

# INSPECTION REPORT

## **HOLY TRINITY CATHOLIC PRIMARY SCHOOL**

Garston, Liverpool

LEA area: Liverpool

Unique reference number: 104635

Headteacher: Mr Liam Mulcahy

Lead inspector: Mr Ken Valentine

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> March 2005

Inspection number: 267054

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	176
School address:	Banks Road Garston Liverpool Merseyside
Postcode:	L19 8JY
Telephone number:	0151 427 7466
Fax number:	0151 494 1946
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Fagan
Date of previous inspection:	24 <sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Holy Trinity is a voluntary aided Catholic Primary School situated in Garston on the outskirts of Liverpool. The area is one with a high level of social and economic deprivation.

There are 176 pupils on roll which is below average for this type of school. Children's attainment on entry to the reception class is below that expected nationally, and in some years attainment on entry is well below average. The percentage of pupils eligible for free school meals is well above the national average. The percentage of pupils with special educational needs is at the national average. Only seven pupils are recorded as of minority ethnic background.

The school is part of an Education Action Zone and is supported by additional funding from Excellence in Cities. The school offers support to other schools as part of the Leadership Development Strategy in Primary Schools and has received money through the 'Space for Sport and Arts' funding programme. This funding has contributed towards a more substantial building programme which has greatly improved the accommodation of the school but has also presented challenges through disruption to work practice in the school.

The school has received a number of awards including the Schools Achievement Award, Healthy Schools Award, Dyslexia Friendly Schools Status and Investors in People Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2277	Ken Valentine	Lead inspector	Science; design and technology
13459	Eva Mills	Lay inspector	
17919	Pam Freund	Team inspector	English; geography; history; music
3547	Mike Morgan	Team inspector	Mathematics; citizenship; physical education; Foundation Stage
14563	Graham Pirt	Team inspector	Information and communication technology; art and design; special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Holy Trinity Catholic Primary School **is a good school with many very good features.** Pupils' achievement is good, and their attitudes and behaviour are very good. The school gives **good value for money.**

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

- Pupils' achievement is good throughout the school, and in 2004 the progress made by eleven year old pupils was excellent.
- Pupils' personal development is very good, and excellent behaviour was observed in the case of older pupils.
- Learning is greatly enhanced by good teaching and the very good attitudes pupils show.
- The school ethos is very good. Pupils and parents express a high level of satisfaction with the quality of education.
- Relationships formed by pupils with other pupils and staff are very good.
- Insufficient use is made of subject co-ordinators in the monitoring and evaluation of teaching and learning.
- The Government's recommendations for changes in the working practice of staff in schools are insufficiently developed.

The school had made sound improvement since the last Ofsted inspection. Standards of pupils' attainment have risen. The key issue relating to health and safety matters has been dealt with entirely. The key issue relating to improvements in information and communication technology has been dealt with, although some delay has resulted in pupils' standards of attainment improving only recently. The monitoring and evaluation of teaching and learning have improved, although the development has not gone far enough.

### STANDARDS ACHIEVED.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	D	B	A*
mathematics	C	D	B	A*
science	C	D	C	A*

*Key: A\* - very high; 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 throughout the school is good.** Children enter reception with standards of attainment that are below average. In 2004 at the age of seven pupils attained average standards in reading and writing, and below average in mathematics. At age eleven pupils attained above average standards in English and mathematics, and average standards in science. The evidence of inspection observations is that standards for ten and eleven year old pupils are above average. In the case of younger pupils standards observed were average. Pupils' standards of attainment in information and communication technology meet national expectations. This was also found to be the case in other subjects

observed except in the case of design and technology where standards are below the national expectation. Pupils with special educational needs and those identified as gifted and talented were seen to achieve well and demonstrate standards of attainment in line with their capabilities. There was little difference noted in the achievement of boys and girls.

**Provision for pupils' spiritual, moral, social and cultural development is very good.** Pupils show **very good** attitudes and behaviour, and form **very good** relationships. Attendance is **good**.

## **QUALITY OF EDUCATION**

**The quality of education provided is good. Teaching is good** throughout the school and a substantial proportion of teaching observed was **very good**. Examples of excellent teaching were observed. The curriculum is good, with strengths in: the quality of provision in English, mathematics and science; developments in teaching and learning styles; and the introduction of the teaching of French. There is very good provision for extra-curricular and enrichment activities. The school is caring in its dealings with pupils and offers a good level of support and guidance. Emphasis is placed on positive affirmation of pupils' abilities, interests and personal qualities.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the headteacher and governors are good.** The headteacher provides experienced direction of the school and sets a good example of care and commitment to the school's vision for all pupils to achieve their potential. Other leaders and managers are effective in their role and the school is well placed for future developments. All statutory requirements are met.

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

**Parents and pupils** express a very high level of satisfaction with the school. Pupils like coming to school and value the efforts of their teachers. The inspection team consider that the views expressed by parents and pupils are well founded.

## **IMPROVEMENTS NEEDED**

**The most important things the school now needs to do are:**

- Provide more regular and subject focused advice to staff by greater involvement of subject co-ordinators in monitoring the quality of teaching and learning.
- Implement more fully the Government's recommendations for changes in the working practice of staff in schools.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is good throughout the school and pupils make good progress in their work. Standards are average for pupils aged seven and above average for pupils aged eleven.

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

- Pupils' standards of attainment have risen over the past four years at a faster rate than in other schools nationally.
- In 2004 eleven year old pupils demonstrated a very high level of progress in their work and achieved above national standards.
- In the last three years pupils aged seven and eleven have generally achieved at a higher level than might have been expected.
- Improvements have been gained in pupils' attainment in information and communication technology so that standards are now broadly in line with expectations.
- Pupils' standards of attainment in design and technology are below national expectations.

#### **Commentary**

1. The attainment of children on entry to the reception class is below what is expected of four year olds. The ability of children entering the nursery varies from year to year and in some years children show attainment which is well below that expected of their age. Language, literacy and communication skills are especially weak. Children achieve well during the reception year and standards of work seen during the inspection are broadly in line with national expectations.

