and contributes significantly to producing thoughtful, self-aware young people. It is something parents value very much. Spirituality is very well developed, largely through the many religious activities and events, such as the memorial service for the recently deceased Pope. Pupils have a good understanding of feelings and emotions, and show concern and compassion for others. Some teachers bring spirituality and a sense of wonder into the classroom; Year 4 and 5, for example, were entranced and fascinated by the growth of yeast mixtures in science.

13. Moral development is also very good. The behaviour code is strongly and consistently promoted, as is respect for all. Year 6 pupils, especially, understand clearly the difference between right and wrong, and that actions have consequences. Importantly, teachers are perceived as totally fair, and are seen to act without favouritism: they are very good role models.

14. Social development is very good. There are plenty of opportunities for pair and group work, and many expressions of group emotion through the various religious events and celebrations. There is a very strong sense of the school as a community, and one which is caring and thoughtful as well as open to welcoming others. Day and residential trips, sports activities and whole-school events such as the Christmas play all help pupils to develop harmonious working relationships.

15. Cultural development is good. Pupils get plenty of exposure to their own culture, for example, by looking at the growth of Hucknall as a mining village, life during the Second World War, or modern authors, through Book Week. However, there is less awareness of other cultures, whether in music, art or English. Pupils have some understanding of other faiths, in that they have studied the major world religions, but this is not put into practice, for example, through visiting a mosque or temple.

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

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.4
National data	5.1	National data	0.4

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

16. Attendance and punctuality are both good. Average attendance is over 93 per cent and unauthorised absence is very low; both are better than the national average. Pupils come very willingly to school and very few are late for lessons. There have been no exclusions for several years.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching and learning and the curriculum are good. There are very strong links with the parents, and relationships with the community are good. The pupils are very well cared for.

### Teaching and learning

Teaching and learning are good. The school has a good range of assessment information. The use of assessment is satisfactory.

### Main strengths and weaknesses

- Teaching is very good in Years 4, 5 and 6.
- Classroom relationships are very good.
- Pupils find lessons interesting and are enthusiastic learners.
- Pupils work well together and independently.
- The school has a good range of assessment information.
- Although satisfactory overall, teaching and learning are less effective in the Foundation Stage.

### Commentary

17. Teaching and learning are a strength of the school. Parents are impressed by the quality of teaching and the inspection team supports their opinions about it. The quality of teaching in Years 4, 5 and 6 is consistently very good. This enables the pupils in these year groups to achieve very well in the majority of their lessons. The quality of teaching and learning in this part of the school makes a significant contribution to the very high standards at the end of Key Stage 2. Throughout the school, pupils are keen to learn and have very positive attitudes. This also leads to their good achievement. The great majority of parents believe that teaching is good, though a minority expressed reservations about their child's learning in the Year 1 and Reception class. The inspection team agree with these reservations. Although the quality of teaching in this class is satisfactory overall, there are occasions when the management and organisation of the class could be more effective, enabling the pupils to make better progress and learn more rapidly.

### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	11	4	8	1	0	0

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

18. The majority of the classrooms are effective learning environments. Pupils work hard, either with each other in group activities or independently. Analysis of their previous work indicates that the pupils have covered a good range of work during the past year. They take pride in their work and show an enthusiasm for their learning. They talk confidently about their current work and topics or activities that they have undertaken in the past. This is particularly noticeable as the pupils get older. By the time they reach Year 6, they show high levels of maturity. Teachers have high expectations with regard to pupils' work and behaviour. This is reflected in the strong climate for learning found in most classrooms. Very little time is wasted during lessons, and activities have pace. Consequently, pupils make good gains in their knowledge and understanding overall. The pupils have a good understanding of what they are doing, because learning intentions are always clearly explained to them and displayed in classrooms. They are also successfully reviewed at the end of lessons. Support staff work well and give good support to individual pupils or groups. All enjoy what they are doing, and learning is fun. Classroom relationships are very strong and contribute much to the successful learning that takes place.

19. The very good teaching found in Years 4, 5 and 6 ensures pupils' high achievement. Time is always used very productively and pupils produce significant amounts of high quality work. Teaching in these classes is consistently stimulating, enthusiastic and challenging. Pupils are always given very clear guidelines and instructions for their work, which they listen to very carefully. They are keen to participate in activities and are given a number of opportunities to present their views and answer questions, which they do maturely and sensibly. The skills of speaking and listening are particularly well promoted and, at the end of lessons, time is provided for thoughtful evaluations of the work that has been covered. The teachers in Years 4, 5 and 6 have a very secure knowledge and understanding of the curriculum they teach. The unsatisfactory teaching observed during the inspection was the result of pupils being given inappropriate activities for their age and ability, with the result that their learning was minimal.

