

# INSPECTION REPORT

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

Leeds

LEA area: Leeds

Unique reference number: 108039

Headteacher: Mr Keith Rogers

Lead inspector: Mr Steve Bywater

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> June 2005

Inspection number: 267954

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 to 11  
Gender of pupils: Mixed  
Number on roll: 432 fte

School address: Barwick Road  
Crossgates  
Leeds  
West Yorkshire

Postcode: LS15 8RQ

Telephone number: 0113 293 0240

Fax number: 0113 293 0242

Appropriate authority: Governing body

Name of chair of governors: Mr Brian Smith

Date of previous inspection: 22<sup>nd</sup> February-1999

## **CHARACTERISTICS OF THE SCHOOL**

St Theresa's is a Catholic voluntary aided school in the parish of St Theresa's Crossgates, a residential area on the outskirts of Leeds. This large primary school admits children between the ages of three and 11. There are currently 432 full-time equivalent pupils on roll, of which less than 10 per cent are from a range of ethnic minority groups. No pupil is described as being at an early stage of English language acquisition. The proportion of pupils known to be entitled to free school meals is around 8 per cent, which is below the national average. Attainment on entry to the school varies each year but is currently best described as below average, although the full range of attainment is represented. The proportion of pupils identified as having special educational needs is below the national average but the proportion of pupils who have a statement of special educational need is in line with the national average. The school is currently part of the Excellence in Cities initiative. It gained the Investors in People Award in 1999, 2000 and 2003 and a School Achievement Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Science, music, physical education and English as an additional language.
09652	Colin Herbert	Lay inspector	
20301	Peter Isherwood	Team inspector	Mathematics, information and communication technology, personal, social and health education and citizenship and special educational needs
20368	Sue Macintosh	Team inspector	English, geography and history.
11565	Jenny Platt	Team inspector	Foundation Stage curriculum, art and design and design and technology.

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This **good** school has many very good features. Good teaching and learning ensure that all pupils achieve well. By the time pupils are 11 years old, standards are well above the national average in English and above average in mathematics, science and information and communication technology (ICT). Overall, leadership and management are very good and the school provides very good value for money.

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

- Teaching is good and pupils achieve well.
- The headteacher has an excellent vision, sense of purpose and high aspirations.
- An effective governing body and very effective key staff play a full part in the school's development.
- The very good promotion of pupils' personal, spiritual, moral and social development results in pupils' very good attitudes and behaviour.
- Able pupils do not achieve well enough in science in one of the Year 2 classes.
- There is high quality care and guidance.
- Community links are excellent and links with parents and other schools are very good.

The school has improved well since the last inspection. The quality of teaching and learning has improved and, as a result, standards have also improved over time. Standards in ICT have improved because training has raised staff's confidence and skills. Planning for higher attainers has improved, especially in Years 3 to 6. However, although there are some really good examples of challenge in mathematics and science, some pupils in Year 2 are given work which does not stretch them enough in science.

### STANDARDS ACHIEVED

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

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

Pupils achieve **well** at every stage of their learning. Attainment on entry has been declining in recent years and is below average for the children currently in reception. Boys significantly outnumber girls in this group and many children are young and immature. Taking this into

consideration, achievement in the Foundation Stage<sup>1</sup> is good overall and children are on track to reach the expected standard in all areas of learning by the end of the reception class. In Year 2, standards are above average in reading, writing, mathematics and music. Standards are average in ICT but below average in science where too few pupils are achieving the higher level. In Year 6, standards in English are well above average, and in mathematics, science and ICT standards are above average. There are strengths in the cross-curricular use of literacy, numeracy and ICT through all subjects. There was insufficient evidence to make a judgement about standards in other subjects, but some good quality work was seen in art and design where pupils worked in the style of famous artists.

Overall provision for personal, spiritual, moral, social and cultural education is **very good**. Attitudes to the school are very good; the children are very interested in school life and enjoy all they do. Behaviour, in and out of classrooms is also very good; the children show a very good level of self-discipline. Pupils' relationships with adults and each other are excellent. As a result of improvements since the last inspection, children have many opportunities to organise their own learning and to take the initiative in lessons. The children revel in their responsibilities as part of a caring community. Cultural development is good. Attendance is good; pupils enjoy coming to school and most are punctual.

## QUALITY OF EDUCATION

The quality of education is **good**. There is **good** quality teaching and learning throughout the school. A good curriculum is enriched well by clubs, visits and visitors to the school. In the nursery and reception classes, children experience a good variety of activities, which encourage independent and group learning. Teachers in Years 1 to 6 also prepare interesting lessons and interlink subjects very well. Pupils concentrate very well and are willing learners. Assessment is good overall and used well by teachers to adjust their future planning. However, assessment information is not yet used to provide children in nursery and reception classes with simple targets to improve their work. It is, however, very successful throughout the school in English and mathematics. Pupils with special educational needs are taught very well and are fully included in all lessons. They are very effectively supported by the special needs co-ordinator, support staff and the use of good individual education plans. There is a very strong ethos of care and support and pupils know they are valued. There are very good links with parents who support the school very well. Community links, including those with the church, are excellent.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The head teacher's very clear vision, sense of purpose and high aspirations are exceptional. The work of the governing body is good and governors ensure that all legal requirements are met. The leadership of key staff is very good overall. Management is very good overall. Self-evaluation, continuing professional development of staff and financial management are very good.

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

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

A very large proportion of parents expressed positive comments about the school. Parents were most pleased with the school's caring attitude and the polite, well disciplined and productive children. Pupils also have very positive views about the school. They speak enthusiastically about the school and opportunities to take part in all educational activities.

## **IMPROVEMENTS NEEDED**

- Raise achievement in science in Year 2, particularly for the more able pupils.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall, children achieve **well**. They achieve **well** in the Foundation Stage and achieve **well** in Years 1 to 6. Pupils with special educational needs and pupils from all ethnic groups achieve **well** as they progress through the school. In Year 2 and Year 6 standards are generally **above average**.

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

- Overall pupils achieve well because the quality of teaching and learning is good.
- Pupils with learning difficulties are very well supported and achieve very well.
- Some more able pupils in Year 2 do not achieve as well as they should in science.

