

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Pudsey, Leeds

LEA area: Leeds

Unique reference number: 108015

Headteacher: Mrs Angela Rushall

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 20th - 22nd June 2005

Inspection number: 267833

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 229 |
| School address: | Mount Pleasant Road Pudsey Leeds West Yorkshire |
| Postcode: | L28 7AZ |
| Telephone number: | (0113) 256 5407 |
| Fax number: | (0113) 214 6100 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Martin Bethell |
| Date of previous inspection: | November 1998 |

CHARACTERISTICS OF THE SCHOOL

In this average-sized school, most pupils are of white British heritage. There are very small numbers from other minority ethnic groups, but all speak English as their first language. The proportion of pupils with special educational needs is below the national average. The range of pupils' needs includes: specific and moderate learning difficulties; social, emotional and behavioural difficulties; speech or communication difficulties; and visual and physical impairments. Pupils are taught in single age classes. Those in Year 6 classes are set¹ for English and mathematics. The proportion of pupils entitled to free school meals is below the national average. The area in which the school is situated is broadly average in social and economic terms. Most pupils remain at the school for their entire primary education, although a significant minority joins during Years 3 to 6 as a result of successful appeals from parents. When children begin in the Reception class, their attainment is generally above that normally seen at this age. The school has gained a number of awards, including Investors In People, the Stephen Lawrence Award Level 2, a Football Association Charter Mark and an Eco Award.

¹ Organised into teaching groups on the basis of attainment.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------------|----------------|--|
| 23158 | Margot D'Arcy | Lead inspector | Science Design and technology Music |
| 8943 | Margaret Manning | Lay inspector | |
| 23276 | Margaret Mann | Team inspector | Foundation Stage |
| 10228 | Susan Russam | | Special educational needs English Information and communication technology Art and design |
| 11528 | Michael Wainwright | Team inspector | Mathematics Geography History Physical education |

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school where pupils achieve well in most subjects and attain high standards. Teaching and learning are consistently good and sometimes better. The school is led and managed well by the headteacher and governors and provides **good** value for money.

The school's main strengths and weaknesses are:

- Reception children make good progress and exceed the expected learning goals by the end of their first year in school.
- Pupils in Years 1 to 6 achieve well and attain well above average standards in English, mathematics and science.
- There is effective teaching in all year groups, including very good contributions from support staff.
- Whilst the provision for information and communication technology (ICT) is satisfactory, there are some weaknesses in the organisation and use of resources that limit pupils' progress.
- The school is led and managed effectively, with very good commitment to providing the best for all pupils.
- Pupils' personal development is promoted very well, resulting in mature, well-rounded individuals.
- A good curriculum is enriched very well by a wide range of additional opportunities that promote pupils' academic and personal development.
- The school looks after pupils very well and has established very good links with parents.

There has been good improvement since the last inspection. Recommendations to raise standards in investigative work in science and improve pupils' independent learning skills have been very successfully addressed. The school is now much better at matching work to pupils' needs. Pupils' achievement in ICT is now satisfactory, but there is scope for this to improve further.

STANDARDS ACHIEVED

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

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

Achievement is **good**. Annual test results for Year 6 pupils and for those in Year 2 have fluctuated slightly on occasions but, with the exception of mathematics, have generally been well above average. The most recent (2005) results, as yet unconfirmed, show an improvement in all three subjects. Inspection evidence shows that standards in the core subjects of English, mathematics and science are well above average. By the end of Years 2 and 6, standards in ICT are in line with those expected, but pupils are capable of achieving more. Good standards and achievement were noted in geography, aspects of physical education (PE) and music. Standards and achievement in other subjects were not judged. Throughout the school, boys and girls do equally well. Those with special educational needs and particular gifts or talents are supported and challenged effectively so that they make good progress in relation to their capabilities. Reception children build well on their

good standards on entry. They make at least good progress in all areas of learning and by the end of the year reach standards that are well above those expected for their age.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils have very good attitudes to school and behave very well. Attendance is well above average and punctuality is very good. All of these factors make a significant contribution to how well pupils learn.

QUALITY OF EDUCATION

The school provides pupils with a **good** education. Teaching is at least **good** in all year groups. This helps pupils to build well on earlier learning and maintain very good standards. Of note is the way that teachers ensure that all pupils are fully included in lessons and the very good impact of well-trained support staff in helping groups and individuals. The school provides a good curriculum, enhanced by a very good range of additional opportunities. There are some limitations in the provision for ICT, however, including opportunities for pupils to use and develop ICT skills in other subjects. Very good attention is paid to pupils' welfare and safety and there are very 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 inspires a strong commitment to providing for all pupils in promoting their all round development. There is good dedication and support for the headteacher from the deputy and other senior staff. Governance is good. Governors are committed and work hard to support the school. They meet all of their legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very good opinion of the school and speak highly of all aspects of provision. Pupils like their school very much. They find lessons are interesting and say that they get on really well with teachers and other staff, including the caretaker "who is the best ever!"

IMPROVEMENTS NEEDED

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

- review the organisation of ICT resources and provide more opportunities for pupils to use and develop ICT skills across the curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Reception children make good progress in all areas and exceed the expected learning goals by the end of their first year in school. Throughout Years 1 to 6, pupils make good progress in the core subjects of English, mathematics and science and attain well above average standards.

Main strengths and weaknesses

- Reception children achieve well in all aspects of their work and reach standards that are well above expectations by the end of the year.
- Good achievement continues during Years 1 to 6 resulting in pupils maintaining well above average standards in the core subjects.
- Whilst pupils achieve satisfactorily in ICT and reach the expected standards they are capable of attaining more highly.