20. When teaching is good and activities address the needs of all individuals, pupils with SEN achieve well. However, pupils' previous work shows that, on occasions, a few pupils with SEN receive too little guidance to improve. When this happens, they do not finish the work they are given and sometimes achieve too little during the lesson. As a result, pupils do not do as well as they could in some lessons. In the best instances, teachers' marking of work refers to pupils' targets on their individual education plans (IEPs). However, this is not consistent in all classes. Throughout the school, pupils with SEN are well supported by the teaching assistants and the volunteer helpers who work with them.

21. Homework is used well by teachers to successfully support the learning that takes place in the classroom. The school has worked hard to develop its use of homework, and parents are supportive of this. At the pre-inspection meeting, parents commented that homework had become more regular and developed progressively as the pupils moved through the school. Year 6 pupils spoke very positively about the contribution that homework made to their learning.

22. The school has a good range of assessment procedures. The analysis of national test results and non-statutory tests by the subject co-ordinators for English, mathematics and science is first-class. This process identifies weaknesses in curriculum coverage or teaching which are then addressed through action planning. These in-depth analyses of tests contribute much to the high standards that the school achieves. However, the tracking of individual pupils against specific targets could be more rigorous. Teachers' marking is a strength in the teaching of English. It is often informative and diagnostic, and identifies the next stages of learning. It is not so good in other subjects, although it is always supportive.

## **The curriculum**

The curriculum is well planned for pupils in Years 1 to 6. The well planned and organised educational visits into the local community, and the visitors invited into school, enhance the curriculum. Provision is satisfactory for pupils with SEN. Statutory requirements are met.

## **Main strengths and weaknesses**

- Many subjects are enhanced by pupils' visits out of school, and by visitors who are invited into school.
- Personal, social and health education (PSHE) is well provided for.
- The provision for the children in the Reception class is not as good as in the rest of the school.

## **Commentary**

23. The school provides a curriculum that is well planned and has good links across subject areas. These cross-curricular links reinforce and develop previous learning well, and are apparent in all classes. For example, as pupils in Years 4 and 5 made different sorts of bread in a design and technology lesson, they reinforced knowledge and skills they had previously learnt in science. Previous work shows that in the Year 5 and 6 class the pupils used information from a science experiment to write an account during a literacy lesson.

24. This broad and well-balanced curriculum includes all subjects of the National Curriculum and religious education. The curriculum co-ordinator diligently oversees what is planned and taught. Subjects in most year groups are generally taught through two-year rolling programmes. This ensures that topics are not repeated in the mixed-age classes. Curriculum planning shows that all subjects have clear guidelines for teachers to follow, and mixed-age classes are well catered for. The majority of parents believe that there is a good range of activities which children find enjoyable and interesting. The inspection team agree with them. The provision for the pupils' PSHE is good, and planning clearly shows that there are good links with many subjects, in particular with religious education, physical education and science. Visitors from the local community enrich the curriculum. For example, during the inspection a police officer came in and delivered part of the 'D.A.R.E' programme to the pupils in Year 6. This series of weekly lessons informs the pupils about issues related to topics such as peer pressure, the dangers of smoking, and drugs abuse. The programme supports pupils' personal and social skills very well, as well as enabling them to see clearly the qualities needed to become a good citizen.

25. Visitors who are invited into school enhance the curriculum in many subjects. During the inspection a member of the local community came in and spoke to pupils in Year 3 about life during the Second World War. The historical objects that she brought in to show the pupils fascinated them. As a result, they all listened very attentively and concentrated well as their history topic came to life. Pupils in Key Stage 2 have good opportunities to take part in well-planned visits to places of interest. For example, pupils in Year 3 have recently visited the local library. In addition, as they get older, there are good opportunities for pupils to take part in residential visits. Pupils in Years 5 and 6 are particularly excited about a forthcoming school journey where they can live alongside their friends and teachers. These good opportunities focus on developing and reinforcing skills and knowledge taught in many subjects, as well as greatly enhancing pupils' personal development. The school offers a satisfactory range of out-of-school activities, such as football, netball and sewing. These activities are very well attended by younger pupils as well as those pupils in Key Stage 2.

26. There is a good number of teachers to support the demands of the curriculum. The number of support staff is satisfactory. This is an improvement since the previous inspection, when the school was criticised for not having enough support staff for the curriculum. The accommodation is good overall. It is very well maintained inside and consists of five classroom areas, a hall and a good size library. There is a good selection of books to support the English curriculum and, in most areas, resources are good. Outside, the playground area is sufficient and there is a large field for the pupils to use.

