

# INSPECTION REPORT

## **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

Handsworth, Sheffield

LEA area: Sheffield

Unique reference number: 107153

Headteacher: Mrs S Armitage

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> May 2005

Inspection number: 267826

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:	216
School address:	St Joseph's Road Handsworth Sheffield South Yorkshire
Postcode:	S13 9AT
Telephone number:	(0114) 2692 773
Fax number:	(0114) 2548 802
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Egan
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is an average-sized primary school. Most pupils are of White British heritage. There are small numbers of pupils from a variety of other ethnic groups, but very few are at an early stage of learning to speak English. The proportion of pupils with special educational needs is below the national average. The range of pupils' needs includes: specific, moderate and severe learning difficulties; social, emotional and behavioural difficulties; speech or communication difficulties and autism. The proportion of pupils entitled to free school meals is below the national average. However, the school's provision for meals at lunchtime is restricted to sandwiches so many pupils do not take up their entitlement. The area in which the school is situated suffers from social and economic disadvantage. Children's attainment when they begin school is below what is expected for their age. Most pupils remain at the school for their entire primary education.

Over a number of years, the school has had to deal with quite significant disruptions to staffing, which have also had an adverse affect on the budget. At the time of the inspection, there was a temporary teacher in Year 1 who had only been at the school for approximately two weeks. The school had also appointed a trainee teacher to share the teaching of Reception children.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Margot D'Arcy	Lead inspector	Art and design Design and technology Music
9928	Alan Dobson	Lay inspector	
23276	Margaret Mann	Team inspector	The Foundation Stage Science History
32888	Dawn Shearsmith	Team inspector	English Special educational needs English as an additional language
11528	Michael Wainwright	Team inspector	Mathematics Information and communication technology Geography Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. Despite some significant disruptions to staffing, pupils are achieving well in most year groups but there are weaknesses in information and communication technology (ICT). There is good teaching and learning in many year groups. The school is led and managed well and provides **good** value for money.

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

- Nursery and Reception children get a good start to their education.
- Standards in English and mathematics are above average by the end of Year 6.
- Standards in ICT are below expectations throughout the school.
- The quality of teaching is good overall.
- The headteacher and governors lead and manage the school well.
- A good range of additional opportunities enrich the curriculum. However, staffing disruptions have, and are continuing to have, an adverse effect on some pupils' learning and behaviour.
- The school takes good care of pupils, listens to their views and promotes their personal qualities effectively.

The school has made satisfactory improvement since the last inspection. All but one of the recommendations made at that time have been successfully addressed. Improvements have been made to curriculum planning, and assessment is now good. The regular and rigorous checks that are now made on teaching and learning are helping to improve the quality of both. Whilst the school has endeavoured to address the weaknesses in ICT, limited finances and the small size of the accommodation have made this particularly difficult. Consequently, provision, standards and achievement in this subject remain unsatisfactory.

### STANDARDS ACHIEVED

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

*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.*

Achievement is **good** overall. Although the standards attained by Year 6 pupils in last year's tests were well below the national average, pupils made at least satisfactory progress given their attainment at the end of Year 2. This year's Year 6 pupils have made good progress in English and mathematics and are achieving above average standards in both. Their standards in science are now average, reflecting the good improvements that have been made to provision in this subject in the past year. In the Year 6 tests, boys do not generally perform as well as girls. The school is working hard to find out why and to devise ways of improving boys' performance. Pupils in Years 1 and 2 are making satisfactory progress overall. Progress in reading is good and, by the end of Year 2, standards are above average. In writing, mathematics and science standards are average. Throughout Years 1 to 6, pupils underachieve in ICT and therefore do not reach the expected standards. Achievement is satisfactory in art and design and design and technology where pupils

reach the expected standards<sup>1</sup>. Nursery and Reception children achieve well. From a below average starting point, most attain the learning goals expected at the end of the Reception year. Throughout the school, pupils with special educational needs and those with specific gifts and/or talents also achieve well. Those learning to speak English as an additional language do as well as their classmates.

Pupils' attitudes and behaviour are good overall, but there are weaknesses in Year 1. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The overall quality of education is **good**. Teaching is **good** with over one third being very good or excellent. Teaching in the Nursery is particularly effective. In Reception, there are some significant strengths but the quality varies too much (from very good to satisfactory) depending on the teacher. There are strengths in teaching and learning in Years 4 to 6, but variable quality in Year 3, again in response to different teachers' expectations. Overall, Year 1 pupils have not coped well with disruptions to staffing. There are times when, despite satisfactory teaching, their learning is adversely affected by inappropriate behaviour and attitudes to work. Support staff make a good contribution, particularly in the juniors where they are mainly deployed to help pupils with special educational needs. The school provides a sound curriculum, enhanced by a good variety of additional opportunities. However, the provision for ICT is unsatisfactory. The school does not have enough resources to teach all of the required aspects of this subject. Moreover, the small size of the computer suite and limited use of classroom computers means that pupils do not have regular enough opportunities to practise skills. Accommodation and resources are satisfactory. Good attention is paid to pupils' welfare and safety and there are good links with parents and the community. The school values and includes all pupils and makes good provision to seek and act upon their views.

## **LEADERSHIP AND MANAGEMENT**

The quality of both leadership and management is **good**. The headteacher knows the school well and has identified the right priorities for improvement. The significant staffing issues experienced over a number of years have been, and are being, tackled effectively to minimise the disruption to pupils' education. Key staff, such as the deputy headteacher, provide the head with good support. Governors are committed and work hard to help the school. They meet all of their legal obligations.

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

Parents have a good opinion of the school. Some are, understandably, concerned about disruptions to staffing, but most feel that the school does what it can to deal with these. Pupils are happy with their school.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and improve the provision for ICT.
- Continue efforts to stabilise staffing, dealing with the impact of disruptions on Year 1 pupils' behaviour and learning and achieving consistency in teaching and learning in the job share classes.

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<sup>1</sup> Standards in other subjects were not judged.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

By the time they reach the end of Year 6, pupils have achieved well. Standards in English and mathematics are above average and standards in science are average. There is underachievement in ICT, however, where standards are below expectations. Achievement in Nursery and Reception is good. During Years 1 and 2, achievement is satisfactory and average standards are attained in most subjects.

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

- Nursery and Reception children make good progress.
- Throughout the school, pupils achieve well in reading and attain above average standards.
- Good improvements are occurring in science.
- Staffing issues in a variety of year groups have had some adverse effects on standards and achievement, but the school has worked hard to minimise these.
- Weaknesses in the provision for ICT stop pupils from achieving as well as they can.
- The school is putting in place good strategies to reduce the difference between junior boys' and girls' achievement.

