

INSPECTION REPORT

ST BEDE'S CATHOLIC PRIMARY SCHOOL

Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 111688

Headteacher: Mrs E O'Hehir

Lead inspector: Stuart Dobson

Dates of inspection: 4th - 6th July 2005

Inspection number: 267748

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:	193
School address:	Green Lane Stockton-on-Tees
Postcode:	TS19 0DW
Telephone number:	(01642) 678 071
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Edwards
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

This smaller-than-average school, with 85 boys and 79 girls on roll, serves an area of mixed private and public housing close to the centre of Stockton-on-Tees. The school has a high proportion of pupils with special educational needs, including an above-average number of pupils with statements of educational need. There are two pupils who require support for English as an additional language. Many pupils have significantly deprived backgrounds and very few are privileged. The percentage of pupils eligible for free school meals is well above average. On entry to school, children's attainment is below average.

Importantly, at the time of the inspection, the school had an unusually high number of temporary staff. The school is part of an Education Action Zone¹. The school has received the National Healthy Schools Award and The ECO School Silver Award.

INFORMATION ABOUT THE INSPECTION TEAM

¹ An externally funded project to improve schools.

Members of the inspection team			Subject responsibilities
18074	S Dobson	Lead inspector	Mathematics Art and design Design and technology Physical education
19419	S Boyle	Lay inspector	
14906	B Male	Team inspector	English History Geography Special educational needs
22421	V McGrath	Team inspector	Foundation Stage Science Information and communication technology Music

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

4 - 5

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

6 - 8

Standards achieved in areas of learning and subjects

Pupils' attitudes, values and other personal qualities

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

9 - 12

Teaching and learning

The curriculum

Care, guidance and support

Partnership with parents, other schools and the community

LEADERSHIP AND MANAGEMENT

12 - 13

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

14 - 22

AREAS OF LEARNING IN THE FOUNDATION STAGE

SUBJECTS IN KEY STAGES 1 AND 2

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school in which all pupils achieve well, many from low starting points. It gives good value for money.

The school's main strengths and weaknesses are:

- Very strong leadership and management from the headteacher are supporting rapid and sustained improvements in standards.
- Pupils achieve well in English, mathematics and science but not enough time is allocated to some other subjects.
- Pupils have good attitudes and demonstrate positive behaviour and they are very well cared for.
- Teaching is good but sometimes limits the thinking of the higher-achieving pupils.
- A good start has been made on developing the Foundation Stage² but some of the teaching does not match children's needs well enough.
- There are good links with parents and very good links with the local community and local schools.

There has been very good improvement since the last inspection in fundamental areas of the school's work. Most importantly, pupils now achieve much higher standards in English, mathematics and science. Their writing in particular is much improved and this supports their work in a range of other subjects. Leadership and management are now more effective and the quality of teaching and learning has improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	D	A
mathematics	E	E	C	A
science	E	D	D	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 achieve well. Children start school with below-average attainment in all areas of learning. They make good progress in the Foundation Stage but by the end of the Reception Year their attainment is still below expected levels. They continue to achieve well in Years 1 to 6, making continuous progress especially in their spoken language, and this helps their learning in all subjects. In the past three years standards in English, mathematics and science have risen at a faster rate than the national trend. The current Year 6 group of pupils have maintained the trend of improvement in English and science but too few are reaching the higher levels in mathematics. Boys and girls achieve equally well and all pupils with special educational needs make good progress. In information and communication technology (ICT), physical education and personal, social and emotional development, pupils' work is of the standard expected nationally, although in art and design standards are low. In a minority of lessons, higher-achieving pupils do not make as much progress as they should.

There is a culture of hard work in the school and pupils behave very well. Almost all pupils have positive attitudes to school, to other people and to working hard. They follow the very good example set by the headteacher and all the staff. The pupils achieve **well** in their spiritual, moral and social

² Provision for three to five year olds.

development and satisfactorily in their cultural development. Attendance is good but too many pupils are late for the start of the school day and this interferes with their learning.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good**. Teaching is mostly good in the Foundation Stage but some work lacks enough challenge. It is predominantly good or better in Years 1 and 2. It is good overall in Years 3 to 6, but more variable in quality. Staff throughout the school have high expectations of pupils' behaviour and this means that most lessons run smoothly and pupils work hard. The staff are all closely focused on raising and maintaining standards in English, mathematics and science and English lessons in particular are almost always of a good standard. In Years 4 and 5 and sometimes in mathematics throughout the school, teachers direct lessons too strongly and this stops pupils from learning independently. This also has the effect of restricting their thinking and higher-achieving pupils are not as interested as they might be. In almost all classes, teachers use assessment information well to tailor learning to the needs of the pupils and they are fully aware of pupils' special educational needs. There is, however, a need to improve assessment in the Foundation Stage. All of the lessons seen during the inspection were at least satisfactory; a significant improvement since the last inspection.

The curriculum is satisfactory but it is enriched well by visits, visitors and after-school clubs. Good provision is made for pupils' personal, social and health education. The curriculum for art and design is unsatisfactory and, like some other subjects, gets limited time. The school has begun work to develop a more integrated approach to learning and to develop the creative curriculum but this is in the very early stages of development and does not yet challenge pupils to think creatively. The provision for gifted and talented pupils is supported well in class but the special classes do not make sufficient impact on their learning. Resources and the accommodation are good and are very good for children in the nursery and Reception classes. The standard of care and links with the community are very good, supporting learning very well. Links with parents are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall owing to the very strong leadership of the headteacher, who has worked without a deputy headteacher for some time. Under her leadership the staff team have risen to the challenge of raising standards and have achieved success. The governors are fully committed to the school and undertake their various roles well, ensuring the school meets all statutory requirements. There is very good monitoring of school performance and from this, the headteacher has drawn up a very effective school improvement plan. Financial resources are used very well to support school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are mostly very happy with the school and many parents stated that the school had had a very positive effect on their families. A few parents indicated that there was some bullying in school but also indicated that the staff were aware of this and dealt with it effectively when it arose. A large number of pupils were interviewed and all said that there were odd incidents but there had been no bullying for as long as they could remember. Some pupils indicated that they would like more football and the school has sought outside help to improve provision.