#### **Commentary**

1. Attainment on entry varies year by year and has declined since the last inspection. Children are currently joining the school with skills below the levels normally expected, although the full range of ability is represented. Boys significantly outnumber girls in the reception class and many children are young and immature. Children make a good start and achieve well in the nursery and reception classes. They achieve very well in their personal, social and emotional development. Children achieve well in their communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. There was insufficient evidence to judge achievement in physical development. By the end of reception, most children have reached the standards expected of them in all six areas of learning and several pupils have exceeded them. Many show maturity in personal, social and emotional development and they have good skills in speaking and listening. Several are reading independently and beginning to record their own stories and number sums. Higher attaining children are already working towards Level 1 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	16.6 (16.6)	15.8 (15.7)
writing	15.6 (15.5)	14.6 (14.6)
mathematics	16.9 (17.5)	16.2 (16.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

2. In the 2004 national tests (table above), standards by the end of Year 2 were above the national average and the average for similar schools in reading,

writing and mathematics. Teacher assessments in science indicated that the proportion of pupils achieving the expected level 2 was above average but the proportion achieving the higher level 3 was below average. Although the four-year trend in the school's average point scores in Key Stage 1 is below the national trend, this is because standards have been very high at times and improvements from this position are difficult to maintain, let alone improve upon. Standards are still better than the national picture.

3. Currently, pupils achieve well overall in Years 1 and 2 because teaching and learning are good. As a result, standards in reading, writing, speaking and listening, mathematics and music are currently above expectations in Year 2. Pupils also achieve well in ICT and almost all pupils are achieving at least the level expected for their age. However, in science, standards are below expectations because too few pupils in Year 2 are judged to be achieving at higher levels. As a result, achievement overall is satisfactory. There is a lack of challenge at times and pupils in Year 2 are not given sufficient opportunities to record their work in their own words.
4. The following table shows the results pupils in Year 6 attained in 2004. When compared with all schools, standards were well above average in English, above average in mathematics and average in science. When compared with similar schools, standards were above average in English, average in mathematics and well below average in science. The four-year trend in the school's average point scores in Key Stage 2 is above the national trend.

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

Standards in:	School results	National results
English	28.9 (29.1)	26.9 (26.8)
mathematics	28.3 (28.3)	27.0 (26.8)
science	28.7 (28.8)	28.6 (28.6)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

5. Currently in Years 3 to 6, pupils achieve well and in Year 6 standards are well above average in reading and writing and above average in mathematics, science and ICT. ICT and science have been key priorities for school development in recent years. However, whilst there has been good improvement in science provision in Years 3 to 6, there remain weaknesses in Year 2.
6. There was too little evidence to make a firm judgement about standards and achievement in other subjects. However, standards in art and design are no longer unsatisfactory. Indeed, high quality work which was the product of pupils working with artists was seen in art and design, and pupils' singing was particularly tuneful and enthusiastic.
7. Throughout the school there is currently no difference between the attainment of boys and girls. Pupils with special educational needs achieve very well because of the support they receive from teachers and support assistants and

because work is set at the correct level. All pupils are thoroughly involved in the lessons and this is a major factor in their very good achievement. With the exception of Year 2 more able pupils in science, the more able pupils are identified, and suitably challenged and supported in all other subjects, for example through extension work, visits to workshops and ICT programmes.

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

The behaviour and attitudes of pupils are **very good**. The provision for spiritual, moral social and cultural development is **very good** overall. Pupils' attendance is **good**. Punctuality to school is also **good**.

## **Main strengths and weaknesses**

- Pupils have real enjoyment and interest in school life.
- Pupils are very willing to take responsibility in class and school councils.
- There is an exceptionally high quality of relationships and pupils work together very well.
- The school is very effective in promoting spiritual, moral and social development.

## **Commentary**

8. Pupils at St Theresa's have very good attitudes to school and to their learning and they are very well behaved. All of those parents who responded to the questionnaire or who attended the meeting also had very positive views about the behaviour of their children. They commented that behaviour was especially good at Mass.
9. From the moment that they arrive at school, pupils are enthusiastic about the day ahead. In the playground each morning as they come into school pupils have a smile on their faces and greet visitors in a very polite and well-mannered way. This enthusiasm extends into the classroom where the very high level of collaboration between pupils whilst completing their tasks was particularly noticed by the inspection team. Pupils with special educational needs concentrate very well on their work. They try very hard even when they find work challenging. Standards of behaviour in the playground, or when pupils are moving around school, are also very good. Pupils have a very good understanding of the difference between right and wrong. The behaviour of all pupils in assembly was exemplary when they were listening and participating in a presentation by a visitor on the Sikh faith. There was no indication of any unsociable or racist behaviour during the inspection and there have been no exclusions for many years.
10. Pupils show respect for adults and each other and as a result, relationships between all members of the school community are excellent. Additionally, the quality of relationships has a very positive impact on pupils' learning, as there is total inclusion of all pupils in all school activities. These very strong relationships within the school community are the result of the very strong Catholic ethos that permeates the whole of school life.
11. The opportunities for pupils to take responsibility and demonstrate initiative in school are very good. Pupils thoroughly enjoy being involved in class and school councils. The level of maturity that they demonstrate in their discussions is very good. Additionally, the very considerable sums of money that pupils collect for those less well off than themselves shows their concerns for others, both at home and abroad. All these opportunities have a very good impact on the personal development of pupils.
12. The school provides very good opportunities so that pupils gain an understanding of other faiths. For example, during the two assemblies where pupils of all ages listened to a presentation on the Sikh faith by a visitor, they

were spellbound by what he was saying and participated fully in the role-play opportunities that were provided. The opportunities for social development through the class and school councils, and through activities in the community, are very good. The provision for cultural development is good and the school is working hard to improve pupils' understanding of the richness of the multi-cultural world in which they live. The provision of all these aspects within school life has a very good impact on the personal development of all pupils.

## Attendance

13. Attendance rates are above the national average. The level of unauthorised absence is similar to many other schools.

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

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.2
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 quality of education provided by the school is **good** overall. Teaching and learning are **good** and the school provides a **good** curriculum. Assessment is **good**. The quality of care, support and guidance is **very good** and there are **very good** links with parents and other schools, and **excellent** links with the community.