#### **Commentary**

1. Children begin school with standards that are generally below those expected for their age. However, good teaching and learning experiences ensure that all achieve well. By the end of the Reception year, children attain the expected goals in language, communication and literacy; mathematical development; and knowledge and understanding of the world. In the area of personal, social and emotional development, children reach standards that are above those expected. There was insufficient evidence to make secure judgements about standards and achievement in the areas of physical and creative development.

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

Standards in:	School results	National results
reading	16.9 (16.8)	15.8 (15.7)
writing	15.1 (14.4)	14.6 (14.6)
mathematics	16.0 (17.7)	16.2 (16.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

2. When compared to schools nationally and in similar contexts, Year 2 pupils' test results in 2004 were above average in reading and broadly average in writing and mathematics. Over time, pupils' results have been fairly consistent in reading. Results in writing and mathematics have fluctuated but, collectively, the results of all three subjects have risen at a faster rate than nationally. Inspection evidence found that pupils make good progress in reading in response to well-planned provision for this aspect. In writing, progress is satisfactory and standards are average, although fewer pupils reach the higher level than found nationally. A similar picture of satisfactory progress is seen in mathematics. Here, most pupils are attaining the expected standards, but few attain the higher level. In 2004, teachers assessed that all Year 2 pupils were attaining the expected level in science. During the inspection, no lessons in Years 1 and 2 were seen in this subject, but pupils' work suggests that teacher assessments are accurate and that progress is at least satisfactory. Currently, standards in



writing, mathematics and science by the end of Year 2 are similar to those found by the last inspection; reading standards have improved.

3. Over a number of years there have been some unfortunate disruptions to staffing that have concerned parents and the school. Currently, the year group that is most affected is Year 1. Overall, these pupils have not coped well with the disruptions but, whilst higher attainers could be better challenged in some aspects of English, there is no evidence of significant underachievement in this subject or others. The school has worked hard to minimise the impact of staffing changes and has carefully considered how to achieve a more stable situation in the future.

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

Standards in:	School results	National results
English	25.6 (26.8)	26.9 (26.8)
mathematics	25.1 (25.9)	27.0 (26.8)
science	26.8 (26.0)	28.6 (28.6)

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

4. In 2004, Year 6 pupils' test results were well below the national average in English, mathematics and science. In English and mathematics, these results reflected a significant fall from those achieved in the previous two years, but in science, results had been at this low level for a considerable time. Nevertheless, when compared to similar schools, the 2004 results were above average in English and broadly average in mathematics and science. Moreover, since 2000, Year 6 results show that based on pupils' earlier attainment at the end of Year 2, they have generally achieved satisfactorily in English and mathematics. In science, however, pupils have not achieved as well as they should.
5. A number of factors have influenced results, but disruptions to staffing have been significant and are acknowledged by the school to have had some adverse effects on standards and achievement. More stability has been achieved this year and inspection evidence found a much more positive picture of junior pupils' attainment and progress than the 2004 results indicated, particularly in science. The school's hard work to improve provision in this subject is paying off. Junior pupils are making good progress and standards by the end of Year 6 are now broadly average. Effective teaching, particularly in Years 4 to 6, is having a very beneficial impact on standards and achievement across the curriculum and particularly in English and mathematics. Achievement in these two subjects is good and by the end of Year 6, standards are above average.
6. The school is very aware of gender differences in performance and is working hard to discover why the performance of boys dips in the juniors. A number of initiatives have been implemented, for instance, to increase boys' interest in reading and writing. The school is also looking carefully at how teachers can address pupils' different learning styles to promote better progress. During the inspection, inspectors did not find any significant differences between the achievement of boys and girls.
7. Junior pupils with special educational needs make good progress in relation to their prior attainment. This is because of the good impact of focused work carried out by teaching assistants. In the infants, where the deployment of teaching assistants is more general, the progress of this group is satisfactory. Pupils who are at an early stage of learning English are given good support to help them understand and take part in the curriculum. The school makes some additional provision for pupils with specific gifts and/or talents, particularly in the juniors. Here, pupils have extra opportunities to take part in work linked to mathematics, sport and music.

8. Achievement in ICT is unsatisfactory. Inadequate resources mean that pupils are not able to develop the required knowledge, skills and understanding in all aspects of the subject. Moreover, the small size of the computer suite and limited use of classroom computers reduce opportunities for pupils to practise skills. These factors result in standards being below those expected by the end of Years 2 and 6. Pupils achieve satisfactorily in art and design and design and technology and attain the expected standards. There was limited evidence upon which to make secure judgments about standards and achievement in other subjects.

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

Pupils in most classes have good attitudes to learning and behave well. Their personal qualities, particularly their moral, social and cultural development, are good overall. Attendance has improved and is now broadly similar to the national average. Punctuality is satisfactory.

### **Main strengths and weaknesses**

- Overall, pupils have good attitudes to learning and behave well.
- Opportunities to improve pupils' cultural development are now good.
- Although attendance has improved, more could be done in this area.

### **Commentary**

9. Behaviour in lessons and in the playground is good overall. Pupils play together without fear of bullying and feel confident to approach teachers if they are unhappy or hurt. The 'Playground Friends' in Year 6 take their responsibilities seriously and ensure that all pupils have someone to play with and do not hurt each other. An example of their work was seen when a group of boys stopped a game in which they were piling on top of each other because a Playground Friend explained that they could be hurt.
10. Pupils enjoy coming to school and are generally polite and show respect for teachers and each other. However, there are some exceptions in Years 1 and 3 where staffing changes have had an adverse effect on pupils' behaviour. This presents a barrier to their learning. Nevertheless, pupils respond well to challenges, are enthusiastic about their learning and talk readily about their work.
11. Spiritual development is promoted well through collective worship and class prayers, but is less evident in lessons. An exception was seen in a Year 6 literacy lesson where pupils were clearly inspired by the task of creating a book of their work to leave in the library as a legacy to the school when they leave. In assemblies, pupils are invited to contribute to prayers and to think about people in the community who are unwell or suffering. Year 1 pupils have a 'Good News' book that celebrates achievements and local events. School beliefs are reflected in poetry, the mission statement and prayer corners in classrooms. There are good links with the parish, which plays a strong part in the life of the school. Pupils sing hymns enthusiastically in assemblies and the junior choir produces some very moving performances.
12. 'Golden Rules' are displayed in all classrooms, and pupils enjoy their reward of 'Golden Time'<sup>2</sup> at the end of each week. Pupils are helped to develop a good sense of fairness and tolerance. They are aware of the difference between right and wrong and this is promoted well in lessons and assemblies. Visits and the wide range of clubs available to pupils outside of lessons, supports their social development well.
13. Pupils have good opportunities to learn about their own and others' cultures. The provision for this element of pupils' personal development has improved since the last inspection. Pupils support the community through their involvement with the Catholic Agency for Overseas Development (CAFOD), their partnership with a child in Zambia and local events, such as

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<sup>2</sup> A time where pupils can choose what they would like to do.

singing in a local hospital ward. Work in history and geography contributes to pupils' cultural awareness, as, for example, do visits from poets and storytellers of different nationalities.