Commentary

1. When children begin school their standards are generally above those usually seen at this age. Good teaching and a good curriculum ensure that children build on what they already know. By the end of the Reception Year, most children have attained the expected goals in all six areas of learning and a considerable number are working competently within the lower levels of the National Curriculum.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.9 (17.1) | 15.8 (15.7) |
| writing | 15.5 (14.8) | 14.6 (14.6) |
| mathematics | 18.1 (18.0) | 16.2 (16.3) |

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

2. National test results for Year 2 pupils in 2004 were above average in reading and writing and well above in mathematics. When compared to schools in similar contexts, these results were average in reading and writing and still well above in mathematics. Whilst the 2004 results reflected a fall from the previous year in reading, over time results in all three subjects have generally been maintained at a level that is well above the national average and improving at a similar rate to schools nationally. The most recent (2005) test results indicate high standards. Inspection evidence confirms this. The current group of Year 2 pupils have built well on the standards that they attained at the end of their Reception Year. They read accurately and expressively, implementing a good range of strategies to make sense of texts. Pupils are articulate and this comes through in their writing, which incorporates good vocabulary. Number skills are well developed and pupils calculate confidently making use of various strategies, for example to quickly add or subtract nine or 11.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.9 (30.4) | 26.9 (26.8) |
| mathematics | 27.5 (28.9) | 27.0 (26.8) |
| science | 29.6 (30.3) | 28.6 (28.6) |

There were 35 pupils in the year group. Figures in brackets are for the previous year.

3. National test results for Year 6 pupils in 2004 were above average in English and science and broadly average in mathematics. When compared to schools in similar contexts, these results were above average in all three subjects. Over time, (2001 – 2004) results have generally been above or well above national averages, with the school's trend of improvement being in line with that achieved nationally. The recent (2005) test results suggest that standards remain high in all three subjects. Inspection evidence confirms this. Pupils achieve well, building effectively on the standards attained at the end of Year 2. By Year 6 they are avid readers and competent writers. Research skills are well developed and pupils express opinions confidently and fluently, using complex vocabulary. Pupils are keen mathematicians who relish challenging tasks, particularly work on problem solving. Their enthusiasm is the same in science where they apply themselves fervently to investigative work, knowing how to conduct fair tests and critically reviewing their work to improve their methods.
4. It was not possible to make secure judgements about standards and achievement in all subjects. However, inspection evidence indicates that in all year groups, pupils do well in most of the things they undertake. Across the school, standards in geography are above expectations and by the end of Year 2 standards in the games element of PE are also above expectations. Standards in music are well above expectations by the end of Year 2. The subject in which pupils are not attaining or achieving as well as others is ICT. Here they progress satisfactorily and reach the expected standards by the end of Years 2 and 6. This reflects an improvement since the last inspection where progress was judged to be unsatisfactory. However, pupils are capable of better standards and would attain these if resources were organised and used more efficiently.
5. Pupils with special educational needs achieve well in relation to their individual targets. Very few have significant difficulties with learning or behaviour. However, those who do, receive good support, which minimises these potential barriers to their learning. As a result, they progress at much the same rate as their classmates.
6. Throughout the school, boys and girls achieve equally well. Pupils with specific gifts and/or talents are recognised and provided with some additional opportunities, for example, in mathematics and music that allow them to extend their learning.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to learning are very good. Their personal development, including their spiritual, moral, social and cultural awareness is good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils enjoy school and have very positive attitudes to learning and school life.
- Pupils benefit both academically and personally from the very good opportunities that they are given to take on responsibility and to work independently and collaboratively.
- Attendance is well above the national average.

Commentary

7. Pupils enjoy school. In lessons they show a great enthusiasm for learning and a high proportion participate in school clubs and other activities. Pupils are keen to talk about what they have learned and are proud of their achievements. However, not all present their written work with the same degree of care and pride. Pupils take homework seriously, enjoying project and research work and completing it on time.
8. The school is a very orderly environment, supported by rules that pupils consider to be very fair. Lessons are not disrupted by inappropriate behaviour and play areas are friendly and safe. Pupils do not consider bullying or name calling to be issues. They express complete confidence in the ability of all adults in school to quickly sort out any problems. There have been no exclusions in recent years.
9. Pupils are very polite and friendly, in part due to the good role models set by staff. This results in very good relationships, which, in turn, create an environment where pupils try their best and are very prepared to 'have a go', for instance, to answer challenging questions without fear of embarrassment if the answer is wrong. The very good relationships between pupils are clearly seen in the productive quality of their collaborative work. Here, and when working independently, pupils show significant maturity. Opportunities for pupils to work in these ways have improved considerably since the last inspection.
10. Many of the school's procedures for developing pupils' personal qualities are informal, but effective. Pupils gain a secure understanding of values, such as honesty, trust and freedom, through good opportunities to consider how these apply to themselves and society as a whole. Older pupils demonstrate a mature and sensitive approach when debating potentially controversial social and moral topics. For example, in discussion with Year 6 pupils about books they had read, several were able to see beyond the story to the deeper politics in the novels of Charles Dickens.
11. From early in their school life, pupils readily volunteer to take responsibility and demonstrate their enterprise. The school council and system of monitors and prefects provide ideal opportunities for pupils to do things for themselves. However, given their ability and level of maturity, pupils could be encouraged to take more of a leading role in running the school council, for example, by taking their own minutes of meetings.
12. Pupils have good opportunities to learn about their own and other cultures. Events, such as a recent arts week, make a significant contribution to their personal development. All pupils benefited from sharing their knowledge and understanding of various European countries to provide an insight into a far wider range of cultures than their own.

Attendance

13. Although attendance rates are very good, the school is not complacent. It still feels there is room for improvement and works particularly hard to encourage parents not to take their children on holiday in school time. Pupils' very good attendance and punctuality make a strong contribution to the standards that they achieve.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.0 | School data | 0.1 |
| 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.

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. Assessment is good.

Main strengths and weaknesses

- Pupils' very good behaviour and attitudes to work support effective learning.
- Teachers have good subject knowledge and are successful in ensuring that all pupils are fully included in lessons.
- Support staff make a very good contribution to teaching and learning.
- Teachers make good provision for investigative work and developing pupils' learning skills.
- Teaching and learning in ICT would be better if resources were used more effectively.
- Assessment systems are good and include pupils assessing their own learning.

Commentary

Summary of teaching observed during the inspection in 38 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 14 (37%) | 13 (34%) | 11 (29%) | 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.