IMPROVEMENTS NEEDED

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

- Improve planning for provision in the Foundation Stage to take account of individual needs.
- Provide more opportunities for pupils to learn independently and creatively.
- In developing the curriculum, ensure that activities are sufficiently challenging, especially for the higher-achieving pupils, and that time is appropriately used to support all aspects of the curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and by the ends of Years 2 and 6 is **good**. Girls and boys achieve equally well. Pupils with special educational needs and those identified by the school as 'gifted and talented' make broadly similar progress to others. Standards, other than in art and design, have risen since the last inspection.

Main strengths and weaknesses

- The children in the Foundation Stage get a good start.
- In English, all pupils achieve very well in all classes and standards rise rapidly as they move through the school.
- Pupils make good overall progress in Years 1 to 3; this slows in Years 4 and 5 but picks up rapidly in Year 6.
- Progress in mathematics is good for the majority of pupils but is satisfactory for the most able.
- Additional strategies are used very effectively to raise standards but additional provision for 'gifted and talented' pupils does not develop their learning any better than class work.

Commentary

1. The children start school with below-expected levels in most areas of learning. There has been considerable disruption this year in the Foundation Stage because of staffing issues. Nevertheless, most of the children are making good progress, especially in their personal development, particularly through working in the well-resourced and well-organised indoor and outdoor classrooms. The nursery and Reception children gain from mixing with each other and develop well socially. Many of them reach levels which are close to the Early Learning Goals³ by the end of the Reception Year across most areas of learning, except for writing and some aspects of calculating, where standards are lower. Children relate well to the staff and are able to seek help in order to pursue learning.
2. In Years 1 and 2, pupils make good progress overall and in 2004 in national tests at the end of Year 2, pupils were very successful in reaching standards which were well above those of similar schools in reading, writing and mathematics. This pattern of achievement is likely to be repeated in 2005.

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

Standards in:	School results	National results
reading	15.9 (14.2)	15.8 (15.7)
writing	15.4 (13.7)	14.6 (14.6)
mathematics	18.0 (15.6)	16.2 (16.3)

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

3. In Years 3 to 6, achievement is good overall. In tests in 2004 when compared with similar schools, pupils reached standards by the end of Year 6 which were well above average in English and mathematics, and above average in science. This high achievement is repeated in work seen in the current Year 6, though few pupils reached the highest levels in mathematics. Pupils achieve well in ICT and, where judgements are possible, satisfactorily in most other subjects. Standards in art and design are low.

³ Nationally agreed targets for the end of the Reception Year.

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

Standards in:	School results	National results
English	26.5 (27.8)	26.9 (26.8)
mathematics	27.0 (26.7)	27.0 (26.8)
science	27.5 (26.7)	28.6 (28.6)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

- Standards have risen rapidly in English. All of the teachers have been trained very well in the teaching of English and they get the pupils to use reading and writing skills across a range of subjects, thus giving them regular practice. Pupils' writing is particularly good. The oldest pupils use imagination and original thought when they are tackling writing tasks and know well which forms of writing to use for particular purposes. This marks very good progress as the children leave the Foundation Stage with below-average skills. Pupils' reading and speaking skills are also well developed and these skills help them in whatever subject they are studying.
- In mathematics, all of the staff have focused very closely on raising the attainment levels of all pupils. Over the past three years this has been successful, with the majority of pupils reaching the nationally expected levels. The staff are very keen to ensure that all of the pupils have all of the skills which they need to reach this level and therefore they strongly direct learning. Whilst this is successful for the majority, this has reduced the opportunities for the highest-achieving pupils to extend themselves and to use their skills as fully as they could.
- Whilst achievement is good overall, there are variations across classes and subjects. Standards in art and design are too low because pupils do not do it often enough and skills are not taught systematically or progressively. In subjects other than English and mathematics, generally progress is at least satisfactory and often good in the lively lessons provided. In Year 3, for example, all lessons involve a high level of pupils' participation and a great deal of interest. In other classes, and particularly in Years 4 and 5, teachers prescribe what pupils will do too closely and there is little opportunity for pupils to extend their thinking. This slows their progress.
- In order to raise standards from the low level they were at three years ago, the school has made provision for additional strategies to support learning in English and mathematics. These strategies have involved the withdrawal of selected pupils from their classes for short periods for additional help. These strategies, along with very well focused teaching in class lessons, have clearly contributed to pupils reaching higher standards. The school also has a strategy to support the higher-achieving pupils. In the work seen and the sessions observed, it is unclear as to how this work supports the raising of standards for these 'gifted and talented' pupils, as it is insufficiently challenging and not significantly different from normal lessons. The most able pupils make good progress overall but this is due to the teaching they receive in normal class lessons which, particularly in Years 3 and 6, is well matched to their needs.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is good overall. Behaviour and attitudes to learning are good. Attendance is good, but punctuality is unsatisfactory.

Main strengths and weaknesses

- Moral, social and spiritual development is good, and cultural awareness is satisfactory.
- Pupils are not being encouraged to develop good time-keeping habits.
- Pupils are well behaved and keen to learn.

Commentary

Attendance

8. Attendance rates have been steadily rising over recent years and are now slightly above average, and higher than at the time of the last inspection. The very successful breakfast club ensures that many pupils are already in school at the start of the day. However, there are still a number of children who arrive late, and the school has done little until recently to encourage these children to attend punctually.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	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.