27. The provision for pupils with SEN is satisfactory. All pupils who have been identified as having SEN have satisfactory IEPs, with targets that identify what they need to do to improve. However, targets are not always specific enough and this makes the rate of progress difficult to measure. In addition, because these targets are not consistently referred to in lessons or in the marking of work, the progress against the targets becomes haphazard. These plans are reviewed regularly and parents are satisfactorily informed. However, the comments on the reviews are sometimes vague and do not contain enough information with regard to the progress the pupils are making.

## **Care, guidance and support**

Holy Cross is a warm and caring school which actively consults and respects its pupils. This leads to articulate and confident learners with high self-esteem.

### **Main strengths and weaknesses**

- This is a very caring school where each child is nurtured as an individual.
- Pupils' views are sought and respected and their ideas are put into practice.
- Everyday routines are well organised and efficient.

### **Commentary**

28. There is a terrific sense of community in the school, and pupils are proud and happy to belong to it. Staff are caring and professional, with a good knowledge of each child. There are frequent events and occasions where pupils are rewarded and recognised, such as football and attendance awards, and a leaving ceremony for Year 6 pupils. Staff encourage pupils to listen to and respect each other; as a result, pupils are confident, with high self-esteem.

29. All staff do a lot informally and take responsibility to promote many aspects of personal development. Overall, pupils have access to well informed and timely support and advice as they progress through the school.

30. All pupils, including those with SEN, are very well cared for. External specialists are used well to support those pupils with SEN.

31. Pupils' views are actively sought and listened to. The school council is an active organisation with well developed mechanisms for gathering views, discussing them and disseminating the results. Items for discussion have included: football training, more storage space for equipment and a homework club. Some of the areas for discussion have led to action, such as the idea of extending the tarmac area of the playground, and a fund-raising event for tsunami victims. Pupils are encouraged to lead their own class assemblies and contribute to wall displays and booklets.

32. Day-to-day routines are well organised and managed so that the maximum time is devoted to learning. The school secretary is efficient and welcoming to parents; the teaching assistants are helpful and have well practised routines, and the school has managed fire drills and other health and safety checks very thoroughly. All staff are trained in first aid, and systems for child protection are clearly understood by all.

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

Links with parents are very good, and links with the community are good; both enrich children's learning.

### **Main strengths and weaknesses**

- Parents are very positive about the work of the school, and are fully involved.
- The local community is used well to reinforce pupils' learning, which in turn builds pupils' interest and self-esteem.

### **Commentary**

33. Parents are extremely positive about the school, and a number have decided to enrol their children even though they live some distance away. They cite good results, the friendliness of the staff and the 'family' feeling of the school. Many are reassured that the school teaches good moral values and is well thought of in the local community. This is an aspect which has improved since the last inspection. A number of parents also help in tangible ways, for example, by helping in

design and technology lessons when pupils are making bread, by running fund-raising events for the Parents and Friends Association and by managing the school football team. Parents often attend events such as the Christmas play, Harvest Festival and annual bazaar. The school secretary is helpful in managing parents' day-to-day concerns. For example, written documentation is often of a high standard; there is an informative and well presented prospectus and there are lively newsletters. However, annual pupil reports to parents, while generally helpful and informative, contain no reference to national curriculum levels. They do, on the other hand, contain targets for improvement, and older pupils and their parents know about these.

34. Parents are consulted regularly by the school by means of questionnaires. The responses from these identified homework as a particular issue, and the school has taken action to standardise this through an updated policy. The relevance of homework has improved since the last inspection.

35. Parents of pupils with SEN are satisfactorily informed about the progress their children are making.

36. There are strong links with the church, for example, regular Mass conducted in the school and visits by the priest as preparation for the First Reconciliation. Events such as the blessing service for the new classroom and a Requiem mass for the recently deceased Pope were well attended by parents as well as their children. The overall result of the effective links with the Church is confident, thoughtful young people with a good understanding of their place in the Catholic world.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Governance is also good. Statutory requirements are met.

### **Main strengths and weaknesses**

- The headteacher provides good leadership. She has high aspirations with regard to standards and the quality of education.
- The core subjects of English, mathematics and science are managed well.
- Good use is made of performance data to ensure that pupils are achieving well.
- Governance is good overall. Governors have a very good understanding of the school's strengths and weaknesses.