14. The table shows the range of teaching seen in all year groups. During the inspection, the teaching of Reception children and those in Years 1 and 2 was somewhat better than in Years 3 to 6. However, almost two-thirds of the teaching seen in Years 3 to 6 was good or better and pupils' work shows that over time there are no major differences in teaching quality between year groups. Pupils live up to teachers' high expectations of behaviour. Since the last inspection, the school has worked hard to successfully promote pupils' personal skills. Whilst teaching is clearly good, learning is enhanced by pupils' very good behaviour and application to work, including the capacity that they have to work both independently and collaboratively. This allows teachers to move lessons along at a good pace, rarely being distracted by the need to manage behaviour.
15. Good, and frequently very good, teaching for Reception children allows them to build well on their good standards on entry. This effective teaching is characterised by good quality planning and an effective team approach. Staff have a good awareness of how young children learn and plan lots of practical tasks that reinforce basic skills and help children make meaningful links between learning in different areas of the curriculum. Support staff are involved very well in planning, teaching and assessment and make a very effective contribution.
16. In Years 1 to 6, teachers have good subject knowledge and plan work to meet all pupils' needs. They include lots of pupils in discussion sessions and modify their questions well so that all are challenged, but able to achieve success. Particularly good use is made of support staff. These individuals are well-trained professionals who take a full part in planning, teaching and assessing. Often, they are deployed to help the minority of pupils with special educational needs, but they also work effectively with other groups. Their input shows a thorough understanding of the learning objectives of lessons and of the targets and strategies detailed

in pupils' individual education plans. Their positive manner and relationships with pupils are very effective in, for example, boosting the confidence of less assured pupils in oral work.

17. Teaching in the core subjects of English, mathematics and science is good throughout Years 1 to 6. Teachers are particularly successful in promoting the investigative aspects of mathematics and science and in ensuring that pupils use the correct vocabulary. For example, in a Year 1 science lesson, pupils learned the term 'vibration' as they used instruments to find different ways of making sounds. Teachers also provide pupils with very good opportunities to undertake research tasks and to work collaboratively, promoting their subject-specific knowledge as well as key skills in learning and personal development.
18. Whilst the quality of teaching and learning in ICT is satisfactory, both are hampered by weaknesses in the way that resources are organised. Staff have had significant training so their subject knowledge is secure. They teach new ideas well and, in particular, show very good commitment to using the interactive whiteboards that are in all classrooms. In many lessons, these were utilised well as teaching aids, for instance to illustrate strategies and new ideas in novel ways. Some teachers also planned for pupils to use these resources, which acted as an effective motivator. However, whilst teachers endeavour to include ICT links in their planning for most subjects, best use is not always made of classroom computers.
19. Assessment is good. The systems are thorough and provide for regular testing of pupils' attainment in English, mathematics and science. Results of national and optional tests in these subjects are analysed rigorously. Note is taken of any areas of strength or weakness for individuals or groups so work can be matched to pupils' needs, with extra help provided where necessary, for example in the form of additional literacy and numeracy programmes.
20. Teachers evaluate lessons well and, in various ways, include pupils in assessing how well they have learned, for example, by using a thumbs-up/down signal at the end of lessons to show their understanding, and getting pupils to check their progress against personal target charts. Pupils' work is marked regularly and in most cases provides them with a useful understanding of what they do well and how they can improve. Target setting is used well to challenge pupils and give them an insight into to how well they are learning.

The curriculum

The school provides a good curriculum with very good opportunities for enrichment. Resources are good and accommodation is satisfactory.

Main strengths and weaknesses

- Pupils are given good opportunities to investigate in mathematics and science.
- A very wide range of extra-curricular activities enhances the curriculum.
- There is very good equality of opportunity for all pupils.
- The number and quality of support staff is very good.
- Overall, ICT does not contribute sufficiently to learning across the curriculum.

Commentary

21. All pupils, including children in the Reception class and those with special educational needs, are provided with a good curriculum. Learning experiences for Reception children are planned and organised well to give them good opportunities for both play-based and more formal activities. In Years 1 to 6, English, mathematics and science have an appropriately high profile and there are particular strengths in the provision of interesting and meaningful opportunities for pupils to investigate in mathematics and science. Good links are made between subjects to help learning become more meaningful. For example, tasks in a geography lesson also involved pupils using skills in English, art and design, and ICT. The school is constantly alert to improving pupils' learning and regularly reviews its curriculum to this end.

22. There is a wide range of additional opportunities that enhance the curriculum. Pupils enjoy and benefit from many visits, such as a residential visit to Haworth, which reinforces work in geography and history. Many visitors to the school provide specific expertise to broaden pupils' experiences in art and design, languages, sport and music. Teachers and other adults volunteer additional time to after school clubs. These are open to all pupils from Year 1 upwards and a high proportion take advantage of the provision. They include a variety of sports, a choir, and clubs for art, chess, cross-stitch and French.
23. In all aspects of school life pupils have equal opportunities to benefit and be fully included in what is provided. Indeed, some Year 6 pupils referred to the school as being "like a big family". Great care is taken to ensure that the small number of pupils with severe learning difficulties have full access to the National Curriculum and, whilst often needing one-to-one support, do not become over reliant on adult help. Pupils with particular gifts and/or talents are identified and additional provision made for them where possible in class and, for example, through external means, such as a specific mathematics programme held on Saturdays for older juniors. Additional support programmes are provided for some pupils to aid their literacy and numeracy skills.
24. The school has a good range of resources and overall, these support learning across the curriculum. However, whilst there are good resources for ICT, not all of these are organised or used to best effect.

Care, guidance and support

The school looks after its pupils very well and gives them good guidance. Pupils have good opportunities to be involved in the school's work and notice is taken of their views.

Main strengths and weaknesses

- Staff are very well trained to look after pupils and be aware of their needs.
- The youngest children are given very good support to help them settle into school.