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

Standards in:	School results	National results
Reading	16.2 (15.5)	15.8 (15.7)
Writing	14.6 (14.7)	14.6 (14.6)
Mathematics	15.9 (15.4)	16.2 (16.3)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

2. Results in the national tests for seven year olds in 2004 were in line with the national average in reading and writing, but below average in mathematics. This represents good achievement by pupils in the light of their attainment on entry to the school. Indeed, pupils' attainment was well above average compared with schools with a similar proportion of pupils entitled to free school meals.
3. The trend of improvement in pupils' attainment in reading, writing and mathematics has been above the national trend between 2000 and 2004.
4. During the inspection pupils up to the age of seven years were seen to achieve well and gain standards broadly in line with the national average. This was the case in English, mathematics and information and communication technology, although in

science pupils' standards were below average. Pupils with special educational needs, and those identified as gifted and talented, were seen to achieve well and demonstrate standards of attainment in line with their capabilities. There was little difference noted in the achievement of boys and girls.

### **Standards and national test at the end of Year 6 – average point score in 2004**

Standards in:	School results	National tests
English	28.1 (25.6)	26.9 (26.8)
Mathematics	28.6 (26.0)	27.0 (26.8)
Science	28.6 (28.0)	28.6 (28.6)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

5. Results in the national tests for eleven year olds in 2004 were above average in English and mathematics and in line with the national average in science. This was an extremely good result for the school and pupils' achievement was well above that expected when compared with schools with a similar proportion of pupils entitled to free school meals. The results attained by pupils in 2004 showed that they had made excellent progress in comparison with their prior attainment when they were aged seven.
6. The trend of improvement in standards of attainment by eleven year old pupils is greater than that found nationally between 2000 and 2004. In each of the past four years pupils have achieved well in comparison with pupils in schools of similar context.
7. Observations made during the inspection indicate that pupils continue to achieve well in the school. Standards of work seen in English, mathematics and science were generally above the national average. In information and communication technology standards of attainment were observed to be in line with the national expectation, although pupils' learning in some areas of the subject is weaker than expected because of some delay in implementing the full programme of study. The school now has arrangements which will fully secure pupils' standards of attainment in this subject and there is evidence of higher standards being achieved.
8. In other subjects observed during the inspection, standards of attainment were found to be broadly in line with the national expectation. In the case of design and technology standards were lower than this because of weaknesses in the range of work undertaken.
9. Achievement by pupils with special educational needs was observed to be good. In the case of pupils who have been identified as gifted and talented, achievement was found to be very good. There was little difference observed in the achievement of boys and girls. Observations made during the inspection confirm the good progress made by pupils during their time at school. In the case of older pupils, many were confident in spoken responses to teachers. They showed good oracy skills and a range of knowledge and understanding that was average and sometimes better. The school has placed emphasis on the development of pupils' work in English and mathematics and this is providing a good foundation for pupils' future learning. Increasingly, information and communication technology is being used to enable pupils to make progress in other areas of the curriculum.

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

Pupils' behaviour and their attitudes to their work are **very good**. Attendance is **good**. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**.

## **Main strength and weaknesses**

- Pupils enjoy coming to school and their very good attitudes to work help them to achieve well.
- Efforts to promote and reward good behaviour are very effective.
- The school successfully encourages pupils to become responsible and caring individuals, supporting pupils' personal development very well.
- Attendance rates have improved year on year and are now above those achieved nationally.

## Commentary

10. Parents agree that their children enjoy coming to school and the pupils themselves endorse this view. They try hard in all they do and are keen to please their teachers and to do their best. In all year groups pupils listen very well to their teachers and carry out their tasks diligently. They take part enthusiastically in all aspects of school life, including extra-curricular activities, and are pleasant and well mannered to adults and to each other. In some lessons seen, especially in Year 6, pupils' attitudes to their work were exceptionally good. There was a very high level of response with the enthusiasm of teachers being transferred to pupils, resulting in enjoyable lessons where pupils achieved very well indeed.
11. Relationships between staff and pupils are very good, with much emphasis on the praising and rewarding of good behaviour. Children in the nursery quickly learn routines and soon know what is expected of them. Throughout the school, standards of behaviour are very high. Staff insist on good conduct and the reward system is understood and appreciated by pupils. 'Golden Awards' are given by midday supervisors for good conduct in the playground. The high standard of pupils' behaviour in school and on out-of-school visits is commented on by those not connected with the school and is instrumental in ensuring that pupils learn well. In recent years there have been no exclusions in the school or incidents of racial language.
12. The school provides very good opportunities for pupils to develop personal qualities which will stand them in good stead as they grow older. Pupils carry out a range of responsibilities and by the time they reach Year 6 they help out in a number of ways, including preparing equipment for use including computers, looking after younger children and acting as monitors. Pupils in all year groups take their responsibilities very seriously and show great pride in their school, growing in confidence as they move through the school. Pupils' awareness of cultural and religious differences in society is promoted well. An example of the school's good provision was observed in a celebration assembly in which pupils responded well to the efforts of others. They showed good moral and social development. In lessons many pupils demonstrate respect for the contribution of other members of the class.
13. Attendance rates at the school have improved since the time of the last inspection and are now above those achieved nationally. Systems have been introduced which successfully encourage and reward good attendance and these have been very effective in raising attendance levels. The learning mentor works closely with teaching staff and with families to ensure that all absence is explained.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
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.*

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	169	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	2	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education with **good** teaching throughout. The curriculum is **good** and greatly enriched by extra-curriculum activities. The provision made for pupils' care, health and safety is **very good**.

### Teaching and learning

The quality of teaching is **good** throughout the school. Pupils respond well and demonstrate good learning. Arrangements for the assessment of pupils' work are satisfactory.