### **Commentary**

37. Parents believe that the school is well led and managed. The inspection team support this view. The school has developed well since the previous inspection. The improvement in standards has been at a quicker rate than that found nationally, and the headteacher must take much of the credit for this drive for improvement. She has high expectations, particularly with regard to academic standards and the quality of education. She must also take credit for the very positive culture found at the school, which is appreciated by the parents. Not only are the pupils offered a good curriculum, supported by generally high quality teaching, but there is a genuine concern for the needs of individual pupils, and all pupils are cared for well. The school successfully provides the pupils with a wide range of exciting learning experiences, as well as ensuring that the Catholic nature of the school is well promoted. The headteacher is ambitious for the pupils in her care and successful in ensuring that they leave the school as mature, well-rounded individuals.

38. Led by the headteacher, there is thorough evaluation of performance data, and action is taken to address weaknesses or areas for development. The subject co-ordinators for the core subjects of English, mathematics and science are all involved in this process, and rigorously monitor and evaluate the performance of pupils in statutory and non-statutory tests. The results of these evaluations then contribute to the school's overall strategic planning and teachers' performance management targets. All subject co-ordinators produce annual action plans for their subjects, and

the school's current identified areas for development indicate that the school's self-evaluation processes are accurate and rigorous. Standards in science have improved this year as a result of the co-ordinator's review of previous learning, and the need for further development of the Foundation Stage had already been identified by the school and governors before the inspection. There is a also good programme for the monitoring and evaluation of teaching.

39. Provision for pupils with SEN is satisfactorily led and managed. The co-ordinator keeps information on all pupils that broadly indicates the rate of progress the pupils are making towards their targets on their IEPs. However, this information lacks specific detail and the quality could be better. Sometimes, non-specific targets and lack of detail when reviewing progress make pupils' actual achievement difficult to measure. In addition, there is no formal monitoring of how these pupils do in other areas of the curriculum. As a result, pupils with SEN are sometimes given activities that are too difficult for them. Where this happens they do not achieve as well as they could.

40. Governance of the school has improved significantly since the previous inspection, when it was identified as a weakness and a key issue. Governors have a very good understanding of the school's strengths and weaknesses. They are well informed about what is happening in the school through their analysis of performance data, the feedback they receive from the headteacher and other senior staff and the discussions that individual governors hold with subject co-ordinators they are linked to. Governors feel ownership of the school development plan and contribute to its production after the staff have put the 'bones' of the plan together. They are particularly influential in costing the development plan, and through their well-organised committee structure they successfully monitor the progress of action plans for provision and standards. Whilst being supportive, governors are aware of the need to challenge what is going on in the school. They are rightly proud of the school, showing an active interest in all its work. Governors fulfil their statutory duties, including agreeing performance targets.

**Financial information for the year April 2004 to March 2005**

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	433,899.00	Balance from previous year	31,563.00
Total expenditure	409,710.00	Balance carried forward to the next	24,189.00
Expenditure per pupil	2,927.00		

41. The financial management of the school is good. The financial resources available to the school are used properly for the needs of its pupils. Governors regularly monitor the school's budget and there are clear financial planning processes, with planning well linked to the school's development planning. Contingency planning is carefully thought through, so that the school is well placed to improve staffing levels and accommodation and to maintain pupils' achievement as the school's roll increases over the next few years. There is a good awareness of the need to apply best value principles when securing goods and services, and successful procedures are in place to consult with parents and pupils.



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

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

42. Provision for the Foundation Stage is managed in a mixed-age class of Reception and Year 1 pupils. At present, 15 five-year-olds attend the Reception class on a full-time basis. The children are well settled and happy to come to school.

43. Provision in the Reception class is satisfactory. Teachers plan work with the recommended six areas of experience in mind, but the organisation and management of the curriculum has some shortcomings. There are too few opportunities for children to choose, explore and experiment freely through structured play. The monitoring of incidental learning by teachers is inconsistent.

44. The children build on their average attainment at the start of school and achieve satisfactorily overall. They are expected to exceed the Early Learning Goals in communication, language and literacy and knowledge and understanding of the world, and to achieve the learning goals in all other areas of learning, by the end of the Reception class. Teaching is satisfactory overall, with good relationships a consistent feature. The present structure for assessment, particularly in language, literacy and mathematics, is unwieldy and takes up too much time.

45. Provision for children's outside experiences and physical development has improved since the previous inspection and is no longer a key issue. The new play area, with the provision of large toys, supports the children's social and physical development satisfactorily.

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

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

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

- The children are happy and well settled.
- Relationships between adults and children are good.
- Children do not have enough opportunity to make choices and decisions about their learning.