9. Teachers consistently set high expectations for behaviour in lessons and around school. Pupils are very enthusiastic about the good range of extra-curricular activities and practical opportunities for learning in music, science, ICT and PE. They value the calm and supportive start to the day offered by the breakfast club. Pupils respond well in most lessons, although occasionally a minority become distracted when there is insufficient challenge in tasks. Pupils' attitudes to learning and personal development are good. There were no exclusions in the last year.
10. The staff encourage pupils to take responsibility at break times. Play leaders assist the lunchtime supervisors well by engaging pupils in games and activities. Fire wardens are trained to promote safety and others are responsible for recycling and litter. There is a school council, consisting of very enthusiastic fundraisers. So far, the council has offered few opportunities for pupils to influence change and therefore there are some missed opportunities for actively promoting democratic decision-making. The school promotes awareness of the responsibilities of living in a community well.
11. A strong emphasis is placed on pupils' spiritual, social and moral development, which is good. Social awareness is most apparent in the good relationships seen between pupils. The high expectations of behaviour ensure pupils develop a good moral code. Pupils understand how to recognise and respond to bullying. There are supportive systems for sharing concerns through the 'worry box', playground buddies and an identified adult. Parent and pupils express confidence in the way the school deals with concerns.
12. Pupils develop satisfactory awareness of their own and the diversity of other cultures. Awareness of diversity is largely raised through charity projects and promoting empathy with those who are less fortunate. There are a limited number of positive images of diversity around school. In discussions pupils demonstrated little understanding of world faiths other than Christianity. This does not prepare pupils well for living in a culturally diverse community. Pupils from minority ethnic groups, and those with special needs, are fully integrated and there are no incidents of racial disharmony or discrimination. Pupils make an active contribution to the wider community through their involvement in the church and fundraising, and exhibit a strong social conscience in response to the current 'Make Poverty History' campaign.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good and the curriculum is satisfactory, with some areas of strength. Pupils are cared for very well. There are good links with parents and very good links with the community.

Teaching and learning

The quality of teaching is good and this results in good learning. This is an improvement since the last inspection. Assessment is good.

Main strengths and weaknesses

- Throughout the school, staff insist on high standards of behaviour and this creates an atmosphere which supports learning.
- In Years 1 to 6, teachers make good use of assessment information and plan to meet pupils' needs.
- Teaching is good overall in the Foundation Stage but there is insufficient use of accurate assessment information to match work fully to children's needs.
- Teaching assistants make a very good contribution to pupils' learning.
- In most classes, pupils engage well with lessons and learn at a good pace, but this slows when teachers prescribe the rate of learning too tightly, particularly in Years 4 and 5.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (26%)	13 (42%)	10 (32%)	0 (0%)	0 (0%)	0 (0%)

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

13. The staff are consistent in their approach to managing pupils' behaviour and this leads to good behaviour throughout the school. In lessons this means that the vast majority of pupils co-operate and they try their best in interesting lessons. This is seen particularly clearly in Year 6 where, for example, all of the pupils joined in with a very challenging mathematics lesson. The pupils co-operated well offering support to each other to get the work done. The teacher quietly insisted on this co-operation. Similarly in a lively Year 3 lesson, the teacher reminded pupils of the classroom rules and all settled rapidly to work. This climate for learning, which is sustained by the staff, supports all pupils in their learning.
14. In Years 1 to 6, teachers' planning for learning is based on what they know of pupils' needs, through their day-to-day observations, their assessment exercises or the individual education plans of pupils with special educational needs. For the most part, this means that the lessons are well matched to the needs of pupils, who consider that they are constantly making gains. This motivates them.
15. The teaching assistants make a great contribution to learning. Mostly this is in very good support in class, where they adapt very well to working with often the most difficult pupils. They have good expertise in contributing to overall behaviour management. In the Foundation Stage, the teaching assistants offer very good support, working with children in a variety of areas or leading specific learning tasks such as work on shape. One teaching assistant makes an enormous contribution to the pupils' learning through the strong leadership and expertise she brings to music throughout the school, whilst another takes a major lead in developing learning support strategies.

16. The Foundation Stage is currently staffed by two temporary teachers who have worked very hard in the last two terms to create a stimulating and engaging learning environment where all of the areas of learning are supported, both indoors and outside. They have succeeded. Children learn well from the good range of interesting and sometimes exciting opportunities provided. For at least some of the time, children follow their own interest, making good gains as independent learners. This was seen when a group of boys decided to irrigate the plants with the glittery water from the water tray. The nearest adult used this as a learning opportunity, asking the children, for example, which container did the job best. The weakness in the Foundation Stage is the accuracy and use of assessment information. These staff have not yet had the training to use appropriate assessment scales and therefore plan some adult-directed activities, which lack challenge of an appropriate level. This is seen in early writing and number work.
17. Mostly pupils learn well but there are times when the teachers prescribe learning too tightly, pupils lack the opportunity to be creative or to think for themselves and they show less interest and motivation. For example, in English, a very promising lesson based on 'Rap' was restricted by the teacher's perceived need to control the pupils, and similarly in an art lesson when the outcomes were dictated by the teacher's instructions. In both these cases, this lowered the quality of well-planned learning opportunities. This also happens in mathematics for the higher-achieving pupils. Teachers give interesting investigations but then tell the pupils what they 'should' get out of the investigation. This restricts their thinking.

The curriculum

The school provides a satisfactory curriculum for its pupils. Staffing, accommodation and learning resources are good. The school is enriched well with additional activities both during and after school.

Main strengths and weaknesses

- There is a good curriculum for English, mathematics, ICT and science.
- Too little time is allocated to other subjects and the level of challenge is not always sufficiently high.
- Pupils are not always given sufficient independence to engage in investigative learning activities.
- A good programme of extra-curricular activities enhances the curriculum, which is further enriched by French lessons.
- Accommodation has been improved but the outside paved area is too small for playtimes.