Commentary

25. As at the time of the last inspection, the school's procedures for looking after pupils' health and safety are very good. Pupils are supervised very well and all staff are aware of child protection procedures. There are very good arrangements for pupils needing first aid and plenty of staff have been trained to carry this out. Staff, governors and volunteers have all been trained on risk assessment so that they are aware of potential hazards. All these features show that the school is very conscientious over its responsibilities to safeguard the pupils in its care.
26. The overwhelming majority of pupils say that they would feel happy going to an adult in school if they were worried about anything. The school is very sensitive to the needs of vulnerable pupils and is flexible in making arrangements to support them and their families. Again, a substantial number of staff are trained to give support where it is needed, for example through counselling. There are good links with outside agencies for professional help if this is needed. The school regularly seeks pupils' views through surveys and through the contributions of the many who are involved in the various committees.
27. Parents are very pleased with the arrangements to settle their children into school and the inspection found that these are very good. Visits are made to the many nurseries that children attend before they begin at St Joseph's so that staff can get to know the children and their needs before they start. Meetings are held for parents and children before they begin in September, and start dates are staggered so that staff can give close attention to all children as they start school. A strong feature of the partnership with parents is that at the beginning of

each day parents are welcome to spend time in the Reception classroom to support their children.

Partnership with parents, other schools and the community

The school works very well in partnership with parents. Links with the community and with other schools are good.

Main strengths and weaknesses

- The school regularly seeks parents' views.
- Parents are given a very good range of information.
- Pupils benefit well from the school's good links with the community and other schools.

Commentary

28. The school has been very thorough in canvassing parents' views and very open in sharing these with the parent body. The headteacher is very conscientious in responding to parents and explaining where changes can and cannot be made. Governors take clear action on issues that arise and try to achieve a solution which would have the best effect and cause the least hardship to others. Inevitably, this openness in debating issues does not please everyone, but parents' ideas are tried out where feasible. For instance the school put on an extra parents' evening at the request of some working parents, but the take up was very low so this will not continue. Many parents have attended workshops put on by the school to discuss sex education and drug abuse. As a result of parents' approval of the proposed approach to these aspects the school produced its own work programme. Parents' positive support is also shown by their involvement in fund-raising, for example, towards the establishment of an ICT suite. However, the school deferred, for two years, the establishment of the suite because the space was needed to accommodate the unusually high number of pupils in Year 6.
29. The amount of information available to parents is extensive and it clearly matters to the school that parents read it. As such, pupils are rewarded with team points if they return their parents' signed slips from the newsletters in good time. Much good information is available on the school's website. The combined prospectus and governors' annual report is very thorough and contains all it should. A minority of parents feel that they do not get enough information about their children's progress. Overall, however, in providing four official parents' meetings in the year, the school offers more opportunities than usual for parents to talk to teachers about how their children are progressing. Moreover, parents spoken to during the inspection appreciated the ease with which they can speak to teachers informally at the end of each day. A working parent praised the school for being accommodating to their needs. Pupils' annual progress reports are of good quality. Targets are identified and levels of attainment gained in national tests are reported.
30. The school benefits well in several ways from the partnerships it develops. The close relationship with the Church has been maintained and, through this, pupils' personal development is well supported. Older pupils' learning in science has been enhanced through some useful industry links. A significant donation of laptop computers from a company should also benefit many pupils. Good, mutually supportive links have been established with local schools including opportunities for pupils to take part in many sporting fixtures. An adjacent secondary school generously offers its facilities for sports and ICT even though St Joseph's is not one of its feeder schools.

LEADERSHIP AND MANAGEMENT

The quality of leadership, management and governance is good.

Main strengths and weaknesses

- The headteacher ensures that the school's commitment to providing the best for all pupils is embodied in all its work.
- Regular monitoring of teaching and frequent training for staff ensures all pupils learn well.
- Very good analysis of test data aids the school in its successful drive to improve standards.
- The deputy and other senior staff support the headteacher well.
- Governors are fully involved in evaluating and shaping the school's work.

Commentary

31. The headteacher leads and manages the school well. Her dedication to providing pupils with a caring ethos in which they all feel valued is successfully set against a clear commitment to ensuring that all achieve as well as they can. These aims are fully supported by staff and governors. To this end, there has been significant investment in providing well-trained support staff to promote pupils' academic and personal development and this is paying off. Good systems have been devised to make regular checks on the quality of teaching and learning, leading to the setting of targets to further improve the performance of staff. The impact of these, and the investment and commitment to staff training, are clearly seen in teacher's good subject knowledge and the successful range of methods they use to promote good learning for all.
32. The headteacher has ensured good improvement since the last inspection. Most of the recommendations made then have been addressed very successfully, but there is still scope for further improvements in ICT. The school constantly strives to make improvements across the board. In relation to the continual drive to raise standards, performance data in the core subjects is analysed very well and results in detailed action plans that form part of the whole school improvement plan. This document is used effectively to prioritise and to note key information about how each task will be achieved and evaluated, including relative costs.
33. Key staff, such as the deputy headteacher and members of the senior management team, are knowledgeable and committed individuals who share the headteacher's vision and provide her with good support. Throughout the school, an effective team approach has been established and is working well. Subject co-ordinators maintain very detailed files that show astute insight into strengths and weaknesses and contain much information about past and future action to improve things. Their involvement in monitoring standards and provision in their areas of responsibility is good and is supported by the very good work that the school has done in relation to managing legally required changes to how staff are deployed. The co-ordinator for special educational needs undertakes her role diligently, meeting with support staff each week to provide them with guidance and advice and maintaining effective links with parents and external agencies.
34. The governing body is a committed and effective team. They are well informed about the school's work and, overall, have a good understanding of its strengths and weaknesses. Many are regular visitors to the school and play an active part in its work and strategic development. Their effectiveness stems from the good information that they receive from the headteacher and co-ordinators and, for example, the visits that they make to the classes to which they are attached.

Financial information

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|--|--------|
| Total income | 562,940 | Balance from previous year | 48,330 |
| Total expenditure | 530,494 | Balance carried forward to the next year | 32,450 |
| Expenditure per pupil | 2,286 | | |

35. Financial management is good, with governors taking a key part in financial decision-making. Budgeting is linked to the priorities set in the school's improvement plan and good thought is given to ensuring that best value is attained in spending decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage, including those with special needs, is good. The Foundation Stage is well led and managed with a strong emphasis on teamwork. Support staff make a very good contribution.