## Attendance

14. Attendance is improving, with good monitoring of absences. However opportunities are missed to promote good attendance more prominently; for example, by giving pupils awards more regularly than once a year. There is a firm policy of pointing out the school's disapproval of parents requesting holidays in term time. This is generally effective. There have been no exclusions in recent years.

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

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.2
National data	5.4	National data	0.5

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a good quality of education.

### Teaching and learning

The overall quality of teaching and learning is good, but varies in different year groups. Assessment is good.

### Main strengths and weaknesses

- Teaching in the Nursery is of a consistently high standard.
- In the two job-share classes teaching is rarely less than satisfactory, but is too variable.
- In Year 1, pupils' learning is sometimes adversely affected by unsatisfactory behaviour and attitudes to work.
- There are strengths in teaching in Years 4 to 6.
- Overall, support staff make a good contribution.
- Good use of assessment information is having a positive impact on teaching and learning.

## Commentary

### **Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	9 (28%)	8 (25%)	11 (34%)	1 (3%)	1 (3%)	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.*

15. The table above shows the quality of teaching seen throughout the school during the inspection. Although two lessons fell below the required standard, neither of these was linked to a specific teacher, year group or subject. However, whilst there are some significant strengths in teaching, lessons and pupils' work shows that the quality varies in different year groups.

16. In the Nursery, teaching is consistently very good so that children make rapid gains in learning. Work is mostly practical, with very good use made of talk and play to develop children's knowledge, skills and understanding. In Reception, the expectations of teachers are appropriately high but skills in managing children vary. Inexperience accounts for most of this and it should be said that teaching is never less than satisfactory. However, children's behaviour and concentration changes in response to the different teachers so that their accomplishments are often varied. Strengths in teaching in this class include the good range of methods used to keep children interested, and the very good links that are made between learning in different areas. For example, in a lesson based on a theme of transport, the children investigated whether different types of paper helped paper aeroplanes to stay in the air longer or travel further. They also used reclaimed materials to create vehicles, developing cutting and joining skills alongside creative skills. In producing their own 'passports' they were required to closely observe differences between individuals so that they could include essential information about, for example, hair and eye colour.
17. The overall quality of teaching in Years 1 and 2 is satisfactory, with some good teaching of English and ICT in Year 2. However, in Year 1, where pupils have had a number of different teachers during the year, learning is adversely affected. The lack of continuity for these young children is resulting in unsatisfactory behaviour in lessons on too many occasions, which limits their learning. Over the course of the year, however, their work shows mostly satisfactory progress, although the more able pupils are not always challenged enough. During the inspection, a fairly new temporary teacher was making valiant efforts to meet these pupils' needs, but at times their behaviour made teaching them a very difficult task.
18. Whilst there are strengths in teaching in Years 4 to 6, the quality is too variable in Year 3 where a job-share situation exists. Generally, teaching meets the required standard and there is some particularly effective teaching of English and science. However, there are times when work is not matched well enough to pupils' needs and expectations are not high enough. Learning and behaviour vary in this year group in response to teachers' different expectations and management skills. In Years 4 to 6, there is consistently good and better teaching across the whole curriculum. In these year groups, work is consistently well planned so that pupils of all abilities are challenged. In mathematics and science, investigative tasks are a key part of pupils' work, helping them to apply skills to problem-solving and making learning more meaningful. Teachers' good subject knowledge is very evident in their explanations and demonstrations to pupils and in the questions that they ask them. These reflect knowledge of pupils' different attainment and are effective in providing both challenge and opportunities for all to succeed. In the most successful lessons, across the school, teachers' very good relationships with pupils and the good range of methods that they use are key elements in effective learning. Pupils like their teachers and try hard to please them. Most apply themselves well to tasks and rise to the challenge of completing work in the specified time and to the good standard expected. They enjoy discussing work with a partner or group and work well together when given these opportunities.
19. Overall, support staff make a good contribution to teaching and learning. In Years 1 and 2, these staff work with a variety of groups and support them satisfactorily. The impact of support staff is better in the juniors where they are mostly deployed to help pupils with special educational needs. A good example was seen in Year 4 where the assistant made good use of questioning to focus a pupil on the work set, ensuring the objective of the lesson was achieved.
20. Pupils with special educational needs learn at generally the same rate as their classmates. Teachers know pupils well and, overall, plan appropriate work and support to meet their needs. For example, a pupil with speech and language difficulties was given additional time to respond to a question, thus giving the pupil confidence and good opportunity to experience success. Pupils at an early stage of learning English are fully included in lessons and given good support from teachers and other staff to help them understand and join in activities.

21. Since the last inspection, good improvements have been made to assessment. Pupils' learning is assessed frequently, particularly in English and mathematics with clear, well-maintained records showing how well each pupil is progressing. This enables teachers to focus additional support on those who need it. In most classes, assessment information is used well to match work to pupils' needs. Occasionally, however, all pupils are given the same work. This was seen in a Year 3 mathematics lesson and slowed progress for some average and higher attaining pupils. Assessment information is used to give pupils group and individual targets so that they know what they need to do to improve. In some classes targets are clearly visible on pupils' desks acting as a constant reminder. Pupils' work is marked regularly. Marking is satisfactory overall, but variable. The best marking achieves the right balance between praise and telling pupils how to improve.

### **The curriculum**

Overall, the school provides a satisfactory curriculum. A good range of additional opportunities enriches learning experiences. Accommodation and resources are satisfactory overall.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Some good improvements have been made to the curriculum since the last inspection, but there are still weaknesses in ICT.
- Literacy and numeracy skills are promoted effectively in other subjects.
- Experimental and investigative work has a high profile in mathematics and science.
- The curriculum and accommodation for Nursery and Reception children are good.
- There is a good range of additional activities, visits and visitors into school.