Commentary

18. The curriculum is broad but heavily balanced towards English and mathematics. This is understandable, as the school has successfully focused on raising standards in these key subjects. The school now plans to give more time and attention to other subjects through development of a 'creative curriculum'. The beginnings of this are promising in that good links are being made between subjects and practical activities are being provided for pupils. However, tasks are not always being planned to enable pupils to achieve the higher levels of attainment in subjects such as history and geography. As a result, the activities do not always engage the pupils' enthusiasm or interest.
19. The time allocated to subjects such as physical education and art and design is too short for the programmes of study to be adequately covered. As a result, progress is slow. Pupils' involvement with some aspects of physical education is quite limited. There has been a good focus on music and dance and this has contributed to pupils' enjoyment and their good achievement.
20. In most subjects, the activities planned for pupils do not give them sufficient scope for independence in planning their own investigations or following their own lines of enquiry. This is seen in science where most pupils record their findings in the same way or in art where creativity is lost when pupils are given too many instructions.

21. The curriculum for pupils with special educational needs successfully meets their needs and ensures that they achieve well. The targets on individual education plans vary in quality (sometimes within the same plan) but the support given by class teachers and teaching assistants is usually well focused and meets the needs well. The good focus on gifted pupils within class ensures that they are challenged well within English, ICT and science. The withdrawal groups for these pupils provide work, but do not always provide the high level of challenge in the open-ended, investigative or problem-solving situations that are usually provided for gifted pupils. There is no special curriculum arrangement for pupils who are talented in non-academic subjects.
22. The curriculum is enriched by a good number of extra-curricular clubs and activities. The breakfast club is particularly successful and provides a positive start to the day. A good programme of visits and visitors makes a range of lessons more interesting for the pupils. Very good links to other schools and programmes through the Deanery Education Action Zone also serve to enhance the curriculum. No French lessons were seen but the pupils indicate that they enjoy learning French and that they are pleased with their progress. A teacher from the Education Action Zone cluster of schools supports the lessons and this is an example of good curriculum enrichment.
23. Accommodation has been greatly enhanced by the new extension to the building. This makes accommodation for the Foundation Stage particularly attractive. The playground is too small for all the pupils, especially in the winter when the grassed areas are too wet to use. There are already plans to extend this, and to improve the school's office, which at the moment presents a blank wall to visitors. Teaching and learning resources are generally good, and much enhanced by the recent acquisition of interactive whiteboards. The library is very welcoming and linked well to the accessing of information from computers. However, few classes make extensive use of these facilities on an informal basis. The school is well staffed with teachers and support staff who make a valuable contribution to the pupils' learning.

Care, guidance and support

The care, welfare, health and safety for pupils are very good. Provision of support, advice and guidance based on monitoring is good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Pupils are very well cared for within a strong Catholic ethos.
- Nearly all pupils feel that there is a trusting adult in school that they can go to.

Commentary

24. Health and safety for pupils is a priority and procedures are well understood. Arrangements for child protection are in line with latest guidance, and all staff are clear about the policy. The school has a number of ways in which pupils can share concerns and, as a result, pupils feel well cared for and supported. The expertise of outside agencies has been used well to help support pupils' personal development to the extent that there have been no exclusions in the past two years.
25. The school sets personal targets for learning and encourages pupils' involvement in this. This is still at a relatively early stage of development and not all pupils are clear about their targets. However, pupils are generally aware of what they need to learn and feel well involved in the process. This stimulates pupils to achieve well.
26. The unforeseeable change of staff in the Foundation Stage means that induction arrangements have been disrupted this year. However, despite this, most children have settled well. Pupils joining the school at times other than the start of the year settle quickly in the supportive ethos.

27. The school regularly consults pupils and responds to their needs. Pupils know they are listened to and their views matter and as a result have a good sense of belonging. The school council has been functioning for some time now but it is not yet at the stage where pupils are impacting significantly on the life and work of the school.

Partnership with parents, other schools and the community

The school has a good partnership with parents. Links with the community and other schools and colleges are very good.

Main strengths and weaknesses

- The school responds well to parents' concerns.
- Links with the community are used very well to raise standards.
- The school works well with other schools.

Commentary

28. Information to parents about the school is generally good. However, the annual pupil progress reports, although clear about the work covered, are not always clear about the progress made, the standards reached or what pupils need to do to improve. The school consults parents well, and already has plans to work with parents to revise the pupil annual reports with a view to making them more helpful. Parents are encouraged to help with learning. There is some useful and regular information about the work children will be doing in class and how parents can help at home. The very many courses for parents across a number of subjects have all been designed to enable parents to support their children with learning. These courses have largely been very successful for the small numbers of parents who participate.
29. The numbers of parents who attend parent-teacher consultation evenings are high, but the school has no overall approach to following up those parents who do not attend. The school responds very well to parents' concerns. A recent example is the efforts made to monitor and keep parents abreast of the progress of pupils who had suffered considerable disruption because of staff illness.
30. Links with the community are extensive. Links with the Catholic Church are well established and the school greatly values this relationship. The membership of an educational action zone has been of particular benefit in terms of the curriculum, for example, in the support offered for French. The school draws on and contributes well to the local community, and this helps pupils gain insight into the community and the ways in which they can contribute. Numerous other links contribute very effectively to pupils' personal development.
31. Through the education action zone and the local authority the school has established very effective partnerships with local schools. It has shared expertise and supported other schools in a variety of ways. The very good partnership with the secondary school and effective transition arrangements mean that pupils transferring to the secondary school look forward to their new school and mostly settle well. These links are stronger than at the time of the previous inspection.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **very good**.

Main strengths and weaknesses

- Very strong leadership by the headteacher has supported very good improvements in standards in the last two years.
- The headteacher with support from other key staff has begun a process of curriculum reform which is beginning to make learning more stimulating for all pupils.

- Very good analysis of the school's strengths and areas for development forms the basis of an effective school improvement plan.
- The resources available to the school are used very well to support school improvement.
- Governors contribute well to school leadership.