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 staff and children.
- Children are given many opportunities to develop independence and initiative.
- There is a very caring ethos in which children learn to behave well and consider others.

Commentary

36. The children achieve very well in response to very good teaching. By the end of the Reception Year, most attain the expected goals and a good many are attaining beyond this level. Staff interact very well with children and provide good role models. They establish clear rules and boundaries for children whilst giving them good opportunities to take initiative and develop independence. For example, from the minute children enter the classroom they know that they are expected to register their attendance and chose an activity. They do this eagerly and work together happily, sharing resources. The children have good self-help skills. For instance, after undressing competently for PE lessons they put their clothes neatly into their bags and hang them on their own cloakroom peg. The children behave very well and show care and concern for others, for example, by readily including children with special educational needs in their games.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are many opportunities for children to develop language and listening skills.
- Children enjoy their work and show great enthusiasm for books.
- Standards are well above expectations by the end of the Reception Year.

Commentary

37. Good teaching ensures that the children build well on the good standards that they have when they start school. By the end of the Reception Year, standards are well above expectations, with a good proportion of children working within the lower levels of the National Curriculum. Throughout each day, good planning ensures that children have many opportunities to develop key skills in reading, writing, speaking and listening. For instance, when children are engaged in pretend play in the class café they read from the menu and when working in the class garden centre they write lists and letters. The children are encouraged to talk and express their ideas so their speaking and listening skills develop well. Most are able to explain

lucidly what they are doing, with the more able making evaluative comments about their work. Comprehensive reading records show the good standards the children have achieved. Children browse through and read books avidly. Many know how to blend letter sounds to make words. They recognise a good many common words by sight and use the illustrations to help them as they read.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well and many exceed the expected goals by the end of the year.
- Teaching is good and learning experiences are planned well.
- Mathematical development is promoted well across all areas of learning.

Commentary

38. Children's good listening skills and very good behaviour enable them to participate fully in the well-planned oral and practical mathematical sessions. By the end of the Reception Year standards are well above expectations. Good teaching ensures that children quickly pick up new ideas and gain skills in counting, recording work and using mathematical language. Work in other aspects of the curriculum supports children's mathematical development well. Activities in the sand, water, class post office and computer activities are utilised fully to this end. For example, whilst constructing models of houses or insects, the children were asked to identify, match and count the different shapes. Similarly, in a science session, they looked carefully at different types of mini-beasts and sorted them into groups, for example, based on the number of legs or whether they had wings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum is well planned and includes a very good focus on practical work.
- Teaching is very good.
- Children's early scientific skills are developing very well.
- Children have good computer skills.

Commentary

39. Most children begin school with a sound basic general knowledge. Very good teaching, which includes the provision of a wide range of relevant and practical work and promotes the development of scientific, technological, historical and geographical skills, builds well on what children already know. Consequently, by the end of the year, children's standards are well above those expected. This term's work on mini-beasts and growing plants has delighted the children. Early scientific skills of observation and description are developing well, alongside children's understanding of living things and how they change as they grow. Staff question children carefully, encouraging them to use all of their senses to describe what they see. In the outdoor area, the children use magnifiers and garden tools to look for mini-beasts, taking care not to harm them because they are 'living'. This work influences the children when they go to the class technology workshop. Here they use various materials and joining techniques to make models, for example, of spiders and other mini-beasts. Computer skills are developing well. The children confidently and competently use the mouse, keyboard and a variety of simple programs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children achieve well and attain standards above those expected.
- Children have good control and co-ordination of their bodies.
- The outdoor area could be developed further to promote children's physical skills.

Commentary

40. Very good teaching of indoor PE promotes children's standards and achievement particularly well. In the spacious hall, the children show very good skills in moving in different ways and in balancing. The teacher pays good attention to warming up exercises and makes relevant safety points to which the children respond well. During practical work, staff interact and support the children very well. Vocabulary is promoted effectively as the children learn movement words, such as 'slither', 'flap', 'slide' and 'flutter'. Most children move very confidently and imaginatively. Outdoors, skills of catching and throwing are taught well and children show good progress in developing these. The outside play area is large and equipped with a good range of manoeuvrable toys and resources for imaginative play. However, there are no soft landing areas so opportunities for some physical activities are restricted. Indoors, a wide range of activities, such as painting, drawing, cutting and modelling continually promotes children's dexterity.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children achieve well and exceed the expected learning goals by the end of the year.
- Development in music is particularly strong.
- There are good opportunities for children to work with a wide range of materials and develop their imaginations.
- Children have many opportunities for pretend play.

Commentary

41. Specialist music teaching enables children to handle and name instruments confidently and to sing tunefully. Children participate eagerly in these sessions. They listen very carefully and delight in learning how they can change sounds, for example, by playing loudly, quietly or singing 'like ghosts'. In this element standards are well above expectations. A good range of art and design activities is provided alongside very good opportunities for pretend play. The staff interact well with children in these situations promoting their creativity and language skills. Children show good creativity in artwork and use their imaginations well in pretend play situations, for example, by taking on different roles and altering their speech accordingly. Artwork showing children's good use of techniques in collage, modelling and painting is displayed very effectively and promotes their self-esteem.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain well above average standards.
- Teaching is good.
- Teachers have high expectations of what pupils will write but some miss opportunities to promote neatness and presentation.
- Many pupils are avid readers, but a significant proportion feel that the material they read in school could be more interesting.
- The leadership and management of English are good.