### Main strengths and weaknesses

- The very good teaching of older pupils contributes to very good learning.
- Pupils' learning is greatly enhanced by their attitudes, behaviour and attentiveness in class.
- The commitment by the whole school community to pupils achieving their potential greatly assists learning.
- Teachers are challenging in their presentation of work, and the high expectations demonstrated contribute to the good achievement by pupils.

### Commentary

#### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	8	11	3	0	0	0

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

14. Teaching throughout the school is **good**. This is a major contributory factor to the good progress pupils make and the high level of achievement gained. Particularly in the case of older pupils the advance in their learning was greatly influenced by teaching which was observed to be frequently very good. During the inspection some excellent teaching was noted in Year 6 and much of the teaching in Year 5 was observed to be very good.

15. In all classes teachers were observed to plan well and were effective in their organisation of work. Material was presented very clearly by staff with good use of question and answer techniques. Teachers demonstrated good subject knowledge and delivered the content of lessons logically and coherently.
16. Learning is **good** in the case of pupils up to seven years of age and **very good** for older pupils.
17. The very good attitudes and behaviour shown by pupils contribute much to the quality of their learning. In some cases excellent behaviour was influential in the success of the lesson. In one class observed three groups of pupils attempted their work quietly and sensibly. With one group the teacher was very successful in stimulating discussion and consideration of the ideas involved. The second group engaged in a task in which pupils took turns at acting as the teacher in a computer-generated presentation involving discussion of ideas and a subsequent quiz. In this group pupils showed excellent relationships and benefited much by discussion with each other. The third group undertook a graphical task, working sensibly and at a good pace. The variety of tasks organised by the teacher and very good behaviour by pupils led to good progress.
18. Some teachers in the school are exploring an increasing variety of teaching and learning methods taking account of pupils' different learning styles and needs. In one lesson observed this approach was highly beneficial and further development of this innovation within the school is likely to gain further improvements in pupils' learning. The school makes provision for the teaching of French through the use of a teacher from a nearby secondary school. The quality of the one lesson observed was very good and pupils showed great interest and attentiveness to the work.
19. The assessment of children's work is good in the case of the nursery and reception class and is satisfactory elsewhere in the school. Teachers mark pupils' work well and make many helpful and encouraging comments. Effective arrangements are in place for the assessment of English, mathematics and science. Arrangements are satisfactory for other subjects of the curriculum, although the school is, quite rightly, seeking to improve its arrangements for identifying the levels at which pupils are working. Good use is made of targets with individual pupils. This greatly benefits the work of pupils with special educational needs and many pupils throughout the school have a good understanding of how they can improve.

## **The curriculum**

The school offers a **good** curriculum. There are **very good** opportunities for pupils to participate in activities beyond the classroom.

## **Main strengths and weaknesses**

- Good emphasis on English, mathematics and science helps pupils to make good progress.
- Pupils with special educational needs are well provided for.
- The range of provision to develop pupils' personal, social, moral, spiritual and cultural education is good.
- Recent building work has improved accommodation significantly.
- The provision for design and technology is unsatisfactory.

- Resourcing for information and communication technology is excellent. The breadth of the curriculum in information and communication technology is now satisfactory.

## Commentary

20. The school curriculum meets all statutory requirements for all the pupils. Personal, social, moral, spiritual and cultural education is well organised and is provided through various subjects in the curriculum and circle time. The learning mentor contributes very effectively to the provision. The very good provision for English, mathematics and science and the full implementation of the literacy and numeracy strategies since the last inspection have had a very beneficial impact resulting in increasingly good standards of achievement. The provision for information and communication technology has improved significantly, although the school recognises that more needs to be done to achieve the breadth of experience for its pupils. In the case of design and technology there have been limited opportunities for pupils to experience the full subject curriculum.
21. Planning takes account of the different needs of pupils, and those with special educational needs now benefit from concise individual education plans, which help them to make good progress. Gifted and talented pupils are identified and additional provision is made for them. The use of targets for improvement, placed inside exercise books, helps pupils to know the progress they are making and gives them a focus for improving further.
22. The curriculum has been enriched by the provision of French and by new techniques to support learning, in which teachers have been recently trained. The school provides very good opportunities for sporting activities and clubs beyond the school day, which are well supported by pupils. Improved opportunities have been provided for information and communication technology and sports and arts in new accommodation. Members of the community provide rich and varied experiences for pupils through well-structured and well-supervised activities. Nursery children were entranced when they listened to the music and performed movements similar to those of the Indian dancer visiting the school.
23. The new building provided by 'Space for Sport and Arts' has greatly enhanced access and provision for all pupils and the community. There is good access for those pupils and parents with disabilities. Good use is made of the space in the older building and it is considerably brightened by the displays of pupils' work. General resourcing of the curriculum is satisfactory, and that for information and communication technology is now very good.

## Care, guidance and support

The school has **very good** procedures in place to ensure the health, safety and welfare of pupils. **Good** support, advice and guidance are provided for pupils. The school's measures for taking pupils' views into account are good.

## Main strengths and weaknesses

- There is a very strong emphasis on the care and welfare of pupils which is underpinned by the excellent relationships between staff and pupils.
- The work of the learning mentor is instrumental in the pastoral care of pupils.



- Pupils are helped to settle into school very well.
- The school council provides good opportunities for pupils' views to be considered.