Commentary

32. The headteacher joined the school after a period of some turbulence; the school had no headteacher and standards had fallen. The headteacher has addressed many difficult issues without the support of a deputy headteacher for much of the time but has nevertheless led very significant improvement and this is now a successful school. This is evident in the standards which have been achieved in the last two years and which have continued to rise in 2005. Much of the success in national tests is due to a culture of improvement which the headteacher has instigated and the very hard work of most of the teachers, in particular the Year 6 teacher. Gradually, the pupils are coming to believe that they can be successful and are aspiring to do their best.
33. In order to raise standards, the school has adopted rigorous teaching methods and support strategies. These have been successful and the school has already planned to extend the success in learning to many other areas of the curriculum. The school resources the curriculum well with interesting visits and visitors and is now moving to develop a potentially more stimulating approach to learning. The headteacher has encouraged and supported this and the staff are now aware of the potential of the curriculum to engage pupils in learning more rapidly than at present. This is in the early stages of development.
34. There is very good analysis of test data, pupil progress information and attendance data and this is used very well to set targets for improvement. Good analysis of tests points the way to areas of subjects which could be taught better. Just occasionally, areas of potential weakness are missed, for example, in mathematics, where there is a need for more independence when working so that higher-achieving pupils can extend their skills. Other aspects of school life such as use of time, quality of the curriculum, health and safety are very well monitored and plans for improvement are contained in a useful and pragmatic school improvement plan.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	554,248
Total expenditure	543,318
Expenditure per pupil	2,968

Balances (£)	
Balance from previous year	62,437
Balance carried forward to the next year	73,367

35. The school is reducing slightly in size slowly but annually and therefore there is a reducing budget. Nevertheless the resources available are used prudently to improve provision. This is seen in the very positive development of the Foundation Stage and its outdoor area, which are currently being used very well to support learning. There has also been improvement to the overall outdoor environment. There are very good systems to ensure financial accountability. The school is supported well through being a member of the Education Action Zone and there is very good co-operation with the zone staff, who are very supportive of school improvement. This additional funding is mostly used very well but there is a need to reconsider the current organisation of the work with gifted and talented pupils, as this is not as effective as it should be.
36. The governors help to ensure that the resources available are used well to support school development. Many of the governors are relatively new into their posts but they have quickly grasped the essential tasks and key governors are fully aware of the development needs of the

school. They support the headteacher's drive for improvement well. Their role in shaping the direction of the school through the school improvement plan is developing satisfactorily.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory. Two recently qualified teachers have been temporarily appointed to teach in the Foundation Stage. In a short time they have succeeded in creating a caring, positive and stimulating environment for learning. This reflects their hard work and commitment. It follows a period of disrupted teaching, which has impacted negatively on children's achievement in early writing and number skills.

There has been very good improvement in the quality of accommodation and resources since the last inspection. The very well-planned indoor and outdoor areas make a very good contribution to the quality of learning enjoyed by the younger children. Standards on entry to nursery are below those expected for their age, with the full range of ability represented. Children are achieving well in the current term and standards by the end of the Reception Year are in line with those expected for their age in most areas of learning, but are below those expected in writing, counting and early calculating. Very good relationships and a routine which allows children to select from a range of practical and creative activities are effective in promoting positive attitudes and dispositions to learning.

There are good procedures for sharing information with parents about the curriculum, although information about children's progress is less secure because assessments have not been consistently completed during the year. This impacts on the quality of planning. The planning used during the inspection did not ensure the needs of all children were met because in some sessions it lacked sufficient challenge. The Foundation Stage has had weak leadership during the last year, and an established teacher has very recently taken on the leadership. The impact of the new leader cannot be judged at this early stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are well motivated and engaged because the routine is well planned to meet their needs.
- Good social development is promoted by very good relationships.
- Outdoor learning motivates children and encourages collaboration.

Commentary

37. Clear expectations and purposeful activities lead to good engagement of children in tasks. Opportunities for children to initiate activities are well balanced with adult-led tasks, promoting good levels of concentration. Children are confident and independent because their individual responses are valued and encouraged. The outdoor environment, which is used regularly during lessons and playtimes, provides very good opportunities for children to learn actively and practically. This promotes good social development and has a positive impact on children's motivation and enthusiasm for learning. The teachers and teaching assistants have established very good relationships with children, and consequently children enjoy coming to school and demonstrate good levels of confidence and self-esteem. Teaching, learning and achievement are good. Standards are in line with expectations by the end of the Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's interest in reading is promoted well through the use of stimulating story bags and good quality reading materials.
- Letters and sounds are taught regularly, but overall the teaching of writing is unsatisfactory.
- The staff promote children's talk well.

Commentary

38. Reading is taught well and parents are involved well. They are encouraged to share books with their children. The range of books is broad, attractive and well matched to children's competencies. The use of big books for teaching specific reading skills and good individual support in small groups lead to good achievement. Children learn to enjoy stories and poems, and apply their knowledge of sounds and letters well when tackling new words. The most commonly used words are taught systematically.
39. Children have not had enough opportunities to apply their knowledge of sounds and letters to building words and sentences. Incorrect letter formation has not been corrected promptly, and whilst most children can recognise letters and sounds, most lack confidence when building words. There are good opportunities to write and draw independently, for example, in the writing area and role-play areas. This contributes to writing skills but not in a structured or progressive manner. A small minority of children work with Year 1 during literacy lessons and achieve standards above those expected for their age. However, by the end of the Reception Year, most children are not able to write for a range of purposes or use plausible spelling and simple punctuation. This shows unsatisfactory achievement in writing, and competencies below those expected.
40. Children respond willingly to questions, and express their views and feelings well. Teachers skilfully respond to children's ideas, suggestions and observations, and this promotes children's confidence as speakers very effectively. Children are encouraged to take on roles in pretend play, expressing their intentions and needs well. This leads to good achievement in speaking and listening and standards are close to those expected.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical activities provide good opportunities to learn about shape, measures and patterns.
- Clear demonstrations illustrate mathematical ideas well and promote good learning.
- Weaknesses in assessment means that some activities are low level.