### Teaching and learning

The overall quality of teaching and learning is **good** throughout the school. Assessment is **good**.

### Main strengths and weaknesses

- Teachers in the Foundation Stage provide stimulating lessons.
- Teachers have good subject knowledge and their planning is generally good.
- Teaching of science in Year 2 is not always challenging more able pupils.
- Teachers have high expectations of pupils' behaviour.
- The teaching of pupils with special educational needs is very effective.
- Good systems of assessment and tracking pupils' progress are in place and are used well to raise standards, particularly in English and mathematics

## Commentary

### Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	16 (34%)	19 (40%)	11 (24%)	1 (2%)	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 quality of teaching observed during the inspection was satisfactory or better in all but one lesson and was good or very good in around three quarters of lessons observed. This represents an improvement since the last inspection.

15. Teaching for children both in nursery and reception is good overall and often very good. Staff know the children well and have a very good understanding of the early years curriculum. They give children a very wide range of stimulating learning experiences in all areas of their learning. There is a good balance between opportunities for children to try things out for themselves and tasks for individuals and small groups when adults ensure that children learn new skills at a good rate.
16. In Years 1 to 6, teachers' knowledge is good in most subjects and the school also makes use of teachers' special talents, for example in mathematics and English in Years 5 and 6. In the one unsatisfactory lesson, the teacher had less secure knowledge and this resulted in unsatisfactory learning because the tasks were set at too difficult a level for the pupils.
17. Planning for learning is generally good, especially in English and mathematics, which follows the plans set out in the National Literacy and Numeracy Strategies. In most lessons seen, lesson plans detailed precise learning intentions with well-matched activities and assessment opportunities. Teachers' expectations of pupils generally lead to appropriate progress, but in Year 2, more able pupils are not always provided with sufficiently challenging activities to promote good progress and attainment at the higher levels in science. Teachers plan very effectively for pupils with special educational needs. Work is set at levels that meet their needs and, as a result, pupils make very good progress both in lessons and over the longer term. Individual education plans are of a very good quality. Targets are specific and easily measured. They are linked very effectively to the English and mathematics aspects of the National Curriculum and have a positive effect on developing standards. Pupils with a Statement of Special Educational Needs receive very effective support from teachers and classroom assistants, ensuring they make very good progress. Pupils in the withdrawal groups and the Year 1 'intervention group' achieve very well because of the very high quality teaching provided by the school's special educational needs co-ordinator.
18. Lessons are generally well organised. In the best lessons teachers make their expectations for learning clear, the pace is brisk with time constraints being given to relevant tasks. Good quality questioning and discussion with pupils during lessons extend thinking. Pupils respond well in these challenging lessons. These structured lessons have a clear introduction, well-planned group activities and effective whole class discussion sessions. These are often used effectively to reinforce the teaching in a lesson and to check on pupils' understanding and progress. A positive feature in lessons is the good provision of opportunities for pupils to reflect on their own learning. Teachers have high expectations of pupils' behaviour and manage pupils well. Pupils are clear about routines, for example, in literacy and numeracy hours where pupils change classes very smoothly. Teachers have very good relationships with pupils and pupils genuinely enjoy their time at school.
19. Assessment is good overall due to the good systems in place and the effective use made of information from statutory and optional national tests. This analysis informs priorities for development in individual subjects and in teachers' planning. This is particularly so in English and mathematics where a detailed analysis of the requirements of the tests and pupils' performance in them have led to improvements in teaching and standards in both subjects, particularly in Years 3 to 6. In science and the Foundation Stage, assessment has a number of positive features but is not as well developed. As a result the teaching in science does not always match pupils' needs as closely as in other subjects, with some higher attaining pupils not achieving as well as they might.

In the Foundation Stage, assessment information is not used to provide children with simple targets so that they have an idea about how to improve their work.

20. In lessons teachers are very clear about what they expect pupils to learn. At the end of the lesson they ask pupils to evaluate whether they think they have achieved what they set out to learn. Teachers take this into account when planning the following lessons. Teachers' written comments in pupils' literacy books help them to know how well they are doing and what they need to do to improve. In addition, in some classes pupils have individual targets for writing. This works well because pupils are familiar with their targets and, through teachers' comments in their books and in class, know what to do to achieve them. Older pupils are involved in their own learning, setting and reviewing their own targets effectively. However, teachers do not make specific enough reference to National Curriculum levels or explain what more they need to do to reach the next level.

### **The curriculum**

The curriculum is **good** and is enriched by a **good** range of worthwhile activities. Accommodation and resources are **very good**.

### **Main strengths and weaknesses**

- There has been good improvement since the previous inspection.
- The school provides a rich and varied curriculum for pupils in all year groups.
- Teachers link different subjects together very well.
- Visits and visitors enrich the curriculum, particularly in the arts.
- The provision for pupils with special educational needs is very good.
- The accommodation is used very effectively to develop learning.

### **Commentary**

21. Pupils in the Foundation Stage receive a good quality curriculum, which covers all the recommended areas of learning and includes religious education. In both the nursery and reception classes, there is a wide range of interesting experiences in all areas of their learning. Good links between the areas of learning make learning meaningful and relevant. Children's learning is well planned to ensure a good balance between chosen activities and tasks when adults teach them specific skills.
22. The school provides a good quality curriculum which meets statutory requirements and also includes French for Year 4 pupils. The school has ensured that while concentrating on raising standards in literacy and numeracy, pupils have been offered enjoyment and excitement in all subjects. There has been good progress since the previous inspection. Regular and rigorous monitoring has ensured that the issue of planning raised in the previous report has been fully addressed. There has been very good improvement in the use of information and communication technology across the curriculum.