#### **COMMENTARY**

22. The school provides a curriculum that generally meets the needs of all the pupils. However, in ICT limitations in resources, accommodation and time for the subject mean that the requirements of the National Curriculum are not being met. Although the school has taken action to address the recommendation made by the last inspection about ICT, this has not been successful enough to raise standards to the expected levels. Significant financial constraints and the small size of the accommodation have played some part in preventing the school from moving forward as well as it would have liked. However, given that the same constraints still exist, creative and diligent planning is required to fully address this issue and raise standards.
23. The school has worked successfully at improving the planning for non-core subjects, such as art and design and design and technology, identified as a weakness by the last inspection. Now all subjects are planned so that work in each year group builds on earlier experiences. Regular reviews of subjects, such as those conducted in mathematics, science, art and design and design and technology, have resulted in some good improvements. For example, in mathematics and science, a higher profile is now given to practical and investigative activities. Art and design and design and technology are effectively organised into half-termly blocks so that work can be pursued in some depth over a number of weeks, thereby promoting better skill development. Throughout the school, there is also good provision for promoting reading skills. Literacy and numeracy skills are also promoted well across the curriculum.
24. The curriculum for Nursery and Reception children is good, with particular strengths in provision for personal, social and emotional development. The planning of learning experiences is very good and the curriculum is organised effectively to give children opportunities for both play-based and directed activities. This shows improvement from the last inspection. Since then, a Nursery unit has also been added, along with secure outdoor play areas.
25. The quality of individual education plans for pupils with special educational needs is satisfactory. The improvement targets are comprehensive in addressing literacy, mathematics

and areas of personal development, such as behaviour. However, they are not always sharp enough to support teachers in planning work or measuring pupils' progress.

26. A particular strength of the curriculum is the good range of enrichment opportunities. A variety of clubs, including music, sport and a 'fun club' are well attended. From the Foundation Stage onwards, many visits are made to places of educational interest such as farms, museums and historical houses. Pupils in Years 5 and 6 have good opportunities to participate in residential visits to York and an outdoor pursuits centre. Visitors ranging from archaeologists and scientists to musicians and historians enhance learning experiences. Pupils also take part with other schools in raising money for charity and entertaining senior citizens.
27. Generally, the school works hard to utilise the space it has to best effect. Since the last inspection, the library has been re-located and, whilst still posing some challenges, this provision is better than it was. Improvements have also been made to the hall floor, which is now adequate for PE lessons.

### **Care, guidance and support**

The school provides a good level of care. Pupils are well supported in their personal and academic development. Pupils' views are considered important.

### **Main strengths and weaknesses**

- The school works hard to provide pupils with a caring, safe and secure environment.
- Good support is based on well-kept academic records, teachers' good knowledge of pupils, and effective links with outside support agencies.
- The school listens and acts on pupils' views, but there are missed opportunities to make the best use of the school council.

### **Commentary**

28. The school is a caring and friendly community. Pupils are well looked after and treated with consideration and respect. The headteacher and most staff know the pupils well and there are very good relationships between adults and pupils. Supervision in the play areas is good. Procedures for child protection are firmly in place; senior staff are particularly well trained in this aspect. Procedures for ensuring health and safety are good, with regular checks by both the local authority and the governing body.
29. Pupils receive a good level of support and guidance. Academic support is based on the school's good procedures for monitoring what pupils can and cannot do. Generally, pupils know clearly what they have to do to improve. Guidance on personal development is more informal and based on a secure knowledge, particularly by the headteacher, of the pupils and their families. This very good understanding of pupils and their parents has been valuable during the recent staffing upheavals. Pupils' reports contain very good advice, when necessary, on improving personal qualities.
30. Links with support agencies have a positive impact on the learning of pupils with special educational needs. Where links have been made with the speech and language service, for example, assessments inform individual education plans.
31. The school has good procedures for considering pupils' views. Questionnaires are used sensibly. The most recent (July 2004) have been analysed in detail and the results considered in the school's forward planning. For instance, pupils thought that they spent too long on the carpet in some lessons and this has been addressed. The school council is elected annually from junior pupils. There are good procedures for referring points that emerge from class discussions to the school council. However, the council meets too infrequently for it to have an appropriately high profile in the school. Additionally, there are no formal positions within the

council, so pupils' personal skills in running meetings, producing agendas and taking minutes are not being developed. Pupils think the school council is a good idea and credit it with providing mirrors in the toilets and more playground equipment.

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

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

### **Main strengths and weaknesses**

- Parents have a good opinion of the school.
- Parents get good information on their children's progress.
- The school is very effective at involving parents in school life.
- The school's place in the community benefits both pupils and local residents.
- Pupils' sporting skills are improved from the good links with other schools.

### **Commentary**

32. Parents consider St Joseph's to be a good school. They praise the approachability of staff and particularly the headteacher. They feel that their children are treated fairly and think that the school enables them to develop into sensible and mature individuals. Some, mainly with children in Year 1, have real concerns about the impact of staffing changes on their children's learning. The school is aware of parents' concerns, but has not been able to fully alleviate these.
33. Parents are kept well informed about their children's progress through regular formal meetings with teachers and very good quality annual reports. Reports are written to a common format which is very easy to understand and from which progress can be monitored very well. Targets for improvement are clear and specific enough for parents to be involved in their children's learning. Sections on pupils' personal qualities are very well written. The recent innovation of sending home outline plans of what the children are going to be taught helps parents to be more involved in their children's learning. However, these are fairly general and cover too broad a period to be really useful. The school is planning to include more detail in future. Parents of pupils with special educational needs are kept well informed. They are invited to attend annual reviews and lessons to give them an insight into how they might support their child's learning at home.
34. There is a high level of parental involvement in the life of the school. A considerable number of parents (and grandparents) regularly help in classrooms and make a valuable contribution. A recent family-learning week successfully involved parents, and specifically fathers, by giving an insight into school life. This initiative led to a series of well-attended courses for parents on computers, mathematics and English, and effectively encouraged more parents to be involved in their children's learning.
35. The school is an integral part of the parish and wider community. The hall is used weekly for a very popular parents and toddlers club and a youth club for older children. Pupils sing at local festivals and at events in aid of charities. Visitors are encouraged and good use is made of the local area for educational visits.
36. Good links exist with a local secondary school that is designated as a sports college. Pupils benefit by receiving specialist advice on improving skills, and the opportunity to participate in many sporting festivals and competitive tournaments. Pupils enjoy these events and effectively learn about team spirit, competition and the concept of trying their best.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are good.