Commentary

41. Most children almost reach expected levels being able to count accurately in ones and tens and understanding some properties of shapes. However, because teaching has been disrupted, there is insufficient assessment information to guide planning. This leads to some lack of challenge and insufficient opportunities to calculate and regularly count, read and write numbers beyond ten.

42. Teaching, learning and achievement are satisfactory overall. The observed teaching was lively and practical. The teachers' clear explanations promoted learning well. Adults modelled the correct use of mathematical vocabulary and gave practical demonstrations. For example, nursery children were encouraged to use the correct names for shapes, and to count the number of sides. ICT was used effectively to illustrate repeating patterns to Reception children. Support for children in small groups was managed well, helping children to achieve well. However, when children recorded their patterns on worksheets, the pace of learning was slower than when they worked practically.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

43. It is not possible to make a judgement on provision in these areas of learning because insufficient teaching was observed. However, children are encouraged to select from a good range of materials for their artwork, enabling some originality in their responses, and allowing children to follow their preferences. Outdoor resources for physical activity are good. The children frequently enjoy climbing and balancing in a safe area adjacent to the classroom. Good use is also made of the outdoors for observing living things and exploring materials, sounds and music. Imagination is encouraged effectively as children construct, take on roles in their pretend play and when sharing books with adults in the 'den'.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Under good leadership, standards have risen significantly in the last two years.
- Teaching is good overall, and very good in Years 2, 3 and 6.
- Standards in speaking and listening are not as high as those in reading and writing.
- Pupils' very good achievement is underpinned by very effective assessment and tracking systems that enable teachers to focus very closely on groups of pupils.

Commentary

44. Standards have improved significantly since the previous inspection when progress was unsatisfactory. Present standards by the end of Year 6 are above the national average. A good number of pupils achieve the higher expected level (Level 5). These standards are slightly higher than the school's scores in national tests in 2004 and represent very good achievement. Standards in Year 2 are above the national average in reading and average in writing. This also is very good overall achievement, taking account of the starting point of these pupils and the number who have special educational needs.
45. Teaching is mainly satisfactory in Years 4 and 5 and, as a result, pupils make slower progress through these years than in other years. There is a good focus on the needs of pupils with special educational needs and those capable of higher attainment that ensures that both groups make good progress.
46. The subject is well led and managed. There are very good systems for assessing pupils' attainment and tracking their progress, and the subject leader has a good overview of the school. The new approach to providing a 'reading environment' is well planned to enhance provision.
47. Standards of speaking and listening are generally below those usually found, although a few pupils are articulate and speak well. The teaching of these aspects is generally satisfactory, with

some very good opportunities created. For example, a very good Year 6 lesson engaged groups of pupils in debate about whether Michael should be allowed to light a fire in 'Kensuke's Kingdom' by Michael Morpurgo. There is good use of learning partners (discussion pairs) in many classes, and this also has a positive impact. However, in many lessons there are few opportunities for pupils to engage in discussion or to give extended explanations or accounts. Pupils play little part in the final sessions of lessons where learning is evaluated.

48. Standards of reading are generally above the national average across the school. This is very good achievement for the pupils, taking account of their starting point. The teaching of reading is particularly good in Years 1 and 2 where pupils are heard reading individually and in groups. There is often high challenge and a very good focus on high expectations of reading. For example, in a very good Year 3 lesson pupils compared extracts from different Roald Dahl books to see how he created his effects. The series of Year 6 lessons mentioned above focused very sharply on the literary effects and moral dilemmas posed by the novel and this explicitly addressed the higher expectations for this age group and extended pupils' understanding very well.
49. Standards of writing are above average by the end of Year 6 and average in Year 2. A fairly high number of older pupils though, have problems with some simple spellings and sentence structures. Knowledge of the relationships between sounds and letters is generally good and most mistakes in writing are sensible attempts. The teaching of writing is generally good across the school, and there are some very good techniques in use; for example, a very good Year 2 lesson where pupils turned aspects of their 'Sea Dog' reading book into a postcard. Good opportunities are created for pupils to write in a variety of contexts and styles, such as letters, poems, accounts and stories.

Language and literacy across the curriculum

50. There is some use of other subjects such as history and geography to extend reading and writing skills, but in most classes written work in these subjects is confined to the completion of worksheets. This does not give sufficient scope to develop skills. There is some good use of ICT to retrieve and sort information from the Internet, and the multimedia work in the local City Learning Centre where pupils added soundtracks to animated videos they had made was particularly valuable.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The curriculum is well planned to ensure that all of the pupils experience a very broad range of learning, and it is supported well through effective use of ICT.
- Teaching is good overall and very good in Years 1 and 2, where pupils make very good progress.
- The subject is well managed and there is a strong drive for improvement.
- Pupils in Years 3 to 6 do not have enough opportunities to think independently about how they will tackle mathematical questions. This restricts achievement, particularly for the most able pupils.

Commentary

51. Very good teaching in Years 1 and 2 helps to ensure that almost all the pupils achieve very well and reach the nationally expected level by the end of Year 2. When compared with pupils in similar schools, a well-above-average proportion reach the higher levels in national assessments. In Years 3 to 6 pupils achieve well and good progress continues. The good teaching ensures that a high proportion of the pupils reach the nationally expected levels by the

end of Year 6. However, the proportion of pupils reaching the higher level is too low because teachers do not provide enough opportunities for pupils to think for themselves.