23. Teachers promote the effective use of skills learned in one subject to develop learning elsewhere. Information and communication technology skills are used very effectively in all subjects of the curriculum. Teachers effectively develop English and mathematics skills across the curriculum and there are very good links between history, geography and art for example.
24. Pupils with special educational needs are provided with a very good range of activities which match individual needs and ensure that pupils achieve very well. When pupils receive support outside their classroom it is part of a very well thought out programme, which has a very positive impact on learning. The school is very good at including all its pupils in everything. The special educational needs co-ordinator has put in place procedures which ensure that all pupils are fully included in all aspects of the school curriculum. Pupils with severe and complex needs benefit from very good opportunities provided within the school. Pupils who are particularly gifted and talented are well catered for and, as a result, make good progress and achieve well.
25. A good range of additional experiences enriches pupils' learning. These experiences include many visitors in to school who share their skills and knowledge to bring subjects such as art and history alive and in turn increase pupils' knowledge, skills and understanding of their studies. Visits out from school to local museums including Abbey House and a Year 6 residential stay have a very good impact on developing both academic and social skills. A good range of extra-curricular activities enhances the curriculum. These include sports, music and information and communication technology. The Year 6 curriculum is very well enhanced by the recently introduced 'Interactive homework' system.
26. Accommodation is very good. Two libraries, a gymnasium, large hall and the recently developed 'sensory room' are all used very effectively to develop learning. Outdoor facilities are very good and are used very well to develop pupils' physical and social skills. Classrooms are very spacious and teachers display work well, showing pupils that their work is valued. The number of staff is good and they are deployed effectively to ensure pupils achieve well. The good quality resources ensure that pupils have all they need to support their learning.

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

The school has maintained the **very good** level of care for the physical and emotional needs of its pupils. The school also provides **very good** support, advice and guidance to its pupils and **very good** opportunities for pupils to be involved in school life.

### **Main strengths and weaknesses**

- The school very effectively looks after the pastoral needs of all pupils.
- There are high quality procedures in place for health, safety and child protection.
- The school has very good knowledge of all its pupils.

- There is a very high level of trusting relationships that exist between pupils and adults.
- There are very good opportunities for pupils' views to be heard.

## **Commentary**

27. The school looks after its pupils very well. This high level of care is underpinned by the very good relationships that exist within the school community and the very good knowledge that all staff have of the pupils. Parents also share this very positive view and consider that the school treats their children fairly and that there is equality for all in school.
28. The school takes its responsibility for health, safety and child protection very seriously. Appropriate records are maintained for risk assessments, first aid, fire drills and accident recording. However, the governing body has not been sufficiently active in monitoring, on a regular basis, records such as the fire log and the accident book. The school is working hard to reduce the number of car journeys made to its site by being involved in the yellow bus project. The procedures for child protection are very effective and understood by all staff. Midday supervision at dinner and in the playground is very good.
29. There is a very good level of provision for the support, advice and guidance of all pupils. This is based on the very good knowledge that all adults have of individual pupils and the very trusting relationships that exist between children and adults within the school community. Pupils with special educational needs receive very good support in school. There is very early identification of need and as a result very effective strategies to improve learning are put in place as soon as possible. Very effective programmes are put in place to address needs and as a result pupils achieve very well. Very good quality advice and support from the visiting specialists are used effectively by the school to develop learning.
30. Pupils also know that the school will listen to their concerns and use both the class councils and the school council very effectively. For example, the results of the recent pupil questionnaire were shared and discussed with pupils in their class councils. Being members of these two forums gives pupils the opportunity to make their views known about aspects of school life.

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

The school has developed a **very good** partnership with its parents and **excellent** links with the community. Links with other schools are **very good**.

## **Main strengths and weaknesses**

- A committed Parent Staff Association is valued greatly by the school.
- Parents are very much involved in children's learning.
- The school plays a very active part in the life of the parish and the local community.
- The school has developed very effective business links
- Very good links exist with other schools through the family of schools.

## Commentary

31. The school adopts a very pro-active approach towards its parents and invites their support for school activities on an annual basis. The response to the invitation is good and a regular number of parents are able to help out in the classroom each week. Additionally, a group of parents shared responsibility for compiling the recent parent questionnaire. There is a hard working and very committed parent-staff association and they are responsible for raising approximately £5000 a year for additional school resources, such as the playground development initiative at the front of the school. The very title of this organisation demonstrates the inclusive nature of the school as all members of staff are invited to work with parents in organising events and raising money. The school values the contribution that all its parents make to school life.
32. Parents who responded to the questionnaire or who attended the meeting expressed very positive views about many aspects of the school. The school provides good information to its parents and the topic notes and regular newsletters contain useful information for them. The annual reports on progress are appropriately personalised and include useful targets for improvement, which are referred to as 'the next step'. They consider that the school is approachable and very welcoming to them. They feel they are involved very well in their child's learning. Parents are informed at a very early stage if their child has special educational needs. They are invited to discuss target setting on individual education plans. There are good opportunities for parents to contribute to the target setting process. Parents are encouraged to help their children to work towards their targets at home. This has a positive effect on the very good progress made by pupils.
33. The school continues to enjoy excellent links with the local community. St Theresa's is an integral part of both the parish and local area. These links are mutually beneficial and the school receives a good income from letting its facilities on a regular basis. The development of business links has been particularly successful and strong relationships exist with a number of local companies. The impact of all these partnerships is to enhance the learning opportunities for pupils.
34. Very good links exist with other local primary schools through the family of schools organisation and the strength of the link with the local secondary schools ensures that pupils in Year 6 are able to make the move into the next stage of their education without any concerns.

## LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **very good**. Leadership from the headteacher and key staff is **very good**. Management is **very effective**. Governance is **good**.

### Main strengths and weaknesses

- The headteacher has an excellent vision for the school and shares his very high aspirations with all involved in the school.
- Most key staff are very good leaders and manage their subjects very effectively.
- The school's commitment to providing equally for all pupils is excellent.
- Governors are knowledgeable about what is happening in the school, although they tend to rely too much on the headteacher for information.
- Financial management is excellent and the school provides very good value for money.