## **Commentary**

24. Pupils quickly develop good and trusting relationships with staff, know where to find help if they need it and are confident to ask for such help. Parents very much appreciate the care and concern shown by staff and believe that staff go out of their way to help and support their children. Many parents expressed the view that the school is 'like an extended family' and they value the way in which the school helps their children to flourish both academically and personally. The health and safety deficiencies noted at the time of the last inspection were very quickly addressed. The health, safety and welfare of pupils are of paramount importance to staff and procedures to support these are fully in place. Academic support for pupils in the tracking of progress is good in English, mathematics and science but is not well developed in other subjects of the curriculum.
25. A learning mentor has been appointed since the last inspection and has a pivotal role in the personal and academic support of pupils. Very good strategies have been introduced to deal with any barriers to learning, including behavioural and social issues which may affect pupils' achievement. The learning mentor supports teaching and other staff to provide additional help wherever it is required and has introduced reward systems which have led to improvements in attendance and behaviour. The school makes considerable efforts to allay the worries of pupils about to transfer to secondary schools. This includes the accompaniment of pupils on public transport to ensure that the journey to their new school does not cause them concern.
26. Parents are very pleased with the way in which their children are helped to settle in when they join the nursery. Staff quickly get to know families and ensure that individual needs of children are met. As a result children in the nursery are happy and achieve well. Pupils joining the school in other year groups report that they are made to feel welcome.
27. The school encourages pupils to be confident and makes them aware that their views matter. The school has improved its arrangements to allow pupils to become more involved in aspects of school life with the recent introduction of a school council. Pupils' views are canvassed and the school takes these views very seriously.

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

The school's links with parents are **very good**. Links with other schools and the community are **good**.

### **Main strengths and weaknesses**

- The school has very good relationships with parents who in turn have very positive views of the school and a great deal of confidence in staff.
- Parents are kept fully informed about the work of the school and about the progress of their children.
- The school is committed to partnerships and to the provision of community learning.
- Staff work well with secondary schools in the transfer of pupils to the next stage of their education.

## Commentary

28. Parents are very pleased with all aspects of the school and hold staff in very high regard. They express very strong support for the school and very few have any concerns at all. The school has fostered very good relationships with parents and welcomes them to discuss any queries or worries they may have. This is particularly evident at the beginning and end of the school day when staff are on hand to talk to parents. This informal exchange of information ensures that any problems which may affect pupils are known to the school. Parents appreciate the warm, friendly atmosphere and are very positive about what the school provides.
29. Information provided to parents about the school and about pupils' progress is also very good. Parents are kept well informed about school issues and events. They were consulted during the lengthy building work which the school has recently undergone and feel fully involved in the work of the school. Information about pupils' progress is provided in termly consultation evenings and in detailed annual written reports. The parents of pupils with special educational needs are involved in the production and reviews of individual education plans.
30. The school has recently extended its provision for community learning and involvement. Under the 'Space for Sport and Arts' scheme a new hall has been built for the use by the school and by the community. Although this is very new, it is already having an impact. Community use of the school facilities includes the provision of 'Family Learning'. Information and communication technology sessions give parents the chance to see what their children are taught and how to help them at home as well as giving parents qualifications in the subject. The church and school are now part of the same building and links with the parish remain strong.
31. Although pupils transfer to a number of secondary schools, staff work very well to ensure that links are good and that information is shared. There is very good liaison between learning mentors and heads of year which is instrumental in helping pupils to move to the next stage of education with confidence. The good sporting links with other primary schools have also been maintained.

## LEADERSHIP AND MANAGEMENT

Both leadership and management are **good**. Governance is **good**.

### Main strengths and weaknesses

- Leadership fosters a good team spirit.
- There are good procedures for induction and the continued professional development of staff.
- School improvement planning drives the school's core purpose in raising achievement.
- There have been significant improvements in the leadership of special educational needs.
- Insufficient use is made of subject co-ordinators in the monitoring and evaluation of teaching and learning.
- The Government's recommendations for changes in the working practice of staff in schools are insufficiently developed.

### Commentary

32. The headteacher is an effective leader, who provides a clear vision for the school. He has led the school through a major building programme which, despite significant disruption, did not deflect him from the primary purpose of ensuring pupils achieved well.
33. Management of the school is good. The school improvement planning cycle is well founded in the analysis of results and the review of previous priorities. The professional development of staff, including the use of government-funded bursaries, has had a good impact on the delivery of the curriculum and links well to the priorities for improvement. Support for newly qualified teachers is good. The improving standards and high achievement of pupils in the core subjects of English, mathematics and science bear testimony to the headteacher's drive for raising standards of achievement. Nevertheless, some school developments have proceeded slowly: there is no clear plan for extending the roles of support staff or for providing planning, preparation and assessment time for teachers; the recommendation in the previous inspection to bring subject expertise to the monitoring of teaching and learning in order to share good practice has not been implemented.
34. The leaders of the key areas of English, mathematics, science and information and communication technology carry out their responsibilities well, writing and reviewing action plans, monitoring work, auditing resources and keeping up to date with developments. The co-ordinator of special educational needs has made significant improvements to individual education plans and management is good. There is no subject co-ordinator for design and technology and provision is unsatisfactory.
35. Although the governing body has had recent changes, including a new chair of governors, continuity and effectiveness have been ensured. All statutory requirements are met. Governors are aware of the strengths and weaknesses of the school and have a firm grasp of the financial issues. Ideas for using the new community resource of the 'Space for Sport and Arts' are progressing. Governors are aware of their roles and responsibilities and have taken up training offered to improve their functioning. The senior management team and governors monitor spending and are planning

strategically for the future. Finances are managed well. External funding has improved provision, and the balance of the funds allows for a predicted revenue shortfall.