#### **Commentary**

46. Teaching and learning are satisfactory. The children achieve soundly and the great majority are expected to reach the recognised Early Learning Goals by the end of the Reception class. Teachers provide children with a happy and settled start in this mixed-age class; they know the children well and quickly spot and monitor any difficulties. They provide good models of fair play, with the result that children develop a sense of what is right and wrong. Younger Reception children's contributions are heard and valued, and they develop increasing confidence as learners. However, learning experiences can be too closely directed. On occasions, the children's interest and behaviour wanes when they work for too long on directed tasks. On the other hand, in role play and creative activities, with the chance to choose freely, children develop good levels of interest and persistence and can concentrate on their own play and sustain involvement.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Achievement in speaking is good.
- The children make good progress with their reading.
- The children need more opportunities to write independently.

### Commentary

47. Teaching and learning are good. Achievement in speaking and reading is good, so the children exceed the Early Learning Goals by the end of the Reception class. They are encouraged to use their speaking and reading skills readily in their play and learning, for instance, when creating and acting out their own imaginative stories in the 'castle' role play area. Lessons related to work with letters and their sounds (phonics) are brought to life by a 'wicked witch' puppet, who hides words and letters in her magic bag. Progress with reading is good. The children turn readily to books. A significant number begin to read everyday words by sight, recognise initial letters, and read simple stories with understanding. Achievement in writing is satisfactory, but writing experiences are too closely linked to worksheets. This in turn limits the practice and development of early, independent writing skills. As yet, the children's learning in spontaneous play is not monitored tightly enough. This takes away the opportunity for teachers to build on and extend the children's learning.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Recording work in mathematics relies on too many worksheets.
- Children develop good number skills.

### Commentary

48. Teaching and learning are satisfactory. Most children are expected to achieve the Early Learning Goals by the end of the Foundation Stage. They explore number and shape in a practical way, but recorded work is linked to worksheets, some of which are inappropriate for younger children. Children recognise numbers to 20, successfully use the vocabulary involved in adding and subtracting, and begin to relate addition to combining two groups of numbers. They learn how to form their numbers correctly, and to count, order and find the missing number to 20. They recognise and use basic shapes and alternating patterns in work in art and with construction toys. Teaching is sound in directed experiences, enabling children to develop new knowledge and achieve satisfactorily.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Activities are clearly based on first-hand experiences.
- Sound teaching encourages observation and exploration.

## **Commentary**

49. Teaching and learning are good, and are enhanced by well resourced experiences. This is evident when the children handle a wide range of 'old toys' and are motivated to find out more. They achieve well as they ask and answer questions about the past, and begin to learn more about the passing of time. They use a digital camera to record observations in everyday lessons and make judgements about their environment and favourite lessons. Their own skills with the computer and digital camera develop well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Provision for outdoor experiences and physical development has improved since the previous inspection.
- Skills development and resources are inappropriate in some lessons.

## **Commentary**

50. Teaching and learning are satisfactory. The great majority of children are expected to achieve the Early Learning Goals by the end of the Reception class. Although achievement is satisfactory overall, in one lesson during the inspection the children did not achieve as well as they should. This is because resources were used inappropriately and skills were not developed. In the new play area, the children move on and off the large climbing apparatus confidently and work well with others. They make sound progress with their balancing skills and guide wheeled toys with care. As yet, teachers' organisation and management of the free flow of learning, both in and outdoors, needs further evaluation. This will help to ensure that the needs of younger children in the mixed Year 1 and Reception class are being met. In everyday lessons, a range of experiences with cutting, gluing and sticking ensures the development of increasing dexterity with finer physical skills.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- The role play area is used well to promote imaginative and creative play.
- There is limited regular access to a range of different materials.

## **Commentary**

51. Teaching and learning are satisfactory and children are expected to achieve the Early Learning Goals by the end of the Foundation Stage. Opportunities for the children to create imaginatively in role play are planned clearly, and achievement is good. Children exploring in the sand play area join in and carry through their own ideas as they create a wedding cake for a prince and princess. However, there is limited opportunity for children to choose and explore a range of different media, other than painting and drawing, on a regular basis. The monitoring and assessing of teaching and learning when children choose experiences for themselves is not fully in place.

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

## ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards are well above average at the end of Year 6.
- Standards are above average in speaking and listening and writing at the end of Year 2.
- Achievement is good overall, but very good by the end of Year 6.
- Teaching is good overall, but very good in Years 4, 5 and 6.
- Reading records could be more informative.

### Commentary

52. In Year 6, standards are well above average. These high standards are similar to those reached by the pupils in national tests at the end of Year 6 in 2004. The pupils have achieved very well. In Year 2, standards are above average for writing and average for reading. These standards are lower than those reached in the 2004 national tests. Although these pupils have achieved well, standards are not as high because there are differences in standards on entry to the school between year groups.

53. The previous inspection reported that standards in handwriting and spelling were not good enough throughout the school. This issue has been successfully addressed. Standards have improved since the previous inspection. This is because there are now consistent procedures in place which ensure that pupils develop good handwriting skills year-on-year. In addition, pupils' previous work clearly shows that spelling is focused upon well when teachers mark pupils' work.