## **Commentary**

35. The headteacher provides very good leadership and is an expert in keeping the school at the cutting edge of changes in education. The school has been evaluating its performance for much longer than seen in most schools and as a result procedures are firmly established. Consequently, the school is forward looking and self-critical with a very accurate view of its strengths and areas for development. The headteacher is the driving force behind many changes in the school. His vision to encourage all staff to further their own development is very evident in practice and leads to an enthusiastic team all feeling valued and highly committed to the school. The headteacher is very ably supported by the deputy headteacher who plays a full and active part in management and is well prepared to lead the school when required. The headteacher shares his skills willingly and widely and this has earned him the respect of all involved with the school.
36. Overall, the leadership of key subjects is very good. Staff make effective use of available data to identify areas needing attention and use this well to influence long-term planning and planning for lessons. Strategic planning is collaborative and all staff are involved in setting the school's overall priorities and evaluating progress to meet them. Monitoring of teaching and performance is carried out effectively and is leading to improved standards and teaching. Particular improvements in teaching include the clarity of outcomes and this was seen to be a strength in many of the best lessons seen during the inspection.
37. Leadership and management of the Foundation Stage are good and lead to a well organised environment which provides children with a good start to school. Currently, there is very much a team approach to management with no one person taking overall responsibility for the Foundation Stage. This is working well because of the strength of the team, but it does lead to some weaknesses in the overview of spending, collation and analysis of assessment information and in a united action plan closely linking changes to their effect on standards.
38. The full integration of all pupils is a paramount objective of the school. The school is generally successful in catering for pupils of all abilities, needs, gender and ethnicity equally well. The only exception identified was the higher attainers in Year 2 science. The determination of all to obtain a lift to enable wheelchair access is an indication of the excellent equal opportunity ethos of the school. There is very good leadership and management of special educational needs. The co-ordinator has put in place very high quality systems,

which ensure that the needs of all pupils with special educational needs are fully met. Pupils who are gifted and talented are also identified and supported well. This has a very positive effect on ensuring that these pupils make very good progress and achieve very well.

39. The governing body is effective and fulfils all its statutory responsibilities. Governors work through a well organised committee structure and agendas show full debate during the decision making process. They evaluate the school's performance firstly by reviewing assessment information and secondly by checking on progress being made to implement actions in the school's development plan. As a result, governors are well informed about the school's strengths and weaknesses. Although, links are established with some subject leaders, there is a tendency to rely too much on information provided by the school rather than making use of planned formal visits to enable them to see what is happening for themselves.
40. Financial management is excellent. Very efficient systems are in place both to balance the budget and to track spending. Planning is long term and takes into account the financial implications of national changes to be implemented. These include providing more time for teachers to plan and prepare work and the school is well ahead of many in their proposals to put changes into action. A strength in financial management is the support of the chair of the governors' sub-committee who challenges the headteacher to explain any areas that appear to be over or under spending. The school gives very good attention to the principle of value for money in all major spending decisions. Taking into account the funding, pupils' standards and achievement, the school provides very good value for money.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1055700	Balance from previous year	28700
Total expenditure	1051610	Balance carried forward to the next	32790
Expenditure per pupil	2655		

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

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

Provision in the Foundation Stage is **good**.

Attainment on entry has been declining in recent years and is below average for the children currently in reception. Boys significantly outnumber girls in this group and many children are young and immature. Taking these factors into consideration, achievement is good and children are on line to reach the expected standard by the end of the reception class. Staff are extremely patient and caring for children with special educational needs with several receiving additional adult support. As a result, these children play a full part in daily life and make very good progress relative to their prior attainment. There are currently 89 children attending either for a morning or an afternoon in the nursery. Not all of these children transfer to the reception classes, which provide education for 50 children.

The school has sustained the strengths identified in the previous inspection. Improvements have been good, for example they are evident in the outdoor facilities, and more changes are planned. Children benefit from a rich and varied curriculum, which is carefully planned to cover all of the nationally recommended areas of learning. Many visitors make learning exciting as do special events like the teddy bears' picnic and the hatching of chickens. Teaching and learning are good. A significant strength is the team approach and organisation so that the day runs smoothly. Support staff play an important role both in supporting and in leading small groups as they work on focus activities. All staff are very aware of how these young children learn and know when to stand back and encourage independence and when to offer that extra bit of support. Day to day assessment is good and staff are alert to children's on-going progress and meet weekly to adjust their future planning. However, assessment information is not used to provide children with simple targets so that they have an idea about how to improve their work. Leadership is good and the teamwork, high quality environment and rich curriculum are good evidence of this. Management is also good and the overall provision is good. However, no-one oversees what is happening in the nursery and the reception classes. For example, the nursery and reception classes each receive a budget, but there is no check to ensure there is no duplication of resources. The school now has a lot of assessment information but is not making full use of it to ascertain, for example, the overall attainment on entry. Accommodation is good and resources are very good.

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

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

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

- Children in the nursery and the reception class are making very good achievement.
- All staff promote social skills in all areas of learning.

- Children show a genuine concern for each other and co-operate well when unsupervised.
- Teachers' high expectations promote good levels of independence.

## **Commentary**

41. Many children start in the nursery with limited experience of being part of a larger group. The very effective organisation in the nursery tackles this most effectively with opportunities for children to opt to work alone or with a small group. This enables them to feel comfortable, chat to others and so extends their feeling of security. This aspect of the curriculum is given significant emphasis and teaching is very good. As a result, achievement is very good in the nursery and reception and this lays a firm foundation for progress in other areas of learning. When children arrive they are presented with an imaginative choice of activities and all separate happily from their carer. They greet each other warmly and jointly decide which activity to choose. Many have made firm friendships. Staff have high expectations of good behaviour and are generous with praise and encouragement so that a busy but orderly atmosphere is developed. The currently large number of boys with behaviour difficulties have benefited from the caring atmosphere in the Foundation Stage and most now collaborate well and resolve their own small disagreements.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Letters and their sounds are taught imaginatively in the nursery and reception and children use these skills effectively in early reading and writing.
- The school works very well in partnership with parents to develop in children a love of stories.
- Children are not always challenged to write independently at length.
- Children listen well but some lack confidence talking or have not yet learnt the importance of taking turns.

## **Commentary**

42. In the nursery, children quickly learn that writing has a purpose and in role-play activities children enjoy trying out early writing skills. For example, in the 'hospital' many make marks to represent a message for the doctor. Most are making a good attempt at writing their name independently because staff insist they label their work by copying from their name card. These skills extend through good progress in the reception class and children are reaching the level usually seen for this age group. Teaching is good overall but is not always sufficiently extending skills in writing independently. An active approach to teaching letters and their corresponding sounds ensures effective learning and good achievement. By the time they go into Year 1, most children are working at the levels expected of them. In reception children were seen jumping over a pretend river when they could name their letters and enjoyed telling the puppet the initial sound of items in his bag. Many use these skills to tackle new words in an easy reading book. Children enjoy stories. They all use books correctly and make effective use of pictures to tell the story because teachers effectively model reading from a big book. Discussions play an important part in lessons



and children listen attentively to teachers and each other. Responses are not always clear and some younger children occasionally shout out and disrupt others.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Practical activities promote learning in specific sessions and staff promote numeracy skills across the curriculum.
- Most children have a good knowledge of number but are less confident applying these skills to solve simple problems.