36. The school is overcoming the effects of a number of barriers to raising achievement. Pupils make significant improvements in language and numeracy skills as they progress through school from the low level of language skills on entry to above average when they leave. The good teaching, good support from classroom assistants and learning mentor, well-focused priorities and the increasing involvement of parents in children's learning all contribute to the good value for money provided by the school.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	625,203
Total expenditure	657,126
Expenditure per pupil	3610

Balances (£)	
Balance from previous year	82,488
Balance carried forward to the next	50,565

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

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

37. The nursery and reception classes are housed within a recently completed conversion that provides an integrated Foundation Stage unit. The staff and children have only been in their new surroundings for a short time, but the setting is bright and welcoming and a good start has been made on defining areas for particular activities. Nursery and reception groups work separately on specific mathematical, language and literacy activities, but mix as far as possible otherwise. Activities that are provided on a regular, daily basis such as sand play, role-play and construction have separate planned levels of challenge for the younger and older children. In this way, they can gain in personal and social development through mixing but also have an appropriately matched learning programme for their stage of development.
38. Staff have created some defined areas within the unit, but provision in these areas is only partly developed. The quality of some resources needs further investment, for example resources for construction, which are largely limited to plastic bricks, and the equipment for the role-play area, which is rather cramped and muddled. Similarly, whilst equipment for outdoor learning is adequate and staff make the best use of what is available, the quality of learning experience for the children is limited.
39. The Foundation Stage manager, in post for only 18 months, has managed the formation of the new unit very well and is continually reviewing organisation and routines to ensure that the most effective use is made of resources, staff and time. The Foundation Stage staff realise that there is much still to develop as they find the most effective ways to utilise the space, areas and shared working practice in the unit. However, teachers, nursery nurses and parent volunteers work very effectively in partnership to provide a warm, welcoming and stimulating learning environment for the children. Well-judged planning and provision based on good assessment form the bedrock of effective learning in the Foundation Stage. All three teachers (two part-time reception and one full time nursery) have clear and consistent approaches to planning and to managing the daily programme. Children's progress is assessed very effectively. The Foundation Stage manager has devised a comprehensive and well-structured approach to profiling with files on every child, regularly updated from targeted observation. These observations allow for staff to check for progress in the Foundation Stage curriculum and are supplemented by photographs, which provide further evidence of children's learning and comments from parents.
40. Children are well challenged in their learning through carefully planned activities and those with particular needs are supported well. A child with Down's Syndrome is very well included within the class groups and other children respond well to her abilities and her needs.

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

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

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

- There are high expectations of children's considerate behaviour.

- Children are caring about each other.
- Children are encouraged to express their feelings.
- There are daily opportunities for children to make choices.
- Children are considerate to one another and co-operate well.

### **Commentary**

41. Relationships are very good throughout the unit. Children are trusted, and treated with respect and they in their turn are polite and kind and listen to each other. This contributes to the good progress they make. Adults support children's learning well but also structure activities to provide opportunities for children to be independent and make their own decisions. The Roman Catholic ethos is well represented in the moments put aside for prayer and reflection with an emphasis on care and consideration for the needs of others.
42. When the separate groups meet together, often seated in a circle on the carpet, children learn to take turns in speaking and are encouraged to listen to what their peers are saying. There are opportunities during the daily programme for children to choose their learning activity, and although the organisation of this aspect of their day still needs clarification, the notion of choice is well established. Children are encouraged to express their feelings and this contributes well to the sense of well-being and purpose in the unit. Most children will meet or exceed the early learning goals by the end of reception.

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

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

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

- Children are taught to use spoken language well.
- There are good quality resources for reading.
- Songs and rhymes are used effectively to strengthen children's vocabulary.
- Role-play provision is under-resourced.
- There are insufficient opportunities for children to develop their own writing.

### **Commentary**

43. The good teaching of literacy will ensure that the majority of children will reach national expectations by the end of the Foundation Stage. High priority is given in all planned activities to emphasising the development of language skills. Adults interact with individuals and groups very well, seeking from them explanations and descriptions of their activities and reviewing learning at the end of sessions.
44. Resources for reading are attractive and varied, and staff are skilled in engaging children in listening and responding to stories. Reception children have a good grasp of initial letter sounds and can identify them quickly. There are good examples of children beginning to write their own sentences with some adult support, but fewer opportunities for children to develop their own written expression.
45. Teachers provide role-play opportunities for children. The role-play setting within the unit is presently under-developed and rather cluttered.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Children enjoy mathematics.
- Counting rhymes and games are used effectively in teaching children an understanding of numbers.
- Nursery children learn to sort and match objects well.
- There is very good teaching in the reception class.
- Most children make good progress.



## Commentary

46. Good, lively teaching means that children are enthusiastic about mathematics and ensures that most will certainly attain the early learning goals by the end of reception.
47. From a sound basis in the nursery class, where counting and sorting are part of almost every activity, children gain in knowledge and confidence so that by the reception stage, they deal effectively with more complex mathematical concepts.
48. Nursery children enjoy counting rhymes and participating in activities that require them to count and order objects. They play with a range of objects in the large tray filled with dry compost – a good activity for engaging boys who relish the activity of burying and then ‘finding’ particular pieces. Staff encourage children in outdoor activity to talk about direction and speed during their time on wheeled vehicles. The reception children count to ten and beyond, confidently recognise numerals from zero to ten well and have been taught the idea of ‘one more than’ effectively.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Themes are common to both Foundation Stage classes and give a coherence to work across the unit.
- Areas of learning are linked well.
- Effective use is made of children’s everyday experiences.
- Real-life examples form a basis for children learning to make choices.
- Children are introduced effectively to comparisons of home locality and distant places.
- There is insufficient provision for natural and manufactured materials to stimulate investigation.

## Commentary

49. Good planning helps to link aspects of this area of learning together and staff are effective in reinforcing what has to be learned across a range of engaging activities. Teaching is good, active learning is the norm and topics are well introduced in a way that relates well to their daily lives. Delightful work on ‘our homes’ included the construction of three-dimensional models of children’s rooms. Completed models had then been assembled as a striking wall display within the overall shape of a house. This forms a great prompt for recall and a continuing centre of interest. The majority of children will meet the early learning goals by the end of reception.
50. Nursery and reception children take part in growing plants from seed and are taught to make comparisons with the growth of their own bodies. They have a clear understanding that plants and bodies increase in size over time and that both need certain things like water and food to fuel this process. There is less opportunity for the exploration of manufactured objects such as mirrors, electrical items or simple technology.
51. The involvement of an Indian visitor provided the focus for some fascinating learning for all the children in the Foundation Stage. The nursery teacher introduced the visitor skilfully, talking first to the children about the different ways people dress and do things

and then bringing the visitor into the discussion. The whole session was managed very well by the teacher who involved all the children effectively, including those with special needs.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is mainly **good**.