54. The quality of teaching varies from class to class within the school. In Years 4, 5 and 6, teaching is very good. In lessons seen in the two classes at the upper end of Key Stage 2, there were very good relationships between the teachers and the pupils, and the lessons were very well planned and organised. Links to promote learning from other subjects were reinforced well. For example, pupils in the Year 4 and 5 class confidently used persuasive writing to produce advertisements promoting products they made in design and technology. In the Year 5 and 6 class, the pupils developed sketches during a drama lesson which promoted aspects of their PSHE programme very well. Both teachers showed very good subject knowledge, and all instructions and information were very clearly given. In both classes the pupils were given very good opportunities to work in groups. In all classes there are good opportunities for pupils to develop speaking and listening, reading and writing skills. Relationships are at least good, and in lessons where there is support from teaching assistants the pupils are supported well. The presentation of work is consistently good throughout the school.

55. Assessment arrangements are satisfactory overall for reading and writing. The quality of marking varies throughout the school. The best examples are not only supportive but clearly show the pupils how well they are doing and what they need to do to improve. There are clear targets, which are high profile in all classes for writing, and these are now contributing to the standards the pupils are reaching. However, there are no targets for reading. Reading records vary in quality. They are supportive but do not consistently identify what the pupils need to do to develop their reading skills. Literacy targets on the IEPs of pupils with SEN could be used more effectively in lessons and in the marking of pupils' work.

56. The co-ordinator leads the subject well and has worked hard on analysing past results. Educational visits to the local library and the theatre enrich the English curriculum as well as promoting pupils' personal development. There is a good selection of books in the school in the main library and in smaller designated library areas in each classroom. Information and communication technology (ICT) is used well to support the subject. For example, pupils in Year 5 were seen using the laptops confidently as they edited poems they had written earlier.

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

57. There are good opportunities for pupils to use language and literacy skills as they write in other subjects. For example, in Years 5 and 6, pupils wrote up their science experiment very quickly, neatly and confidently. In design and technology lessons, all year groups are given good opportunities to use their developing writing skills as they label diagrams and evaluate their designs. In history in Years 1 and 2, pupils' previous work shows that they wrote letters as they learnt about Florence Nightingale. In all classes, adults generally have high expectations with regard to pupils' writing being well presented and neatly written.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well overall.
- Standards are well above average in Year 6.
- Teaching and learning are good.
- The support work provided by the subject co-ordinator with Year 6 pupils contributes much to the high standards in Year 6.

### **Commentary**

58. Pupils achieve well in mathematics as a result of consistently good teaching. In Years 4, 5 and 6, teaching is often very good and pupils make very good progress. Overall, standards are better than at the time of the previous inspection and pupils make better progress. Improvement since the previous inspection has been good. Standards for the current Year 6 pupils are well above average. They are similar to those achieved in the 2004 national tests. Standards in Year 2 are average, but not as high as last year. However, the pupils have made good progress through the year. Their standards on entry were lower than those of the previous Year 2 pupils. Throughout the school, the pupils' attitudes to learning in numeracy lessons are very good. This contributes significantly to their good achievement.

59. Lesson observations during the inspection, and analysis of pupils' previous work, indicate good use of the National Numeracy strategy. Pupils have a good understanding of what they are doing, through teachers carefully explaining and displaying learning intentions which are successfully reviewed at the end of lessons. Activities are well organised so that the majority of pupils undertake appropriate levels of work for their ability. Pupils throughout the school have covered a good range of work in mathematics and have been involved in investigative activities and problem solving. The majority of pupils present their work well, and their exercise books give evidence of continual effort. However, on occasions, more attention could be paid to pupils' notation, particularly amongst the younger pupils.

60. Pupils are engrossed in their work during lessons. They find teaching stimulating, interesting and exciting, and respond accordingly. This was observed on many occasions during the inspection, such as when Year 4 and 5 pupils were interpreting data collected from parents on children's sleep patterns. The pupils' personal development is always promoted well during numeracy sessions, with pupils quietly discussing their work with each other. Homework provided by teachers supports learning in classes effectively. The very good teaching observed during the inspection ensured that lessons were conducted at a very high tempo and pace. No time was wasted as different high quality teaching approaches were adopted. For example, in the Year 5 and 6 class, as the pupils worked with metric units for mass, the class teacher provided whole-class teaching, group work and individual activities. This enabled all pupils to learn very effectively.