### **Main strengths and weaknesses**

- The headteacher and key staff have a clear view of where improvement is needed and plan effectively to this end.
- The monitoring of provision and pupils' learning is good and has improved since the last inspection.
- A committed governing body provides the school with good support.

### **Commentary**

37. The headteacher is leading and managing the school well. She has a good knowledge of its strengths and weaknesses and has clearly identified the most important areas to improve. These are detailed well in the school's good development plan. This is a working document and is used effectively to support change and improvement. The school has successfully tackled significant disruptions to staffing over a number of years so that there has been no long-term, adverse, effect on pupils' achievement. The result is that, despite this issue and the significant impact that it has had on the school's budget, all but one of the last inspection's recommendations have been successfully addressed.
38. The school's commitment to improvement is good. Raising standards is high on the agenda. As such, regular checks are made by the headteacher and key staff on the quality of provision and outcomes, such as planning, teaching and learning. These have allowed for the identification of strengths and areas for development, such as the need to improve experimental and investigative work in science. Whole school and individual targets are also set for teachers in response to this good quality monitoring. The school's commitment to improvement is evident in its very receptive involvement in an intensive support programme with the local education authority. This is having a very beneficial effect at many levels.
39. Since the last inspection, the school has re-organised its management structure and now has a deputy headteacher. This is working well. The deputy provides good support for the head. He has taken on key responsibilities such as assessment and, more recently, has become significantly involved in the co-ordination of ICT during the long-term absence of the co-ordinator. Other members of the senior management team are well involved in supporting the school's drive for improved standards and provision.
40. Leadership and management of special educational needs are satisfactory. Since the co-ordinator left at Christmas, the headteacher has covered the role. A well-qualified person has just been appointed to provide administrative support whilst the headteacher continues to monitor planning and the quality of teaching to ensure pupils' needs are being met.
41. There is a good team of governors, many of whom are closely involved with the school. They are well informed and know the most important things that have to be improved. Governors monitor the school's work and, in their role as a critical friend, challenge it to account for its performance. Governors are well involved in shaping the school's development.



## Financial information

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

Income and expenditure (£)	
Total income	564,895
Total expenditure	556,991
Expenditure per pupil	2,422

Balances (£)	
Balance from previous year	-9,066
Balance carried forward to the next year	-1,162

42. Financial management is good. The school continues to work hard to reduce its deficit budget. There is extreme vigilance in monitoring finances and attaining value for money in all spending decisions.

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

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

43. The overall provision for children in the Foundation Stage, including those with special needs and English is an additional language, is **good**. Well-planned learning experiences and good teaching, particularly teachers' high expectations of children, supports their good progress. The Foundation Stage is well managed with a strong emphasis on teamwork.

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

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

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

- There are very good relationships between adults and children.
- Good manners and behaviour are promoted well.
- There are good opportunities for children to develop initiative and independence.

#### **Commentary**

44. Children achieve well. Most reach the expected goals in response to very good teaching. Overall, staff establish clear but realistic boundaries, rules and routines that help children to feel secure and work happily. Children are also provided with good opportunities to take initiative and develop independence. Nursery children enjoy choosing from a range of stimulating and challenging activities and sustain good levels of interest in their work. Reception children enjoy more structured and directed activities that encourage high levels of motivation and keenness to do well. Relationships are very good. Children behave well on most occasions, playing and sharing happily together and listening attentively to staff. Adults provide a calm, caring, purposeful environment in which children can flourish.

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

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

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

- Children's achievement is good in response to well planned and varied learning experiences.
- Children enjoy their work and have particularly good attitudes to books.
- Speaking and listening skills are continuously promoted and there is very good teaching of reading.
- Whilst there is good teaching of all aspects of this area, some group work is not managed as well as it could be.

#### **Commentary**

45. Many children begin school with communication skills that are below the standard usually seen at this age. However, they achieve well through good teaching and learning experiences so that by the end of Reception, standards are broadly in line with what is expected.
46. Nursery children are provided with a wide range of opportunities that cultivate early language and literacy skills and respond enthusiastically to these. They enjoy looking at books, practise mark-making in a variety of contexts, and listen avidly to stories and rhymes. Good opportunities both inside and outdoors are given for pretend play, with staff interacting well with the children to promote their speaking skills.

47. This good provision is generally built upon well in Reception. Class literacy sessions, led by the Reception teacher, are very good. Here, children's vocabulary and pronunciation are extended at every opportunity. Lessons are very well planned, with a good emphasis on letter sounds and other key skills in reading and writing. The small group sessions that follow input with the whole class are also well planned. However, the management of some of the groups is not always effective enough in ensuring that children concentrate as well as they can.
48. Reading is taught very well, with meticulous records kept to show what children can do and the next steps for them to achieve. Children's attitudes to reading are supported well through opportunities for them to exchange library books each week, with this activity involving parents well. There are good opportunities for children to write in a variety of contexts. Most write their names confidently and higher attainers write some good extended sentences showing very competent spelling. Even lower attainers attempt writing words independently, for example, when acting as agents and customers in the class 'Travel Agency'.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children make good progress in learning about number and other mathematical ideas.
- Mathematics activities are very well planned and include a good focus on practical work.
- The overall quality of teaching is good, but varies in group work.

### **COMMENTARY**

49. Children achieve well. Approximately three-quarters attain the early learning goals at the end of the Reception year. In the Nursery, a wide range of practical activities helps children develop early counting skills and learn mathematical language. For example, in water play they count the number of ducks and use terms such as 'bigger' and 'smaller', 'full' and 'empty'. They are keen to respond to the teacher's questioning of whether there are 'less' or 'more' and are enthusiastic in working with a Nursery nurse in sorting and matching activities.
50. In Reception these good experiences are built upon effectively. Children gain a useful knowledge of numbers to ten and use number fans and a number line effectively to support their work. For instance, they work out how many jumps a frog has made forwards and backwards on the number line. Higher attainers record this activity on paper and can also record some simple calculations, showing understanding of words such as 'altogether' and 'total'. Good assessments ensure that work is matched well to children's different needs. Activities for group work are very well planned but, whilst teaching is never less than satisfactory, it varies in this context. For example, an activity in the outdoor area where children used large numbers and shapes to consolidate addition and subtraction skills excited them, but was taught at too slow a pace to challenge them sufficiently.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children make good progress in learning about people, places and events in their world.
- The teaching is good and the work planned for children makes good links with what they will learn in Year 1.