### **Main strengths and weaknesses**

- Good provision is made for children to develop skills in handling small tools.
- Outdoor activity is well organised.
- There are very limited good quality resources to support learning outdoors.
- Effective use is made of the school sports hall.
- Children show good awareness of movement and respond well in dance.

### **Commentary**

52. Good planning for a wide range of activities provides ample opportunities for children to develop dexterity. Children use small tools such as glue spreaders, paint brushes, small wooden hammers and nails well, and from nursery to reception show increasing skill in handling these items. By using simple equipment as part of learning games, children increase their physical control.
53. Outdoors, although equipment is limited, staff provide opportunities for children to ride a range of wheeled toys so that they learn to control their vehicles and allow space between theirs and those of others. The large outdoor apparatus allows only a limited scope for climbing and balancing. All the Foundation Stage children have access to the sports hall and therefore have a large area for a range of floor work and dance.
54. Progress in this area of learning is generally good and most children should meet the early learning goals by the end of the Foundation Stage.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Children learn to use paint well.
- Good sensory experiences are provided to stimulate creative expression.
- Children sing and dance with enthusiasm.

### **Commentary**

55. There is a range of well-planned activities for children to experience good opportunities for creative development.
56. Children paint with confidence and are taught to use colour well from the outset in the nursery. They use a variety of mark-making tools to express ideas and feelings and these are often used as a stimulus for writing a descriptive phrase. Experiences are provided for children to use their senses and to talk about the outcomes of such investigations. The textures and smells associated with the making of Indian sweets excited the children in the nursery class.

57. Opportunities for role-play are provided and children certainly enjoy participating in imaginative play. There is a lack of provision of more exciting resources that can be used in different ways.
58. Reception children have developed a good knowledge of colour and a range of vocabulary associated with texture. Most children are making good progress in this area of learning and should meet the national expectations by the end of the Foundation Stage.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils achieve well.
- Pupils make very good progress from reception to Year 6.
- Teaching is good.
- Pupils read and write well.

#### Commentary

59. Standards in the national tests for Year 6 pupils are above average, and last year the school's results were the highest ever achieved. In Year 2 pupils reach average standards in reading and writing, making good progress from entry to the school. By the time pupils leave school at the end of Year 6, they have made very good progress because of the good teaching and learning and their very good attitudes and behaviour.
60. Standards in speaking are slightly below average in Year 2, because pupils' language skills are below average on entry to school. However, by Year 2 their skills in listening to the teacher, each other and to stories are average, indicating that they make good progress. By Year 6 pupils' listening skills are above average and their speaking skills are average. Pupils with special educational needs are well supported in class and are therefore able to understand and answer questions confidently. Both boys and girls make good progress and participate well in lessons.
61. Attainment in reading is average by the end of Year 2 and above average in Year 6. In Years 1 and 2 pupils are given good opportunities to read and tracking shows that progress is steady. Provision for reading is good. By the time pupils reach Year 6 they are able to read and understand challenging texts and to look for deeper meaning in them. This was shown in the analysis of *The Long Walk*, about which pupils could offer a range of valid interpretations to the story.
62. In Years 1 and 2 reading skills are taught well, and pupils can link letter sounds to find out unknown words or look at pictures for clues. They are able to understand the structure of a story and predict what may happen next. By Year 6 pupils read very well, with accuracy and fluency.
63. Standards in writing are average by the end of Year 2 and above average by Year 6. Pupils achieve very well and make very good progress. There are a number of reasons for the good achievement: pupils are taught from an early age to structure their writing; they are taught basics of spelling, grammar and punctuation; and they have opportunities to write for a range of purposes, and at length.
64. In Year 1 pupils begin to write independently, joining together simple sentences into short stories and plays. By Year 2 pupils are beginning to write at length about their news. By Year 6 pupils' writing about reports, biographies and comparisons of film and text is accurately spelt and punctuated. Upper ability pupils produce a prolific amount of work of a high standard, and those pupils of lower ability show a good understanding of text and their writing shows real progress.
65. The quality of teaching and learning is good, and some excellent teaching was seen in Year 6. Teachers have good subject knowledge and structure their lessons well. Marking and target setting are demanding and this helps pupils to build upon previous progress. In the best

lessons pace and variety were good and lessons delivered with enthusiasm, which made discussions lively and moved learning on swiftly. In the lessons observed, work was well matched to pupils' abilities, and those who struggled were well supported by teaching assistants, which gave them the confidence to join in discussions. Teachers have adopted and adapted the national strategy to suit the needs of the learners.

66. The quality of planning and teaching, and the high standards achieved indicate that leadership and management are good. Provision and standards achieved have improved since the time of the last inspection.

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

67. Teachers make good use of opportunities to teach literacy skills across the curriculum. Speaking and listening opportunities are planned in a range of subjects, such as when pupils analyse paintings by artists. Pupils write at length in geography and history, and are taught to structure writing for different purposes, such as when writing up experiments and recording results in science. There are good opportunities to use the Internet and library books for research purposes.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils of all ages have an enthusiasm for mathematics and by eleven years old, pupils are achieving above average standards.
- There are good opportunities for pupils to apply their learning to problem-solving situations, although pupils' exploratory and problem-solving work is rarely displayed.
- Learning activities are well matched in nature and content to pupils' levels of understanding.
- Teaching consistently provides challenge and so pupils make very good progress through the school.
- Insufficient use is made of information and communication technology facilities to strengthen and extend learning.
- The mathematics co-ordinator provides very good subject leadership.