### **Commentary**

43. Teaching places a strong emphasis on practical activities, which provide children with a variety of experiences to learn about number. In the nursery, a specific task is often linked to counting and learning numerals. As a result, most count confidently to 10 and recognise these numerals. Practical matching activities enable them to match colours and sort socks into pairs. Children achieve well throughout the Foundation Stage and in reception classes the variety of practical experiences makes learning fun. Most children achieve the levels expected for their age by the time they leave reception. Many now have a secure understanding of numeracy but are less confident applying this knowledge to solve practical problems. In the examples of work the focus appears to be too much on recording the calculation with many pages of ticked sums rather than consolidating the new learning through activities. Children enjoy collecting information on charts. This was very evident in a good lesson on shapes in reception when children toured the school to spot and record different shapes. They accurately used the charts to identify how many shapes they had found. Most confidently name two-dimensional shapes and use mathematical vocabulary to describe their properties. For example, one child said *a square has four sides and all are equal in length*. Staff promote numeracy through singing number rhymes and counting activities in other activities.

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

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

### **Main strengths and weaknesses**

- A wide range of visitors makes learning very exciting.
- Good teaching enables children to learn effectively through first hand observations and 'hands on' experiences.
- Teachers enable children to appreciate nature and the world in which they live.
- Children make good progress in learning to use information and communication technology.

### **Commentary**

44. It is in this area of learning where the imaginative range of experiences is most notable. As a result, achievement is good and children are on line to reach the nationally recommended goals by the time they leave the reception class. Learning is stimulated by visitors who bring learning to life for children. During the inspection, they listened to a visitor talk about the traditions of a Sikh family and so learnt effectively about a culture very different to their own. The nursery and the reception class are full of stimulating activities to encourage children to think about nature and the world in which they live. In the nursery, children know tadpoles change to frogs because they are watching this happen and in the reception class the children have the amazing memory of seeing chicks hatch from eggs. Expense limits visits, but the school overcomes this by sharing the adventures of the class pupils *Paws* and *Shaun* who are especially well travelled. During the inspection the focus in the reception class was on pushing and pulling. Very good teaching ensured the children quickly grasped this concept. In the water they understood that pushing down makes the boat sink because it is full of water.
45. Children are effectively taught specific computer skills and records of progress are maintained in both the nursery and the reception classes. Children confidently use the computer mouse to create pictures and drag shapes about the screen and can direct a programmable toy around an obstacle course.

## **PHYSICAL DEVELOPMENT**

46. Secure judgments on provision, standards or achievement cannot be made because no teaching was seen in this area of learning. Children have specific physical education lessons as well as the opportunity to use the resources outside. Children in the nursery show confidence as they pedal on wheeled toys, but they are not always steering carefully and this leads to some coming off the set course. The school has taken on board the idea of using outdoors for a wide range of activities and this makes it a very busy learning area. Many children show great dexterity as they manipulate the toy diggers to move pebbles from one place to another. Others enjoy carefully aiming bean bags into a container and counting their successes. The focus activities usually have a clear learning outcome that staff extend with effective questioning and support. However, a weakness in the organisation is the provision of too many activities for one member of staff to oversee. This leads to children moving too much between activities and makes it difficult for staff to check on children's learning and so adjust future work.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children experience a very rich curriculum that fully extends their imagination and skills.
- The variety of opportunities for role play is very good and staff interact imaginatively with children to extend their vocabulary and story making skills.

- Teachers' high expectations mean that children enjoy musical activities.

### **Commentary**

47. Teaching is good overall with strengths in encouraging children to be creative. As a result, children achieve well and whilst most reach the expected levels, many are working at a level higher than is usually seen at the end of the reception class. A strength in the range of activities is the focus on individuality and experimentation. Children in the nursery and reception often opt for painting or model making. They confidently mix colours and know how to create darker and lighter colours. Role-play areas are changed frequently to reflect the current topic. During the inspection it was the Three Bears' House in reception and the teaching assistant led the children on so that they had a good understanding of the sequence of the story. Many stay in role for a considerable time changing their expressions and voices. Similarly, in the nursery 'hospital' children confidently act out the roles of doctors and patients. Occasionally, staff intervene too much and the acting out of a scenario is lost. In music, children explore different sounds of instruments and in one lesson in reception, the teaching was very good with high expectations and children played percussion instruments, responding to symbols so that a small class composition was created.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve very well overall as a result of the good quality teaching.
- Very good leadership has helped to raise standards, particularly from Years 3 to 6.
- Teachers plan lessons well and give clear guidance on what is to be learnt.
- Assessment systems are very well used to help pupils improve.
- The focussed teaching of reading in small groups is helping to raise standards.
- Teachers do not always give pupils clear enough indications of how well they are doing in their writing.

### **Commentary**

48. Pupils achieve well from their starting points to attain above average standards in speaking and listening, reading and writing by the end of Year 2. This is due to the good teaching and the very good emphasis in Year 1 on acquiring the basic skills. This current attainment matches pupils' standards in national tests of 2004 and the tests of 2005. With this good start and continued good teaching, pupils continue to achieve very well and by Year 6 attain standards which are well above average in reading and writing and above average in speaking and listening. National test results for Year 6 in 2003 and 2004 were

also well above average due to the strengths of the teaching and the very effective initiatives to improve standards, particularly in writing.