52. The curriculum is well planned. There is a particularly strong focus on the development of mental mathematical skills and most of the pupils develop good computation skills and a good level of accuracy. Review of the pupils' work indicates that they have covered a very good range of mathematical topics, developing a good understanding of space and measures, the recording and interpretation of data and arithmetic skills. The plans for work ensure that all pupils study the elements of mathematics systematically and regularly. Good use is made of ICT to support learning either in class lessons, for example, when large groups try to beat a timed exercise through mental agility, or as individuals producing graphs and other mathematical records.
53. The co-ordinator leads the subject well and works hard to bring about improvements. There is very good analysis of pupils' tests to find areas which might need further development and there is very clear target setting for pupils, including those with special educational needs. This helps the pupils know what they need to do to improve.
54. There is extensive coverage of the mathematics curriculum in Years 3 to 6. Review of pupils' work indicates that quite often all pupils cover exactly the same work though, to a variable standard. Whilst this work covers all aspects of mathematics, usually the teacher prescribes the method of recording, even when the work is an investigation. This means that the pupils lack the opportunity to develop the higher-order skills of thinking creatively about how they could describe and express their findings.

Mathematics across the curriculum

55. Good use is made of mathematics to support a range of other subjects. Pupils use measure and shape extensively in design and technology. They use counting skills in the lower part of the school in music and use the mathematical skills of sequencing in a number of physical education topics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are rising as a consequence of very good leadership.
- Very good initiatives have contributed to improved status for the subject and positive attitudes.
- There is not enough challenge for some higher-attaining pupils.

Commentary

56. Standards have improved rapidly this year. In 2004 standards by Year 2 were well below average and they are now average. By Year 6, standards were below average and are now well above average. An improving picture is emerging following thorough preparation for Year 6 tests, and a whole-school focus on increasing the opportunities for practical learning. Achievement is good in Years 1 to 5 and is very good in Year 6.
57. Teaching is good overall, and in some classes is very good. In Year 6 there is very good teaching. In one lesson, pupils were encouraged to collaborate, share information and apply their knowledge of food chains and habitats to a task. This encouraged them to use and adapt existing knowledge and seek new knowledge from relevant sources. In a very good lesson in Year 2, pupils were challenged to classify animals, and also investigated how their own physical features varied. Interactive whiteboards are regularly used to demonstrate. This was effective in a Year 5 lesson when pupils were able to relate the pitch of musical instruments to their size, and when they watched changes in guitar string vibration on a magnified screen, as high and low notes were played.

58. Learning is good because pupils are well motivated by practical activities. By Year 2, pupils have a good understanding of living things and how materials can be used and changed. They use a good range of scientific vocabulary to describe their observations. However, they have not developed the skills needed to reach higher levels. This indicates insufficient challenge for more able pupils. In Year 6, collaborative tasks promoted good discussion and increased the pace of learning as pupils justified their decisions. Science vocabulary relating to current work is displayed in all classrooms and this helps pupils to discuss and record their findings. The vast majority of pupils behave well but occasionally pupils do not maintain concentration when the tasks offer insufficient challenge or when practical tasks lack clarity of purpose.
59. Following regular monitoring of assessments, test answers and pupils' work, the subject leader has identified aspects of science teaching needing improvement and whole-school initiatives have been implemented. Resources and teaching guidance have improved. Links with local industries through the 'Children Challenging Industry' initiative have been particularly effective in motivating pupils in Years 5 and 6. The subject leader has good vision for improvement, including the need to bring increasing challenge to the teaching of science skills. The quality of leadership and management in science is very good and the subject leader has been influential in bringing about very good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision and standards have improved and achievement is good.
- Leadership and management are very good; resources have been improved substantially and staff expertise has been raised very successfully.
- The curriculum is good but there are too few opportunities for pupils to develop ICT skills and knowledge when working in other subjects.

Commentary

60. There is strong and effective leadership and management of ICT. This has led to very good improvement since the last inspection. Improvement is evident in the major developments in resourcing, staff confidence and knowledge, the curriculum, and the quality of pupils' work. Good ICT provision is underpinned by a good scheme of work that allows the systematic development of skills and knowledge and good opportunities for pupils to consolidate new learning in practical ICT lessons.
61. Overall standards are average. However, pupils have good confidence in their ICT work and assessments indicate they achieve well. There are instances of above-average standards, such as in Year 6, where pupils are enjoying high levels of challenge through ICT sessions taught at the local secondary school, the ICT club and consistently high challenge from their teacher who leads the subject.
62. It is not possible to make judgements about teaching and learning because only one lesson was seen. Pupils' work shows teachers make effective use of resources. The very good quality computer suite is put to effective use but it could be used more, particularly for independent work. Teaching assistants make a positive contribution to the development of pupils' skills and knowledge. The achievement of all pupils, regardless of background, is good because there is emphasis on practical learning. Assessment is good and is used well, enabling good tracking of pupils' progress. Good assessments help teachers identify what pupils need to do to improve, and therefore are effective for planning the next steps in learning.
63. There is good potential to build on the improvements made since the new computer suite was opened in 2003. The subject leader has developed a good team spirit as a consequence of

improved training, planning guidance and resources. Her evaluation of subject performance is very good.

Information and communication technology across the curriculum

64. The use of ICT to support learning in other subjects is satisfactory and is currently a priority for the school. There has been good success in using ICT as a teaching aid in other subjects, for example, when consolidating calculating in mathematics, exploring sound in science, and for demonstrating literacy skills in English. The provision of interactive whiteboards in all classrooms has made a considerable contribution to the pace of teaching and stimuli for learning in lessons. However, in most classes pupils are not given enough time to consolidate and extend their ICT skills and knowledge in other subjects, although good examples were observed when Year 6 pupils scanned their monster pictures onto the computer and then recorded their voices to tell the tale. Pupils work enthusiastically when using computers and there is potential to promote learning in other subjects more effectively, particularly for researching a range of sources in history and geography, handling the data generated in science investigations, and for investigating relationships in mathematics.