61. The leadership and management of the subject are good. A particular strength is the focused analysis of pupil performance data that contributes significantly to the very high standards achieved. The subject co-ordinator provides individual support to Year 6 pupils at the start of the day. This intervention work is successful in raising achievement and is enjoyed by the pupils, who realise that they benefit from this approach. The marking of pupils' work is satisfactory. However, although always supportive, it could be more diagnostic and provide pupils with further targets for learning.

### **Mathematics across the curriculum**

62. The school promotes mathematics well in other subjects. Science, ICT and design and technology are subjects regularly used for this purpose. During the inspection, for example, Year 6 pupils confidently discussed how they had recorded and analysed data for science, and they were observed accurately measuring materials for a scientific investigation.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teachers make very good use of practical work to help pupils learn.
- By Year 5 and 6, pupils tackle investigations confidently because they are beginning to think like scientists.
- Pupils have a good scientific knowledge.

### **Commentary**

63. By Year 6, standards in science are ahead of national expectations. This is an improvement on last year, when standards in the national tests in science were average. By Year 2, standards are judged to be similar to those found nationally. Achievement in science is very good in Years 4, 5 and 6 because teachers analyse pupils' work and identify areas for improvement. Very good and excellent teaching ensures high expectations and challenge for all ability levels. Achievement is good by Year 2. Pupils build on their prior attainment and apply themselves to new learning, for instance, by using bar charts and graphs to record their findings about forces. On occasions, a minority of pupils work off task and at a slower rate than expected.

64. Throughout the school, successful efforts to provide investigations in class and improve scientific enquiry are driving up standards. This is evident in Year 4, 5 and 6 lessons, when pupils experiment with changing states of matter. They begin to pose scientific questions, such as 'What makes bread rise?' They gain a very good grasp of how scientists carry out investigations, consider what needs to be controlled and measured, and predict and evaluate their findings. Open-ended tasks enable higher attaining pupils to experiment freely, and skilful support for pupils with SEN ensures they achieve their best.

65. In a Year 1 and 2 class, pupils discussed their study of forces and decided that 'An action moves or changes things.' They achieved well as they identified what made a difference to their experiment, such as the weight of the vehicles and the size of their wheels. They are beginning to apply mathematics to their understanding, but need more practice with their independent interpretation and use of graphs and bar charts to make sense of their findings.

66. Teaching in the Key Stage 2 classes is very good overall, and on occasions it is excellent. This is due to teachers' first-rate subject knowledge and expertise, and their aim to enable pupils to think for themselves. Learning is fun, and so pupils work productively. Work in pupils' books in Year 1 and 2 indicates that sound teaching enables pupils to develop new knowledge and understanding of topics such as sound, electricity and the study of plants and animals. Teachers manage learning well in the mixed-age classes, making sure that all age groups have the same access to discussions and experiments. Work is marked consistently and, at its best, shows pupils how to improve.

67. Leadership of the subject is good. The co-ordinator has a clear vision for the subject and gives a positive lead to her colleagues. A well thought-out action plan has provided a pathway for improvement, and standards are now higher in science than at the time of the previous inspection. Resources are appropriate to meet the pupils' learning needs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils in Year 6 are reaching above the expected levels for aspects of the subject they have covered.
- Teaching and learning are good.
- During the current academic year technical difficulties with hardware have limited pupils' access to the curriculum.

### **Commentary**

68. The school has suffered during the current academic year from hardware problems which have prevented pupils from accessing the entire curriculum. These difficulties have been overcome and the subject has a high profile in the school. Pupils in Year 2 are reaching the expected levels for their age. In Year 6, pupils have reached above expected levels in the areas of the subject that they have covered. Unfortunately, there are some weaknesses in their understanding of other areas because they have not experienced all of the required curriculum. Teaching and learning are good and pupils are currently achieving well.

69. Pupils are now provided with regular opportunities to develop their ICT skills, and the subject is generally well taught by the teachers and non-teaching staff. During the inspection, Year 5 and 6 pupils were observed learning very well as they produced multi-media presentations linked to their work in music. Year 2 pupils made good progress as they entered data and produced graphs, supported well by a knowledgeable teaching assistant. Pupils talked confidently about the subject and were enthusiastic about the work they undertook in ICT. The curriculum is well organised and based on national guidance. It is planned with the challenge of mixed-age classes in mind.

70. The subject co-ordinator was absent during the inspection. However, as part of the current school development plan, ICT has a good action plan to ensure that the subject continues to develop and improve. Improvement since the previous inspection has been good. Assessment procedures are satisfactory and enable teachers to successfully track pupils' progress and levels of understanding.