49. Pupils throughout the school listen very attentively to teachers and other adults and each other. There is a good emphasis on speaking and listening skills. Teachers use questioning skilfully to assess how well pupils are learning. They gear questions to the range of abilities in the class. This helps to keep all pupils involved. In most lessons teachers provide frequent opportunities for pupils to discuss their work in groups or pairs. This increases pupils' confidence and ability to develop and express ideas. In Year 4, pupils enjoy taking on a role in front of the class while others ask them questions, which they answer in character. Such opportunities combined with good teaching encourage pupils' ability to talk in different situations and for a range of purposes, which they do with increasing confidence as they move through the school. In a few lessons, pupils do not achieve well in their speaking and listening because they do not always have as many such opportunities to play an active part.
50. Pupils enjoy reading. In Year 1 pupils read enthusiastically and with good expression when they read a familiar book out loud together. Throughout the school pupils read regularly in small groups to the teacher and this reinforces very effectively the strategies and skills they need to help them understand what they read. Systems are well established for monitoring and assessing pupils' progress in reading, including reading diaries for home and school, and time available to read during the school day. Older pupils in Years 5 and 6 are expressive and fluent readers so pupils listening to them maintain interest and concentration. They are comfortable reading unfamiliar texts. Their research skills develop very effectively.
51. The teaching of basic writing skills in Year 1 is very good and pupils make rapid progress. Higher attaining writers in Year 1 are joining their handwriting and beginning to include connectives in their sentences. Spelling of common words and basic punctuation are already in place. Pupils in Year 2 build on the firm foundation of Year 1, with a good range of writing opportunities. They join their handwriting consistently and presentation of their work is neat for many, with a good amount of detail in some of their longer pieces of writing. By Year 6 pupils' standards in writing are closer to reading standards than they are in most schools nationally. Writing standards have improved due to the recent initiatives that have been put in place. Pupils' writing in Year 6 now covers a wide range of types of text. There is a good awareness in the teachers' detailed comments of how to help pupils improve the standard of their writing and a good response by the pupils. Pupils write their own targets for improvement based on their writing and review them, to see if they have improved.
52. Teaching and learning are good with some very good features. Teachers explain very clearly to pupils at the beginning of the lesson what they will be learning and at the end discuss how far they have achieved what they set out to do. This helps pupils to achieve so well because they are clear about what they are doing and settle quickly to their tasks. Good use of assessment ensures planned activities are matched closely to pupils' abilities. This includes those pupils with special educational needs whose specific requirements are very

effectively supported in this way in lessons and so achieve well. Teachers praise pupils' efforts and enjoy very good relationships with them. They set high expectations which pupils work hard to meet. As a result, pupils have a very positive attitude and are very enthusiastic learners. Homework is well used to reinforce and extend learning. In a few lessons, the pace of the lesson can flag and so not as much is achieved in the time.

53. The subject is very well led and managed. A thorough analysis of pupils' work has led to initiatives which have been effective in raising standards in writing and now reading, particularly in Years 3 to 6. These initiatives have successfully focused on:
- improving pupils' awareness of the different features of a range of types of text;
  - improving teachers' planning;
  - monitoring the teaching of reading in small groups for effectiveness;
  - greater consistency in marking;
  - setting targets to help pupils improve.
54. There are also very good assessment and tracking systems in place. Teachers assess pupils' writing termly to check their progress. With the initiatives and systems that have been put in place leading to a further raising of standards, improvement in the subject since the last inspection is good. There are two good-sized library areas in the school but the junior one particularly is underused with no regular timetabled access for pupils.

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

55. Language and literacy use across the curriculum is good. Teachers make good use of opportunities in history and geography for example, to develop pupils' literacy skills effectively. Indeed, teachers use history topics as a vehicle for literacy, such as the lives of famous people in Year 2. In Year 6 in history pupils write a front page for a newspaper written in World War Two. Pupils also carry out their own research effectively in topics in these subjects on the Internet as well as from books.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because teachers plan well and effectively build on pupils' previous learning.
- Setting arrangements are successful.
- Homework is used very effectively to develop learning.
- Teachers' marking does not consistently guide higher attaining pupils to improve their work.
- The school's evaluation of strengths and weaknesses is very accurate.

## Commentary

56. Pupils of all attainment levels achieve well over time because of the good and at times very good quality of teaching and learning. There is no significant difference in achievement levels of boys and girls. Pupils with special educational needs receive very good quality support and as a result make very good progress in their learning. The standards attained are above average at the end of both Year 2 and Year 6. This confirms the most recent published national test results.
57. There has been good improvement since the previous inspection when there were too few opportunities to carry out investigations and the higher attaining pupils were not challenged sufficiently. Planning now identifies higher attaining pupils and those who are particularly gifted in mathematics. They are provided with work that matches their needs and as a result make good progress. The setting arrangements based on prior attainment in Years 5 and 6 are very successful and have a very positive impact on raising standards. Pupils with special educational needs work in smaller sets in these year groups and they receive very high quality support and achieve very well.
58. Pupils in Year 2 show good understanding of simple addition, subtraction and multiplication. They identify a wide range of two and three dimensional shapes and record using block graphs. As they progress through the school pupils build well on previous knowledge and understanding. By the end of Year 6, they are very competent in applying the four rules of number. Most plot in all four quadrants and use formula to work out area and perimeter of shapes. They record using line graphs and have good understanding of the probability scale.
59. The quality of teaching and learning is good overall. In a number of lessons observed it was very good. In almost all lessons pace is brisk and keeps pupils interested. Teachers show good knowledge and understanding of the subject and develop mathematical vocabulary effectively. Occasionally, teaching is no more than satisfactory because pace is slow and a little too long is spent on particular activities. Assessment is very good and is used very well to identify areas for development and to improve performance. Pupils enjoy mathematics and there are very good and at times excellent attitudes in lessons. Pupils particularly like the 'times tables tests', where they try to improve their own score. Teachers plan their lessons very well, setting work at different levels to meet the needs of all pupils. Pupils with particularly complex special educational needs are very well catered for with work at the right level to move them on in their learning. There is a very good mix of teacher input and investigative mathematics which allows pupils to apply the skills they have learned. Teachers set very good quality homework which is related directly to the work in class and as a result it has a very positive impact on improving mathematical knowledge and understanding. Marking is always positive and is very good when pupils have made a mistake and helps them to overcome any difficulties. It is not, however, used consistently to challenge the higher attaining pupils by asking questions such as 'Is there another way to do this?'

60. Leadership and management in the subject are very good. The co-ordinator leads by example. He has monitored teaching very well by carrying out demonstration lessons and observing colleagues teaching. There has been very good monitoring of test results to identify areas for development and strategies have been successfully put in place to address these.