Commentary

42. Pupils achieve well. By the end of Years 2 and 6, standards are well above average. This good level of attainment is generally reflected in pupils' national test results.
43. There are relatively few pupils who have special educational needs, but those who do receive good additional help from teachers and support staff. The work that they are given is well matched to their needs and, as a result, they make good progress. National strategies devised to promote the achievement of lower-attaining pupils are also used well. Carefully timetabled support for these pupils ensures that whilst receiving additional help for literacy they do not miss out on the curriculum for other subjects.
44. Standards of speaking and listening are very good. Most pupils listen carefully to teachers and other pupils. Accurate subject vocabulary is taught and pupils use it confidently to express their ideas and experiences. Teachers continue to promote pupils' oral language skills through well-planned opportunities for them to discuss ideas in pairs during lessons, role-play and drama. For example, higher attaining pupils in Year 6 demonstrated imaginative personal responses to feelings of 'rage' through writing and enacting poetry and song lyrics.
45. Standards in writing are very good. Pupils are given targets to achieve and are clear about what they need to do to meet these. Pupils write for a variety of purposes. They develop the ability to construct sophisticated sentences using imaginative and colourful vocabulary. As they get older, pupils write extended pieces of fiction and non-fiction, using a range of reference texts, dictionaries and thesauruses. Teachers have high expectations of the content of pupils' written work. However, these do not always extend to the quality of pupils' handwriting and how they set out their work. Too often, work is not as neatly presented as it could be and the standard of handwriting falls below what pupils are capable of producing. Too much work from older pupils is completed in pencil and many of these pupils stop joining letters. Marking is satisfactory overall, but there are few reminders about neatness and presentation.
46. Most pupils read very well. Reading skills are taught well during the introductions to literacy lessons. Pupils make few mistakes because they have good skills for tackling unfamiliar words and they look closely at the text and the structure of the vocabulary. Assessment procedures in reading are very good and teachers keep detailed records of what pupils achieve.
47. Many pupils have good opportunities to read at home. Parents play an important part in regularly listening to their children read and many pupils are members of the local library. In discussion with pupils, it was clear that most have a love of literature. A group of Year 2 pupils

spoke knowledgeably and enthusiastically about the works of Jacqueline Wilson, Roald Dahl and Enid Blyton. The very able explained their likes and dislikes and their preferences for fiction or non-fiction. Pupils in Year 6 said that they found biographies and autobiographies very compelling and have read many 'classics', including works by Charles Dickens, as well as modern, contemporary literature, such as 'A Child Called It' by Dave Pelzer. A good number of pupils, understandably, expressed a degree of frustration about having to work through school reading schemes and said that the books they read in school were less interesting and challenging than those they choose to read at home.

48. The leadership and management of English are good and have ensured that high standards have been maintained. Since the last inspection, the standard of teaching has improved and so has the rate of pupils' progress. The school's analysis of pupils' work has identified weaknesses in presentation.

Language and literacy across the curriculum

49. Teachers provide a satisfactory range of opportunities to develop pupils' language and literacy skills in other subjects. Some particularly notable work was seen in geography and science where pupils have undertaken research work and written independently about their findings. Pupils in Year 1 had good opportunities to develop speaking and listening skills during an ICT lesson, as did Year 6 pupils when discussing and evaluating the work of different artists.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching and learning experiences result in pupils attaining well above average standards.
- Good assessment strategies are used effectively.
- Leadership and management are good.

Commentary

50. Pupils achieve well in mathematics. Their standards have shown good improvement this year resulting in well above average standards by the end of Years 2 and 6, with increasing numbers attaining the higher levels.
51. By the end of Year 2, pupils are confident in their use of number. Most quickly order numbers up to 100 and use a variety of strategies to calculate accurately. Pupils in Year 6 are adept at solving problems that require them to calculate factors and know prime numbers. They quickly and confidently use the information in tasks that require them to construct words from letters that have given values.
52. The quality of teaching and learning is good overall. Teachers plan well, ensuring that pupils are suitably challenged. They also show good subject knowledge so that oral parts of lessons contain clear explanations and demonstrations. Occasionally, however, lesson introductions go on for too long. The result is that pupils do not have enough time to work at individual tasks and record what they have learned. There is some particularly effective use of interactive whiteboards to sustain pupils' attention and demonstrate methods of recording. Most teachers provide interesting tasks so that, often, pupils cannot wait to get started on their work. In Year 1, for example, pupils thoroughly enjoyed working with the tripuses² and made good progress learning to count in threes. Another dynamically led Year 6 lesson, based on problem solving, ensured that all pupils were constantly challenged. The teacher was alert to those who needed help so that all enjoyed success. When the first pupil quickly solved the final problem

² An imaginary three-legged creature.

(to find the prime factors less than 26 that would multiply to exactly 1,000,000) the class applauded spontaneously. The majority of pupils used well-organised rough jottings to clarify their thoughts and record their calculations.

53. A variety of methods are used to assess pupils' attainment, and their progress is tracked regularly. Test results are analysed so that any weaknesses can be addressed. Assessment information is also used effectively to organise pupils of similar attainment into teaching groups and to set them both group and individual targets. Some good moves are being made to involve pupils in self-assessment. For instance at the end of a lesson many teachers return to the learning objectives and ask pupils to indicate if they feel that they have achieved them. Marking of work is carried out conscientiously, with encouraging comments and in most classes, guidance for future progress.
54. Leadership and management are good. The subject co-ordinator provides a fine role model for teaching. He makes regular checks on teaching and learning to ensure that high standards are maintained. A thorough review of the curriculum has led to improvements, for example in providing a greater emphasis on investigative work so that pupils can see the purpose of mathematics in everyday life.

Mathematics across the curriculum

55. Good use is made of mathematics to support work in other subjects. Examples include: geography, in which Year 6 pupils have drawn accurate line graphs to compare rainfall in England and Nepal; history, in which Year 4 pupils marked a simulated archaeological dig using co-ordinates; and science, in which Year 1 pupils sorted instruments into groups on the basis of how they are played, for example, by blowing, striking and plucking.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The high profile given to investigative work promotes very good standards and achievement.
- Teaching is good overall.
- The subject co-ordinator has worked very successfully to secure improvements.