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

71. Information and communication technology (ICT) is used well across the curriculum and supports learning in many subjects. Pupils in Year 6 confidently discussed using the internet for research in subjects like geography, and commented on data-handling work in science. Year 2 pupils were also able to explain their work on developing graphs showing pupils' different eye

colours, and how they had used the computer to design vehicles. Word-processing is a common feature in many classroom displays, with pupils producing work for English and religious education. During the inspection, Year 4 and 5 pupils listened to jingles they had recorded on the tape-recorder as part of their work in English on persuasive writing.

## **HUMANITIES**

72. Because of the school's Catholic voluntary-aided status, religious education was inspected by a diocesan inspector. Geography and history were not part of the inspection focus and there is insufficient evidence to make overall judgements about provision in history and geography. Pupils talked about their learning, and their work was sampled for scrutiny. Two lessons were observed in history and none in geography.

73. History is taught as a separate subject and there is planned coverage of the curriculum in mixed-age classes. By Year 2, pupils gain a good understanding of the passing of time. They make comparisons between 'now' and 'then' in their study of famous people, such as Florence Nightingale. Visitors to school enhance pupils' learning in history and provide resources and role play experiences linked to the study of the Second World War. Older pupils study specific periods of time, and make good use of personal research to gain deeper knowledge and understanding of the 1960s. Work in pupils' books indicates a wide range of writing in history, including reports of the Olympic Games. In the lessons observed, teaching was good and there is every indication that standards exceed national expectations.

74. By Year 2, in geography, pupils acquire a sound understanding of place. They identify the differences between the town and countryside, and learn about different forms of water, such as rivers, lakes and the sea. In Year 6, pupils study land use and the physical features of mountainous regions in detail. World issues, such as pollution and water shortage, provide opportunity for successful personal study. Pupils' work is well presented and suggests standards that are above those normally expected.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

75. These subjects were not a focus of the inspection and there is insufficient evidence to make judgements on overall provision. Three lessons were observed in physical education and one lesson was seen in each of art and design and design and technology. Planning for the art and design lesson had been cleverly linked to the Second World War history topic which the pupils in Year 3 were following. Pupils looked at a drawing of an evacuee and proceeded to reproduce it after looking carefully at the 'proportion' element. The design and technology lesson was seen in the Year 4 and 5 class. This lesson was very well planned and organised, and instructions were clearly given as pupils made different sorts of bread. The pupils responded sensibly and maturely, and as a result learning was very good. Clear guidelines have been developed to teach these subjects, which have been linked to the national guidance. Good quality curriculum planning enables skills and knowledge to be taught progressively year-on-year. Discussions with pupils and analysis of a limited amount of pupils' previous work indicate that planning and schemes of work are followed accurately.

76. One of the three physical education lessons observed was good and the others were satisfactory and unsatisfactory. In the good lesson, Year 3 pupils successfully explored different ways to travel and how to make different body shapes, as part of their work in gymnastics. Listening skills were promoted effectively in this session by the class teacher, and the pupils responded carefully to instructions, developing their physical skills well and showing high levels of interest. As the pupils maturely and sensibly watched and assessed their classmates' work, social skills were developed. In many elements of this lesson, pupils showed skill levels above those normally expected. The unsatisfactory lesson was in the Reception and Year 1 class. The activities provided for the youngest children were inappropriate for their age, while the Year 1 pupils made very little progress in developing their skills and knowledge and understanding of the subject.



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

Provision in PSHE is **good**.

### **Main strengths and weaknesses**

- Personal, social and health education (PSHE) is well planned and linked to many subject areas.
- Pupils achieve very well by the end of Year 6.

### **Commentary**

77. The programme for PSHE is good. Although there are no formal guidelines for individual classes to follow, PSHE pervades much that takes place in all classrooms. In all classes, pupils have good opportunities to develop personal and social skills as they work together in groups. Curriculum planning shows that many subject areas are linked to PSHE, particularly science and physical education as the pupils learn about the importance of a healthy lifestyle. Relationships are developed very well throughout the school and the pupils are made aware, at an early age, of the qualities needed for successful citizenship. For example, the whole school has thought about what is an important aspect of being a good citizen. This has resulted in the production of a colourful and informative paper quilt which decorates a corridor wall.

78. Two lessons were observed and both promoted this area very well. In one lesson, pupils in Years 5 and 6 linked aspects of PSHE very well with religious education. Achievement was very good in this lesson, where the class focused on the different choices they have to make in life. They learnt about how to put things right and make a new start, after acknowledging when they had chosen wrongly and sinned. In the second lesson, Year 6 pupils focused on how to deal with peer pressure through role play sessions. A visiting police officer led this lesson very well. There were very good opportunities to develop speaking and listening skills, and the pupils responded both sensibly and very maturely. Consequently, learning was very good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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