### **Commentary**

68. Since the last inspection, standards in mathematics, as assessed by national tests, have improved at the end of both Year 2 and Year 6. In 2004, standards for seven year olds compared with all schools nationally were below the national average, but high when compared with similar schools. The picture is even more favourable for eleven year old pupils who attain above average standards when compared with all schools nationally and very high standards in comparison with similar schools. Given the low starting point for many pupils, this is a very good achievement. The proportion of pupils attaining the higher levels is good and the trend is rising. There are no discernible differences in attainment between boys and girls.
69. Standards seen in lessons and in a scrutiny of pupils' written work were in line with national expectations in Key Stage 1. In Key Stage 2 standards seen were above average and often well above. From a sound basis at the end of the Foundation Stage, pupils make very good progress through the school. Pupils with special educational

needs are given well-judged help from support staff and tasks are well matched to their levels of understanding. Because of this, they too make good progress.

70. By the age of seven, most pupils have learned two, five and ten times tables and can count confidently to 100 – forwards and backwards. They are quick to give pairs of numbers making 10 and pupils of average and above ability can perform similar operations with numbers to 20. Pupils of all abilities recognise a range of two and three-dimensional shapes and many can identify them from a description of their features. The above average pupils know about lines of symmetry. Most pupils are familiar with doubling and halving numbers and can explain how they would carry out a multiplication operation. Pupils were less secure on aspects of telling time and made little reference to the use of information and communication technology within mathematics.
71. Teaching is consistently good and some was better than this in Years 5 and 6. Planning is clear, concise and in just sufficient detail to ensure that learning activities meet the range of pupils' levels of understanding. The aims of the lesson are always made clear to pupils at the start and teachers maintain a brisk pace throughout. Pupils have individual targets to meet, set out clearly in the front of their exercise books, and they know what they have to do to achieve them. Pupils' self-assessment is a regular feature. The subject co-ordinator makes effective analyses of assessment data so that teachers know what particular aspects to focus on. This means that pupils really get to grips with key concepts and then apply them to new problems. Teachers' questioning is well directed and provides good challenge whilst also clarifying support for the less confident. In all lessons seen teaching assistants make a telling contribution to the quality of learning, engaging well with pupils of all abilities. Teachers have a consistently good knowledge of mathematics and use a variety of teaching and learning approaches to include all pupils in effective learning. In an outstanding Year 6 lesson the teacher led a clarifying discussion with pupils, building quickly on prior knowledge of factors, extending their thinking and then using discussion in pairs to suggest responses and work towards solutions. Learning tasks retained the theme of the lesson but were structured to meet the needs of different abilities. The teacher challenged thinking at all points and then involved the pupils physically in reinforcing the learning by standing up or remaining seated in response to a question.
72. The subject co-ordinator is a very good leader. She is a mathematics graduate and has an enthusiasm for the subject that appeals to the pupils and equally engages her colleagues. Data from national tests, regular teacher assessment and the pupils' own evaluations are effectively interpreted and the implications for learning fed back to staff. The provision and use of resources are good throughout the school. Gifted and talented pupils are identified and the co-ordinator leads programmes that are an extension of the class topics. She does not yet make systematic observations of teaching and learning although this is an identified area for school development.

### **Mathematics across the curriculum**

73. Pupils' mathematical understanding is applied in other subjects of the curriculum. In particular, younger pupils collect and present data, for example in surveys of various kinds, and other pupils are beginning to use data-handling methods such as graphs and pie charts. There are examples of the effective use of calculation within the science curriculum and work on distance and direction in geography-related topic studies.

## **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- Pupils' achievement and progress are good, particularly in the case of older pupils.
- The quality of teaching is good with much clarity being demonstrated in the presentation of work.

### **Commentary**

74. Standards of attainment observed were below average in the case of pupils up to the age of seven. Nevertheless, given the prior attainment of children on entry to the school the standards observed in science represent a satisfactory level of achievement. In the case of older pupils the standards of attainment noted were above average and this represents a good level of progress. The standards observed during the inspection are at least as good as those recorded in recent years' national assessments.
75. Pupils' work observed throughout the school shows that they undertake a good range of investigative work and develop their skills accordingly. Pupils' knowledge and understanding of the subject are less secure in the case of pupils up to the age of seven. In some cases their knowledge is fragmentary and not well developed. In the case of older pupils their knowledge and understanding are much more secure and appropriate for their age. Teachers are demanding in their expectations of pupils' work and this contributes to the good progress demonstrated by older pupils.
76. Throughout the school, teachers plan well for science. The evidence of pupils' work is that a good range of science has been undertaken. Teachers show a good knowledge of the subject and are clear in the presentation of work. Good use is made of information and communication technology.
77. The science co-ordinator has been appointed to the post fairly recently and shows good potential in the leadership of the subject. A well managed self-evaluation exercise is leading to a programme of activities to further develop the subject. The science action plan within the school improvement plan is well constructed and in the process of implementation. The provision for science and the standards attained by pupils show sound improvement since the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Standards are improving and pupils achieve well.
- Teachers have improved their subject knowledge and are using information and communication technology well in other subjects.
- Resources and accommodation are very good and have contributed to the improvement on the standards achieved.
- Leadership and management of the subject are very good.



## Commentary

78. Standards at the end of Years 2 and 6 are at expected levels for the pupils' ages which is a good improvement from the below average standards found at the time of the last inspection for those pupils in Year 6. This good improvement in standards and provision has resulted from the establishment of a computer suite and additional staff training which allow specific skills to be taught to the whole class. Standards have not improved further as there was some delay in meeting the key issue in the previous inspection due to the extended deadlines in building the new extension. Statutory requirements are now fully in place. At the end of Year 6 the pupils' information and communication technology capability has developed and they progress well in lessons because they have broadened their experiences in the subject. Pupils know how to combine different effects to improve the presentation of their work. Insufficient use is made of information and communication technology as a tool for monitoring processes.
79. Teaching is good overall. The confidence and competence of the staff have improved and as a result the basic skills of the subject are now well taught. Teachers' demonstrations of skills and techniques are clear and this ensures pupils can proceed with their tasks well. Effective strategies are in place to ensure that all ability groups maintain a good learning pace throughout the lessons. For example, in a Year 3 lesson in which pupils were researching Anglo-Saxon history, early finishers were challenged to make further searches on the Internet. Pupils respond well to the high expectations and they are well supported by teachers as they work in pairs or individually. Teachers' organisation and management of pupils are very good, resulting in industrious and purposeful activity throughout the lesson.
80. When working in the computer suite the pupils are helpful and co-operative. They approach their tasks with confidence because the teachers build on the skills already acquired. Pupils behave very well in lessons because they know the rules and expectations, and the learning activities are interesting. There is a marked enthusiasm for the subject.
81. The management and leadership of the subject are very good. The subject leader's skills allow all aspects of the subject to be well planned and developed. This effective work has made a significant contribution to the good improvements in information and communication technology since the last inspection.