HUMANITIES

History and Geography

65. It was not possible to see sufficient lessons in either subject for an overall evaluation to be made of provision or standards. Planning, timetables and work in pupils' books indicate that relatively little time has been allocated to these subjects. As a consequence, coverage of the programmes of study has been thin. Good use of visits and visitors enhances the programme.
66. In **history**, pupils cover the expected topics but not always to the depth that is usually found. In the lessons seen, pupils covered the knowledge required but the challenge was not sufficient to extend their understanding. In an effort to provide a creative approach to the curriculum, Year 5 and 6 pupils engaged in a range of activities related to 16th century explorers and the spice trade. This involved the study of ancient maps, retrieving information from the Internet and a look at actual spices. However, the activities did not have the challenge to reach higher levels that English or science lessons do. There were no opportunities for pupils to engage in activities which required independence or original thinking to take different directions in their explorations.
67. It was possible to see only one lesson in **geography**. This was a very good Year 2 lesson. The teacher built very effectively on a visit to Saltburn by using photographs which the pupils arranged on the map they had made of the high street. There was good contrast between Saltburn and the pupils' own area, thus addressing the higher expected level for these pupils. Other work in pupils' books across the school does not always contain this level of interest and challenge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

68. Only one lesson was seen and there was a very limited sample of work. However, from the poor standard of the work and the lack of opportunities for pupils to develop skills and knowledge, it is clear that provision is unsatisfactory.
69. Discussion with the oldest pupils indicates that they have very limited knowledge of the work of famous artists and know virtually nothing about their styles of work or of any famous works of art. The small sample of art work seen indicated little progression in the development of pupils' skills in fact, the Year 4 pupils' work was significantly more skilled than that of the older pupils. The Year 4 pupils had also begun to create some good illustrative work using a multi-media program. Most pupils' drawing show an immature attention to detail and poor shading and use of colour.

Design and technology

70. No lessons were seen and the sample of work was quite limited. It is therefore not possible to judge the overall quality of provision. Nevertheless, it is clear that pupils are taught design and technology systematically and their work on designing and making slippers in Year 6 showed a level of skill expected of pupils of this age. The co-ordinator's photographic records showed that other pupils had designed and created artefacts using a range of materials, including sewn fabrics, wood and card, and had created items for a range of purposes. They had also used foods as a part of their work. Pupils' design notes indicate that they understand the design cycle, including evaluation of both the process and the product.

Music

71. No lessons were seen and therefore it is not possible to judge the overall quality of provision. Music is enjoyed and appreciated throughout the school and pupils enjoy singing, playing, composing and listening to music. Pupils sing very well, with clear expression and very good tone and pitch. The standards achieved in singing are above average. A highly valued learning support assistant makes a major contribution to the teaching of music to all pupils. Currently, children have the opportunity to learn to play keyboards, guitar, recorder or drums during their time at school. Opportunities are provided for pupils to compose and perform their own work, and they show good knowledge of musical vocabulary. Pupils are highly motivated by the wide range of extra-curricular music clubs and the opportunities to perform. A key feature is the spirituality music appreciation brings to assemblies. Well-selected African vocal music promoted keen appreciation and reflection in an assembly, which focused on the G8 Conference.

Physical education

Provision in physical education is **satisfactory** and pupils reach expected standards.

Main strengths and weaknesses

- There is good provision for swimming.
- The teachers provide good opportunities for pupils to develop sporting and athletic skills.
- The new co-ordinator offers very good support.
- Dance is developing well but there is a lack of opportunity for gymnastics partly because of lack of time.

Commentary

72. All pupils have the opportunity to learn to swim and the opportunity is extended for those pupils who find this skill difficult. This means that all pupils achieve the minimum expected level and most achieve much higher standards. They are taught well by specialist staff and all of the pupils indicate that they enjoy the lessons and that they are confident.
73. The pupils enjoy sports and the teachers offer a good number of games lessons. Pupils enjoy a variety of activities which develop both their stamina and their team skills. Just occasionally teachers lack the knowledge of some sports but generally pupils feel that they do well. They are able to join in with a number of inter-school sporting activities. One recent innovation which has enthused the staff and pupils is the setting up of orienteering activities in the school grounds.
74. The recently appointed co-ordinator has made a very good start on improving the subject. In the short time that she has held the post she has audited the staff's needs and has drawn up a good outline action plan to move the school forward. This includes the development of gymnastic skills.
75. The pupils have only limited time for physical education and therefore the programme is not as extensive as it could be. Dance, which was a weakness, is developing well, especially in Years 1

and 2 where the one teacher is taking a lead. She is attempting to teach the skills of dance systematically and is linking this well to the topics being covered; for example, the classes are presently working on African dance. The main weakness is gymnastics. No lessons were seen. However, staff are concerned about health and safety issues with regard to the teaching of gymnastics and the co-ordinator is developing training for them. The school hall is very small and as this is also a main storage area, the space available for gymnastics is very limited.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- The subject is taught regularly and is linked well to the religious education syllabus.
- The pupils learn social responsibility well and demonstrate it in their life in school.
- Pupils learn from all of school life, not just lessons.

Commentary

76. The subject is taught each week in all of the classes. All of the teachers see this as an important part of the curriculum as they are aware that many of the pupils deal with difficult circumstances outside school. Teachers give time for all pupils to develop their skills as school citizens, respecting the rights of others. This links well to the content of the 'Here I Am' Catholic syllabus for religious education. Overall teaching is good.
77. The oldest pupils are encouraged to take on responsibilities for the organisation of the school. This is discussed in class and responsibilities are understood. The outcomes are then seen in action, for example, in the 'playground buddy' system where older pupils are responsible for the care and welfare of younger ones. In all classes the pupils have the time and opportunity to talk about their concerns and aspirations. Assemblies underline the importance of social responsibility.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