Commentary

56. Pupils are achieving well in science and attaining well above average standards by the end of Years 2 and 6. Since the last inspection, the school has worked successfully to improve the provision for investigative work. This is now central to all lessons and underpins pupils' very good standards and achievement.
57. By the end of Year 2, pupils have gained good knowledge of a range of scientific topics, such as forces, materials and living things. They are aware of, for example, basic growth changes that occur in animals and humans. In learning about healthy growth, pupils have gained a good vocabulary to describe various food groups, such as carbohydrates and proteins. Much of the work pupils do is practical and through this they have gained a good understanding of the idea of fair testing. Pupils record their work neatly, producing labelled diagrams, for example of an electrical circuit, and using charts and tables to record results.
58. By the end of Year 6, pupils have secure knowledge of all areas of science and have well-developed skills. Their use of scientific vocabulary when talking about their work is very good. For example, when discussing work completed earlier in the year on plant reproduction, pupils used words such as pollination, fertilization and stamen. Pupils' work shows that they have developed very good investigative skills. This was evident in a lesson in which they worked

systematically and collaboratively, using information gained from an earlier lesson, to refine water filters that they had previously designed and tested.

59. The overall quality of teaching and learning is good. Most teachers have good subject knowledge and high expectations of what pupils can achieve. This comes through in their explanations and the questions that they ask pupils, both of which continually reinforce correct use of vocabulary. Lessons are organised and resourced well. Consequently, learning progresses smoothly and teachers are able to spend productive time working with groups during practical tasks. Here they assess pupils through observation and by asking them probing questions, supporting and challenging them as required. The pace of lessons is brisk so teachers and pupils accomplish much in the time allocated. All of these features were clearly evident in the very good lessons seen in Years 1, 4 and 6. For example, in Year 4, the teacher shared the lesson objectives with the pupils, ensuring that they understood key vocabulary relating to forces. Very effective use was made of the interactive whiteboard and a short video clip to provide pupils with examples of high and low friction in preparation for group work based on these ideas. By the end of the lesson, pupils could identify both types of friction and say why this force could be useful in everyday life.
60. The subject is led and managed very well. The co-ordinator is a very good role model for teaching. Since the last inspection, she has worked successfully to improve the provision of investigative work as well as setting up effective systems for assessing pupils' attainment. A thorough review of the curriculum and audit of resources has resulted in improvements in these areas.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are rising, but pupils' ICT skills are not utilised well enough in other subjects.
- Teachers make good use of interactive whiteboards in lessons.
- The way in which hardware resources are organised and used is not fully effective.

Commentary

61. During the inspection no ICT lessons were being taught in Year 2 but evidence from other sources indicates that standards by the end of Year 2 are in line with those expected, suggesting satisfactory achievement. Year 6 pupils have also achieved satisfactorily and attained the expected standards. In other year groups however, there are some gaps in pupils' learning. A key recommendation from the last inspection was to improve standards, achievement and provision in ICT. The school has made satisfactory progress in addressing this. However, the rate at which improvements have been made has been somewhat erratic because there have been disruptions to the way the subject is led and managed.
62. Pupils demonstrate confidence and enthusiasm in their use of computers. They are keen to try out new programs and improve their knowledge of more familiar ones. Pupils sustain good levels of concentration when working with a partner, discussing and resolving problems using correct technical vocabulary. Most have access to a computer at home and avidly undertake research about topics that they are studying at school. This helps to consolidate their knowledge and understanding, as well as promoting their ability to transfer their skills to the use of different equipment.
63. Teaching is satisfactory. A notable strength is the effective use that teachers make of interactive whiteboards to enliven their lessons and illustrate teaching points. Since the last

inspection, teachers and support staff have undertaken considerable training so they no longer lack knowledge and understanding of the subject. However, the rate at which pupils learn in ICT is not as good as in other subjects. This is because they do not have enough access to computers because they are not organised or used efficiently enough. The school has plans to convert a classroom into a dedicated ICT suite. At the time of the inspection some preliminary work had started on the project. Of the recently acquired laptops, two or three are located in each classroom. Whilst pupils visit other classrooms to conduct work, there is often some considerable delay between pupils being taught a skill and being able to practise it. In some instances the gap is so long that they have forgotten what to do and this is slowing progress.

64. The range of software available to support pupils' learning is satisfactory. The school is implementing plans to systematically increase the range of material so that there is greater flexibility to utilise ICT across the curriculum. Systems for assessing progress are satisfactory but, because they are a relatively recent development, not all teachers are using them well enough. Very good booklets have been devised to enable pupils to record their own assessment of how well they feel they are progressing, noting areas where they still lack confidence.
65. The substantive subject leader left the school just prior to this inspection. The member of staff currently overseeing the leadership and management of ICT is providing a focused approach to improving provision. He and the ICT technician have the expertise and ability to speed up the implementation of changes that are still required.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum is satisfactory. It is utilised well by teachers in teaching, but there are too few opportunities for pupils to use computers in lessons for them to achieve as well as they are able. Nevertheless, teachers endeavour to build links into their planning that will promote pupils' skills, knowledge and understanding of ICT. Because most pupils have access to computers at home and they are keen and enthusiastic learners, they frequently choose to use ICT as part of their homework in other subjects. In this context they access search engines, make use of methods to store and present data and communicate via e-mail, as well as using basic word processing skills to present written work.

HUMANITIES

67. Work in **history** was sampled so no judgements are made about provision, standards or achievement. There is a well-planned curriculum for history. This is enhanced by visits to historical sites and special theme days in school, for instance, when pupils dressed up as Victorians as part of their study of this era. No history lessons were seen, but some good work was noted in Year 4 where pupils had carried out a simulated archaeological dig to link with their work on ancient Egypt. Pupils also wrote about what evidence they could uncover from studying various artefacts.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils enjoy geography and achieve well.
- Teaching is very good.
- A good curriculum is enhanced by links with other subjects.
- Recorded work does not always reflect the extent of pupils' knowledge and understanding.