### **Commentary**

51. Children begin Nursery with a limited range of basic general knowledge. They are familiar with aspects of the world around them, but many have few experiences beyond their immediate environment. However, good teaching and learning experiences ensures that they achieve well and attain the expected goals by the end of Reception.
52. This term's work is well planned and follows the theme of journeys and transport. It has enabled the children to participate in a good and relevant range of scientific, technological, historical and geographical activities. These prepare Reception children well for beginning the National Curriculum in Year 1. Good quality displays, with suitable captions, are prominent in both Nursery and Reception and support learning in this area, as well as in literacy and numeracy. For example, in Nursery, the children investigate which buses they use and make a graph to show this. In Reception, the children created a map of Handsworth, supplemented by photographs that show their journey round the locality. They are also learning to consider aspects of the locality that they like or dislike.
53. In a well thought out lesson, Reception children learned some of the principles of fair testing when investigating paper aeroplanes. They learned how to join materials to make models and looked carefully at individual differences as they drew pictures of themselves for their 'passports'. Computer skills are developing well. Children use classroom computers regularly and competently, getting good support from staff, for example, to help them move the mouse with control.

#### **PHYSICAL AND CREATIVE DEVELOPMENT**

54. Insufficient sessions in these areas were seen to make secure judgements about provision, standards or achievement. Children's work, discussions with staff and planning suggest that children are given regular opportunities to gain skills in climbing, balancing and manoeuvring wheeled toys in the outdoor area. In the one physical education lesson seen, Nursery children were gaining some good balancing skills and learned the importance of warming up, taking turns and moving safely. Staff interacted well with the children, promoting their confidence and enjoyment. Resources for physical and creative work are satisfactory and children are taught to give thought to how they select them, for example, the thickness of paintbrushes and colours of paint. Manipulative and creative skills were used well in a task where children were modelling materials in a mathematics session, and much model-making is evident in displays in both Nursery and Reception classes. An appropriate range of artwork is covered. Children sing tunefully in assembly. In the one, very short, music session seen, they showed a good understanding of pitch and handled the instruments carefully.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Good opportunities are provided for pupils to develop speaking and listening skills.
- Pupils achieve well in reading because there is good provision for this aspect.
- Pupils gain good experience in writing in a range of styles.
- There are strengths in teaching in the juniors.
- Assessment is good overall, but the quality of marking is inconsistent.

#### Commentary

55. By the end of Year 2, pupils have made good progress in reading and attain above average standards. During Years 1 and 2, most pupils make satisfactory progress in writing so that by the end of Year 2, standards are broadly average. Achievement during Years 3 to 6 is good overall. By the end of Year 6, pupils are attaining above average standards in both reading and writing. The revised organisation of teaching reading to small groups and of the planning for reading and writing has helped to raise standards after the fall in Year 6 results last year. The school is working productively to address differences in performance between boys and girls.
56. Overall, pupils listen well in lessons. The exception is in Year 1 where poor behaviour sometimes inhibits this. However, speaking skills are well developed by Year 6. In most year groups, pupils rise to the good opportunities to answer questions, justify opinions or explain strategies; for example, how they have tackled mathematics problems. They enjoy discussing their work with a partner or group, developing skills in conversation and negotiation in these contexts.
57. By Year 2, pupils use a good range of strategies to read unfamiliar words. Reading is increasingly accurate and pupils develop good expression. They select books thoughtfully and justify their choice. By Year 6, most pupils read fluently and expressively. They talk knowingly about favourite authors and books; for example, Year 3 pupils spoke about Dick King-Smith's love of pigs and knew that this had influenced his writing. Throughout the school, pupils show obvious enjoyment in reading. Even Year 1 pupils listened well and joined in enthusiastically when the teacher shared a book with the class. The school has a good range of fiction books. The range of non-fiction books is satisfactory overall, but the small library contains a limited selection of these and access to it, through the Year 6 classroom, restricts its use. Some good use was made of the library and Internet by Year 6 pupils when compiling a fact-file to help them write a report, complete with bibliography. Overall, however, throughout the school, insufficient use is made of ICT to support research.
58. Throughout the school pupils are given a variety of opportunities for writing. Examples include: Year 3 pupils writing their own versions of a Russian Tale; Year 4 and 5 pupils' persuasive writing in advertisements and letters; and Year 6 pupils' eye-witness reports of a car crash. By the end of Year 2, pupils use story and poetry texts as models for their own writing, benefiting from having the process demonstrated to them by the teacher. For example, they used Spike Milligan's poem, 'On the Ning, Nang Nong' to stimulate their own nonsense poems. Their written work showed a good understanding of rhyme and the rhythm of words. By Year 6, pupils write at length across a wide range of styles. They plan their writing and use a variety of strategies to make the content interesting. These include setting the scene, developing characters and using interesting phrases, such as 'The Sea was a mirror'.

59. Overall, teaching and learning are good. In Years 1 and 2, the quality of both is mostly satisfactory. However, in Year 1, learning is sometimes slowed by pupils' inappropriate behaviour and unsatisfactory attitudes. Their work shows generally satisfactory progress over time, but more able pupils are not always challenged enough. Teaching is particularly effective in the juniors, with some excellent teaching in Year 6. In the best lessons, teachers set a lively pace. They give clear and detailed explanations, combined with probing questions, showing their good subject knowledge. They continually check on pupils' understanding and take account of this when planning future work or targeting support. Where teachers share the objectives for lessons this helps pupils to evaluate how well they have done at the end. The teaching of reading is good. Teachers match work well to pupils' needs, identify what they achieve and question them well to improve their skills. Teachers provide lots of opportunities for pupils to speak and listen, including role-play and speaking parts in assemblies.
60. There are some good procedures for assessing pupils' attainment. Moreover, in most classes, pupils are very aware of their reading and writing targets, which involves them well in their own learning. Progress is noticeable where teachers have identified achievements in pupils' work and, through marking, have suggested specific ways that they could improve.
61. The coordinator, who works part-time, has a satisfactory overview of the subject and monitors the achievements of pupils' targets.

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

62. There are good opportunities for pupils to use speaking, listening, reading and writing skills across the curriculum. Discussions and opportunities for pupils to listen and respond to each other and teachers are evident in many lessons. Across the curriculum, subject-specific vocabulary is promoted well. For example, in a Year 5 art and design lesson pupils were familiar with the word 'emboss' and were able to show examples in their work. Work in history and design and technology showed some good examples of pupils applying what they know about different types of writing to record work in various ways, including lists, instructions and evaluations. Year 5 pupils were able to distinguish fact from opinion in history work about the 1960s pop group 'The Beatles'.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The school is using assessment information well to raise standards.
- Teaching and learning are good overall and pupils enjoy mathematics.
- In most classes, good attention is given to investigative work, but there is some inconsistency in this and in the quality of marking.
- The co-ordinator has taken good action to bring about improvements.