## Information and communication technology across the curriculum

82. Overall, teachers are making increasing use of computers to support learning in other subjects, with some already making very good use of the computer suite. For example, the pupils in Year 5 used information and communication technology in English as a vehicle for improving handwriting and producing a presentation using *PowerPoint*. In Year 2 pupils were composing using music notation produced by computers.

## HUMANITIES

83. In humanities, work was sampled in history and geography and two lessons were observed in history and one in geography. As a consequence, no overall judgements are made on provision.
84. In **history**, a scrutiny of Year 2 work indicates that the curriculum is covered satisfactorily and that knowledge and skills are well developed. Pupils can recognise

the differences between past and present when studying features of the past, and show ability in sequencing such events as the Fire of London and the actions of Guy Fawkes. Their standard of writing is good and they make satisfactory progress. With older pupils observations of teaching and learning suggest that pupils make good progress when studying Anglo-Saxons and Tudors and they learn well the skills of investigation when using the Internet to do research. They have excellent recall of facts and knowledge is built on progressively. Good, structured questioning by the teachers supported learning well.

85. In **geography**, the curriculum is broad and all aspects of geography are covered. In Year 1 pupils begin to identify similarities and differences in countries, and understand the notion of travel when Barnaby Bear goes on holiday. Progress is satisfactory. By the end of Year 6, pupils show a good understanding of physical geography and write well about environmental change. Accounts are well expressed and standards and achievement are good.

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

86. One lesson was observed in art and two lessons observed in physical education. Judgements are based mainly on discussions with pupils and a scrutiny of their work.

#### **Art and design**

87. A scrutiny of displays around the school showed a varied and interesting selection of work in art and design with standards at the levels to be expected of the pupils' ages. Pupils make satisfactory progress over time. This is much the same as at the time of the previous inspection. The work included some good examples of observational drawing and some effective examples of printing as well as work in a range of techniques and materials. These included some three-dimensional work involving willow sculpture and some batik work done in the art club. There was also evidence of pupils learning about, and reflecting on, the work of artists from other cultures around the world. The subject leader is well qualified and is aware that the subject is not a priority in the school. Currently teachers do not have sufficient confidence to deliver an imaginative curriculum.

## **Design and technology**

88. Observation of pupils' work indicates that standards attained are below the national expectation. Pupils' recall of earlier work is limited and their experience of construction has not led to a quality of work appropriate for the age group, particularly in the case of older pupils. Pupils' recall and knowledge of construction involving joints and moving parts are very limited. They could recall little, if any, use of motors or lighting systems in their constructions or any use of control in models. The use of design in preparation for construction appears limited largely to artistic impressions of the final product. Evaluation of work appears confined to oral contributions only.
89. The subject does not at present have a co-ordinator. The range of materials available for the teaching of design and technology is quite limited and the storage restricted. It is accepted within the school that this subject is capable of further development and the inspection team agree this is the case. Provision for the subject is less good than at the time of the last inspection.

## **Physical education**

90. In the two lessons seen, the planning, structure and content were all of a good standard. In a Year 2 lesson on gymnastics, the teacher prepared the pupils well before leaving the classroom so that they were all clear about the planned learning as they entered the hall. Attitudes and behaviour were excellent. The warm-up activity was well-judged and built on previous learning. The main focus of the lesson was pursued by the pupils with enthusiasm and recognition of the teacher's high expectations of quality of performance. Overall the lesson was consistent in the high quality of its organisation, management and challenge for pupils.
91. These high standards were also clearly evident in a Year 5 dance lesson. With a focus on dance and music styles, the inspirational approach by the teacher encouraged pupils to make choices, and work individually and in groups. She made instructions very clear, whilst leaving opportunity for interpretation and flair – well demonstrated by the pupils. Their enthusiasm was evident throughout and with subtle and well-judged support from the teaching assistant, all pupils were gently encouraged to participate fully in creating dance patterns. Demonstration and evaluative comment were used well.
92. The curriculum for physical education contains all the key areas, some, such as athletics and adventurous activities, organised seasonally. At present, there is, however, only one timetabled period of physical education per week for each class. In some cases these are of an hour's duration and inappropriately lengthy. There is a good range of games, clubs and activities after school hours, and a comprehensive programme of inter-school sport. Accommodation for physical education is excellent and there are good quality resources. Consideration needs to be given to the purchase of large apparatus in the new hall.

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

### **Citizenship**

93. Many contributory features of an appreciation of citizenship are in place. During the school year, there is specific instruction in drugs awareness for older pupils and the opportunity for sex education. The learning mentor manages the 'reading buddies'

scheme where pupils from Year 6 listen to pupils in Year 3 read aloud. This supports the notion of responsibility and supporting others. Such behaviour is further strengthened through 'circle time' sessions where there has been discussion around key topics such as 'emotions', 'bullying' and a 'charter for behaviour'. Pupils enjoy these sessions as they feel that they can express opinions in a safe environment.

94. A key area of development this year has been the successful establishment of the school council. Much care has been given by the headteacher and others in preparing pupils for an understanding, as well as membership of the group. The concept of democracy and the means of election to the school council have been well developed.
95. The school is successful in developing an awareness in pupils of the local and global community.

## 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	4
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	2
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	3
<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).*