Commentary

68. Pupils achieve well and attain standards that are above expectations by the end of Years 2 and 6. Pupils in Year 2 begin to understand how there is a link between people and the places in which they live and work. By Year 6, pupils use their knowledge of mountain regions and climate to produce travel information. Pupils say that they enjoy geography and older pupils certainly see the relevance of their learning. One Year 6 pupil summed this up well, as “I like finding out about new places and other cultures”. The good knowledge and understanding that pupils displayed in lessons and discussion was not reflected as well in their books. Recording was somewhat sketchy and not always well presented.
69. Teaching and learning are very good. In a very effective lesson in Year 1, pupils showed their previous good learning by indicating the correct location of Poole on a blank outline map and naming a variety of seaside towns, matching them correctly to the east and west coasts of England. In this lesson, the teacher's calm but persistent approach, with good reinforcement of vocabulary, enabled pupils to classify a range of seaside features as either human or physical. In Year 6, pupils were challenged to produce play scripts for a video presentation based on travel. They collaborated very well in sharing ideas and tasks so that by the end of the afternoon some of the play scripts were acted out and captured on videotape.
70. There is a good curriculum that is enhanced by effective links with other subjects, including some good use of ICT. For example, when producing the play scripts some pupils chose to use ICT to create background views on the large computer screens. The tasks set for Year 1 pupils included aspects of literacy, art and design and ICT. Learning experiences are enhanced by visits.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Work in art and design and design and technology was sampled. Consequently, secure judgements about provision, standards and achievement are not made. Whilst work in music was also sampled, there was sufficient evidence to judge standards and achievement by the end of Year 2.
72. Two **art and design** lessons were seen. In a Year 6, lesson the teaching was very good. In response, pupils built very well on earlier learning about portraiture. The teacher's good subject knowledge was evident as he introduced pupils to a wide range of techniques and media used by artists. This ensured that pupils were well prepared to experiment with these in their own work. Pupils worked very hard and with high levels of interest. Their finished work was of a good standard and showed how they had effectively introduced colour, texture, line and tone. The quality of teaching and learning in the second lesson was satisfactory. Planning for art and design shows that pupils cover the expected range of work in all elements of the subject, including artwork from different times, traditions and cultures. Pupils spoke enthusiastically about the work that they had produced in a recent ‘arts week’, that resulted in a range of culturally linked work, such as Greek-style clay pots and Polish art reflected through weaving. Throughout the school, pupils’ work is very well displayed and enhances the working environment immensely.
73. No lessons were seen in **design and technology**. However, pupils’ work shows that they cover all the required aspects of the subject. Year 2 pupils’ work has included investigating winding mechanisms and making moving vehicles. Planning includes some detailed drawings of, for example, different elevations, and lists of the materials and tools needed. Pupils’ evaluations of their finished products show that they consider how they might improve their work. Year 6 pupils have made a variety of products, including slippers, shelters and containers. Their plans show that they are being taught to consider the needs of consumers, for example, in designing a variety of sandwich snacks. Specific skills, such as joining and folding techniques, are taught and incorporated effectively into practical work. Teachers involve pupils in self-assessment tasks, for example, pupils record under headings ‘New things I learned’ and ‘Things I found hard’.

74. Two **music** lessons were seen. That for Year 2 pupils was taught very well and much was accomplished in the 30-minute session. In this lesson, it was clear that pupils were attaining well above the level expected for their age, reflecting good achievement. After recapping on earlier work about how sounds can be used expressively, the teacher introduced pupils to the idea of musical structure. The concept was explained and demonstrated very well, including using a graphic score to illustrate how different sounds could be organised. After this brisk, but highly informative introduction, pupils were keen to begin the practical task. They applied themselves fully to this work and showed significant maturity when working collaboratively in small groups to produce sound collages depicting a storm. Their works were highly creative and incorporated the ideas of dynamics and structure very well. Pupils used symbols to record their sound collages so that they could reproduce the same performances and improve on their work the following week.
75. In another lesson, which was taught well, pupils in Years 3 and 4 sang enthusiastically. They maintained the tempo well and improved their diction and use of pitch in response to good points made by the teacher. The school has invested in providing specialist teachers for music, with additional provision for pupils to learn to play an instrument, such as recorders and wind and string instruments. The subject makes a very good contribution to pupils' personal development with, for example, opportunities for them to participate in an annual African drumming workshop, perform in concerts and to sing in the community.

Physical education

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- PE has a high profile in the school.
- The well-planned curriculum is supported by a very good range of additional opportunities.
- The subject is led and managed well.

Commentary

76. It was not possible to obtain sufficient evidence to make secure overall judgements about standards and achievement across the subject as a whole. In the three lessons seen, Year 2 pupils showed above average standards in basic games skills of throwing and catching. In aspects of athletics, Year 6 pupils show standards at the expected level in their early attempts at relay baton changing. Almost every pupil from Year 3 upwards can swim a minimum of 25 metres, which is above the level seen in most primary schools. Although no gymnastics lessons were seen, a group of ten pupils from Years 3 and 4 was seen in the after school gymnastics club where they showed above-average standards even in their warm-up exercises.
77. In the three lessons seen, teaching and learning were at least satisfactory. Teachers ensure that all pupils are included and dressed suitably. In a very good lesson with Year 2 pupils, the teacher showed good subject knowledge; she provided clear instructions and correct demonstrations about sending and receiving balls to a partner through one ground bounce. As pupils improved they were challenged to increase the distance between pairs and be more accurate in bouncing the ball at a specific target area. The lesson incorporated a very good balance between tasks where pupils were active and opportunities for them to evaluate their own and others' work. Pupils listened carefully to the teacher, worked well together and tried very hard to improve their skills.
78. The subject has a high profile in school, with classes allocated two hours of PE each week. The co-ordinator has ensured a well-planned curriculum that guarantees pupils learn all elements of the subject. In addition, there is a wealth of additional opportunities throughout the year. The school is linked with a local sports college and pupils benefit from using some of the

facilities of the nearby high school. An external agency is currently providing additional expertise. An example of their very good work was seen when Year 3 pupils learned basic cricket skills. Although not seen teaching in a lesson, the co-ordinator has specialist knowledge, which is recognised outside the school. This was evident in the gymnastics club, which was led by her.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

79. Work in PSHE was sampled. The school's high awareness of this aspect of pupils' learning is reflected in its very caring ethos. Pupils understand about and are involved in a range of work linked to healthy lifestyles, for example, the Health Forum and Eco committee and a 'Positive Playtime' scheme. They have been taught that it is healthy to share problems or worries and came up with the idea of a pupil suggestion box to this end. Pupils also value regular circle times where they can share concerns and learn how better to equip themselves to work together.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 3 |
| 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).