### **Commentary**

63. During Years 1 and 2, pupils achieve satisfactorily and attain broadly average standards by the end of Year 2. Few pupils are working at the higher level, but the school is striving to improve this. For example, pupils in Year 1 are learning how to solve, simple, two-step problems. Similarly, Year 2 pupils are responding well to challenges of completing mental calculations of two-figure numbers, such as  $87 + 56$ . Indeed, during a lesson, one higher attainer made a quick and accurate estimate of  $126 + 47$ . By the end of Year 6, pupils have achieved well and attain above average standards. They have good knowledge of multiplication tables and apply these in problem-solving. When faced with such problems, pupils show good thinking skills, planning and organising their work well to arrive at answers.

There is no evidence of any great variation in the performances of girls and boys. Improvement since the last inspection is good.

64. The overall quality of teaching and learning is good. In Years 1 to 3 the quality is mostly satisfactory. In Years 4 to 6 there are strengths, with good or better teaching consistently evident over time. In these classes, pupils' books reflect teachers' high expectations and pupils' pride in their work. The range of work shows a good curriculum and tasks are invariably completed. Work is marked regularly and occasionally comments are made to help pupils to improve. Similarly in lessons, high expectations are evident from the outset. Pupils listen attentively, answering and asking questions. They work industriously and collaborate very well with each other when required. Teachers tell pupils how much work they expect and set them time limits for completion. This keeps pupils focused, although at times it seems almost unnecessary due to pupils' enthusiasm.
65. In an outstanding lesson in Year 6 the teacher continually set pupils new challenges, which took their learning forward at an excellent rate. There was exceptionally good sharing of ideas and strategies so that pupils of all abilities learned from each other. A trainee teacher provided very good support, ensuring that a group of lower attaining pupils were fully included and as equally enthusiastic as the rest of the class. Year 6 pupils say that they like mathematics "because it's fun, not boring, not just sums". Their work shows this to be correct, with good evidence of them learning to apply basic mathematical skills to real life problems.
66. A good aspect of teaching in many year groups is seen in the oral part of lessons. Here, teachers try to ensure that all pupils are included in discussions. Specific vocabulary is emphasised and pupils are expected to use this when explaining strategies, thus providing good reinforcement for speaking and listening skills. Most teachers set tasks that are matched to pupils' different needs, but occasionally, as in a Year 3 lesson, all pupils are given the same work and higher attainers, in particular, are insufficiently challenged. Although there is some variation in the amount of investigative work completed in different year groups, the focus that the school has given to this aspect is evident in most classes. Some good displays provide effective support for learning.
67. Leadership and management are good. Although the co-ordinator has only been in post for a few months, her knowledge and enthusiasm are obvious. She has quickly identified where improvements are needed and taken good action to achieve this. For example, the co-ordinator is very aware of the need to extend the best practice consistently through the school. Her own teaching provides colleagues with an excellent role model.

#### **Mathematics across the curriculum**

68. There is good use of mathematics across the curriculum. Pupils use their skills to create line graphs and find averages in science. When Year 5 visited Castleton they created graphs to record traffic flows. In design and technology, pupils measure materials to make Viking helmets and collect and record data on sandwich fillings.

#### **SCIENCE**

Provision in science is **good**.

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

- Good teaching and learning are helping to raise standards.
- There is a good emphasis on practical and investigative work across the school.
- Some very good links are made with other subjects.
- Assessment is good and has improved since the last inspection.
- The subject is led and managed well.

## Commentary

69. As at the time of the last inspection, standards by the end of Years 2 and 6 are broadly average. However, in the interim, standards fell quite significantly so that Year 6 pupils' test results were well below average for a number of years. Now, however, junior pupils are achieving well and standards have risen to the expected level.
70. It was not possible to see any teaching of science in Years 1 and 2. There is little recorded work in Year 1 because much of what pupils do is practical. Year 2 pupils' work shows comprehensive coverage of the curriculum and reflects at least satisfactory progress during Years 1 and 2. Year 2 pupils have investigated different types of materials, predicting and recording changes to them in their investigations. An impressive display of work concerned with electricity shows their good knowledge and understanding of the different types of energy needed to make things work. In Year 1, a display illustrating healthy eating, using pupils' own words for the captions, showed their understanding of foods that support good health. Practical work for this year group has included growing seeds and plants in different conditions.
71. During Years 3 to 6, pupils have wide-ranging experiences to develop scientific skills and knowledge. Year 3 pupils have a clear understanding of how to make tests fair and use suitable vocabulary to explain the process. They collaborate well and share ideas and equipment as, for example, when they investigated if plants needed water for healthy growth. This work is built on effectively in Year 4 where lessons provide a good amount of time for pupils to engage in practical work. Books about science are also frequently used in literacy sessions to reinforce learning. In Years 5 and 6, pupils make good progress and cover all areas of the curriculum well. By the end of Year 6, they use scientific language accurately whilst conducting experiments concerned with air resistance and show excitement and wonder when watching a virtual experiment on a laptop computer to investigate the habitats of woodlice. Good links are made with design and technology, for instance when pupils use their knowledge of materials and healthy foods in designing and making tasks. Results of investigations are recorded in tables and graphs, supporting numeracy skills.
72. It was not possible to make a secure judgement about teaching in Years 1 and 2. However, teaching in all junior classes was at least good, with very good teaching in Years 5 and 6. Teachers have good subject knowledge and make lessons interesting and fun, with the result that pupils really enjoy science. For example, Year 4 pupils studying growth and the human skeleton relished measuring each other's legs and length of jumps to find out if their predictions were correct and what other factors affected their findings. Across the school, pupils' work is recorded well and marking, particularly in the upper juniors, is constructive and encouraging.
73. The curriculum is well planned and includes a strong emphasis on scientific investigation. In Years 5 and 6, good use is made of teachers' expertise to share the teaching of specific aspects, such as physics and chemistry. In response, pupils are developing a very good grasp of scientific thinking and are being prepared well for the next stage of their education.
74. The co-ordinator leads and manages the subject effectively. Some good checks have been made on the quality of provision resulting in investigative work being given a higher profile and improvements to assessment. This is now well established, with assessment information being used effectively to match work to pupils' needs. Resources are mainly satisfactory, although there are limitations regarding the availability and size of the computer suite to aid research, and of other equipment, such as sensors, to enhance learning.



## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are below expectations and pupils have insufficient opportunities to use computers.
- Resources and accommodation are inadequate but teachers show confidence in their use of the available equipment.

### Commentary

75. Pupils are not achieving as well as they should, resulting in standards being below expectations by the end of Years 2 and 6. Pupils in Years 2 and 3 are competent in some of the basic skills, but lack confidence. Pupils have had limited experiences in some aspects of the prescribed curriculum. For example, Year 6 pupils have had no opportunity for musical composition, have not been able to use electronic mail, and have had no experience of data-logging using sensors. Whilst the school has made some improvements in relation to the recommendations made by the last inspection, overall, these have not been sufficient to raise standards.
76. The computer suite is very small and does not allow for the teaching of a full class. Consequently, the time allocated to classes has to be halved. In addition, pupils work mainly in pairs at computers so that, overall, each has insufficient time to practise skills. Every class is allocated one weekly session in the suite, which takes up about 50 per cent of its availability. However, whilst classes are free to use the suite at other times, it is generally impractical for them to do so unless additional adult support is available. Although there are two computers in each classroom they were rarely used during the inspection.
77. Teaching and learning in the lessons seen was satisfactory. Teachers are confident, know what they want pupils to learn and provide good individual help. One improvement has been the introduction of interactive screens in the suite and some classrooms. The Year 2 teacher used this effectively to demonstrate use of ICT skills. She also involved pupils in using the screen, which motivated them, boosted their self-esteem and provided a good opportunity for them to show what they had learned. Specifically, they were able to create some good pictures of The Great Fire of London. Similarly, in a mathematics lesson in Year 4, the teacher made good use of the screen to help clarify pupils' learning about angles. Assessment of pupils' learning is not yet well established so that there is no clear view of pupils' attainment or progress.

### Information and communication technology across the curriculum

78. Teachers try hard to link the learning of ICT skills to aspects of other subjects and some relevant work has been produced. Pupils use word-processing skills to amend and present writing tasks, thus reinforcing literacy skills. A mathematics investigation involving rolling dice resulted in the production of a frequency chart and a graph. The Internet is used to research topics, such as Ancient Egypt, in history. Work in art and design has been inspired by research conducted on the Internet, for instance, pupils have found examples of Chinese art and images of water to stimulate 'waterscape collages'.

## HUMANITIES

79. Work in **geography** and **history** was sampled so no judgements are made about provision, standards or achievement.
80. Pupils' **geography** work shows a satisfactory range of experiences, including fieldwork. There is little recorded work in Year 1 but, in Year 2, pupils make comparisons between the main features of their own locality and that of an island. Year 6 pupils have conducted a good investigation on local and world rivers. This work made some pertinent links with history

studies, for instance in learning about the importance of the Nile in Ancient Egypt. Pupils have a sensible view of the subject and express a sound understanding of different cultures.

81. Pupils' work shows good coverage of the **history** curriculum. In Years 1 and 2 pupils enjoy learning about past events, such as the Great Fire of London, and have a clear understanding of similarities and differences between artefacts of the past and present; for example, between an old and modern telephone or a 'wind up' clock and one that is powered by batteries. Pupils in Years 3 to 6 study a range of topics including the Ancient Egyptians, Greeks, Vikings, Tudors, Victorians and life in modern times. Discussions with pupils showed that they have a secure understanding of the purpose of a timeline and apply good reasoning. For instance, pupils' explanations about why people in the past left their homeland and found another place to live reflected the good learning that had occurred through the theme of Invaders and Settlers. History supports pupils' work in literacy well and pupils express their enjoyment of the subject.

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

82. Work in art and design, design and technology, music and physical education (PE) was sampled so no judgements are made about provision in these subjects. It was possible to judge standards and achievement in art and design, design and technology and swimming, but not in other aspects of PE or music.
83. By the end of Years 2 and 6, pupils have made satisfactory progress in art and design and design and technology and attain broadly average standards. Only one **art and design** lesson was seen, but evidence from planning and pupils' work shows that an appropriate range of activities is provided to promote the development of skills, knowledge and understanding. Year 1 pupils have used oil pastels to produce some detailed observational drawings of fruit and learned about Chinese art. In Year 2, pupils have combined paint and oil pastels to create landscapes. These show their developing understanding of artistic ideas, such as line, tone and perspective. Some effective links are made with history; for example, in Year 3, pupils use clay to sculpt replicas of ancient Egyptian artefacts and Year 6 pupils have created very good quality replicas of Viking headgear. In the lesson seen in Year 5, pupils applied their knowledge of pattern and showed creativity in the highly individual textile squares that they produced, using embossing skills effectively. Sketchbooks, begun in Year 1, follow pupils through the school and are used satisfactorily to practise skills or try out new techniques.
84. In **design and technology** work is varied and makes some good links with other subjects, such as mathematics, science, history and English. For instance, pupils' understanding of space and measure is reinforced in a range of tasks, such as when they design and make pencil cases, shelters and headgear. What pupils have learned in science about the properties of materials is carefully considered in design and make tasks; for example, whether to use metal or plastic for the framework for a swing structure. Similarly, when making sandwiches, pupils think about the work they have done on healthy eating. Across the school, pupils' plans, methods and evaluations contribute well to the development of their literacy skills. Designs are often neatly labelled and include lists of materials and text to explain methods of joining. Evaluations generally show pupils thinking carefully about how they might improve their end products.
85. Only one **music** lesson was seen. This was taught very well and enabled pupils to show creativity in composing sound collages on a number of themes using their voices and body percussion. In assemblies, pupils sang enthusiastically and quite tunefully, showing their knowledge of the words of a good number of songs and hymns. The quality of singing by the junior choir was of a very good standard, including beautiful harmonies and notable skill as pupils sang songs with two or more parts.
86. There is great enthusiasm for **PE** and many additional opportunities are provided. Year 6 pupils speak well of their experiences and their explanations show good knowledge of basic games' skills. Swimming records show that 75 per cent of pupils in Year 6 have achieved the expected standard of 25 metres, with approximately a quarter swimming greater distances.

This is below the level usually seen, but steps have been taken to increase opportunities for swimming lessons.

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

87. Provision in **personal, social and health education** was sampled. There is a well-planned programme of work for pupils from Nursery to Year 6, which is closely linked with provision for religious education and science. Visits from the school nurse, police and the business world, such as an accountant, support pupils' learning in this area. Staff are good role models and through the curriculum emphasise the importance of respect for others, taking responsibility for oneself and the environment, and making the right moral choices.

## 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</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<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).*