### **Mathematics across the curriculum**

61. There is good use of mathematics across the curriculum. Many good quality activities are planned for pupils to extend and apply their mathematical skills and knowledge in other areas of the curriculum. There are particularly good links with information and communication technology and science.

## **SCIENCE**

Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- The majority of pupils achieve well.
- Some higher attainers in Year 2 are not challenged sufficiently and their recording of science work is restricted.
- There is a good curriculum which motivates pupils well.
- Good teaching and learning have enabled pupils to improve their scientific vocabulary and investigation and experimenting skills.
- The subject co-ordinator has been instrumental in improving the provision in Years 3 to 6.

### **Commentary**

62. In 2004, standards measured by teachers' assessments of pupils at age seven were above the national average at the expected level, but the proportion of pupils achieving the higher level 3 was below average. Standards at age eleven were average at both the expected and higher levels. The school correctly identified the need to improve the progress of more able pupils in Years 3 to 6 as a priority and took steps to improve the situation. The school development plan also identified the need to improve standards in science. A thorough analysis of mistakes made by pupils in the national tests highlighted areas to develop and these became the focus for improvements. A number of helpful actions took place including work with an advanced skills teacher to challenge higher attainers and a local high school provides a one day workshop for them. Staff training, booster classes, the provision to all teachers of a detailed set of materials about progression in experimental and investigative science and suggested activities for each year group have also had a positive impact on standards. These actions are indicative of good self-evaluation and have led to improved provision for pupils in Years 3 to 6.

63. As a result of the actions above, standards in science are currently above expectations in Year 6 despite the current year group being a lower attaining cohort than last year. All ability groups achieve well in Years 3 to 6. However, since the school has focussed its attention on Years 3 to 6, they have taken their eye off the ball in Year 2. Work in



Year 2 has not been scrutinised rigorously enough in one class and in this class, the teacher's own assessments do not identify any child as achieving the higher level this year, consequently standards overall are currently below average. Work, as seen in pupils' books has been pitched at an ordinary level and potentially higher attainers have not been challenged. Lower and average attaining pupils achieve well but some of the more able do not achieve well enough. As a result, achievement and progress in Years 1 and 2 are satisfactory overall despite pockets of good achievement in both year groups. Pupils with special educational needs achieve well throughout the school.

64. Since the last inspection, there have been good improvements overall and especially good improvements in experimental and investigative science. Throughout the school, teachers provide pupils with good opportunities to learn and practise experimental and investigative skills. The curriculum is enriched by visitors and visits. Teachers also ensure regular opportunities to develop pupils' numeracy skills. For example, pupils make accurate measurements and regularly use graphs and tables to support their work. In most classes, teachers make good use of information and communication technology to support learning in science. For example, pupils carry out 'virtual experiments', use sensors and produce graphs to show changes in temperature and make regular and effective use of the Internet for research.
65. As a result of the good teaching in Years 3-6, the majority of pupils enjoy science. Teachers plan conscientiously and are committed to including practical work in the curriculum. A range of helpful strategies is used to promote understanding of scientific vocabulary and terms. Boys and girls participate enthusiastically. They are keen to volunteer answers to questions during whole class sessions. They work co-operatively in groups and share resources. In most lessons pupils were able to explain what they were doing and why. Lessons have clear learning objectives for the activities which enable pupils to make suggestions and predictions, plan a fair test, collect data and record their work. However, in Year 2 in particular, teachers provide insufficient opportunities for pupils to write in their own words. The over-reliance on printed worksheets for pupils to record their knowledge and understanding is inhibiting achievement by restricting opportunities for them to write in depth, and the level of challenge is low.
66. Leadership and management are good. The co-ordinator has a good knowledge of the subject and National Curriculum requirements and has helpfully identified and mapped out the skills, knowledge and understanding to be covered in each year group. Good assessment procedures have been recently introduced and this is helping to identify the skills, knowledge and understanding of pupils. However, it is too early for the impact of this to be judged. The co-ordinator monitors teachers' planning well and has observed lessons in Years 3 to 6. As a result, standards have risen in these year groups. However, she has recognised the need to be more careful in carrying out the work scrutiny to ensure that higher attainers in Year 2 are more consistently challenged.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Pupils achieve well because of the good quality teaching of information and communication technology skills.
- There is good use of information and communication technology in other subjects.
- Resources are used very effectively.
- The use of sensing equipment is not as well developed as other areas of the curriculum.

### Commentary

67. There has been very good improvement since the previous inspection. Resources have been greatly improved and training has led to staff becoming much more confident in teaching the subject. The improved staff confidence has led to good quality teaching and learning. All pupils achieve well and make good progress because of the quality of teaching and the wide range of activities. Pupils with particularly complex sensory and/or learning difficulties achieve well because equipment is adapted to meet their needs and additional adult and peer support is of very good quality.
68. Standards have improved since the previous inspection. By the end of Year 2 the majority of pupils are attaining at the expected level. As they move through the school pupils build well on their previous knowledge and understanding and by the end of Year 6 standards are above the expected level. They are particularly good in word processing, accessing the Internet for information and the use of multi-media and animation presentations. Pupils have had too few opportunities in the past to use sensing equipment and as a result this area is not as strong as others.
69. The quality of teaching and learning is good overall. At times it is very good. Lessons are well planned and linked to other subject areas. There is a good mix of skill development in the first few minutes of lessons and then interesting activities are introduced to put these skills in to practice. Pupils find the programs used exciting and, as a result, they are eager to learn and improve their knowledge. Pupils respond very well to the high expectations of behaviour and they support each other very well when working in pairs. Pupils of all ages talk about their work with enthusiasm; they explain how they safely access the Internet. Year 6 pupils confirm that the recently introduced 'secure interactive homework program' is of great value to them and has improved their learning a great deal.
70. There is very good leadership and management in the subject. The co-ordinators have built staff confidence. They have identified areas for development accurately and put in place strategies for improvement that have resulted in very good improvement in the subject.

## Information and communication technology across the curriculum

71. There are good links with all other subject areas. Pupils talk about the use of information and communication technology in other subjects as a matter of course. They draft and word process in English, use a wide range of mathematics programs including producing charts and graphs. In science, older pupils carry out 'virtual' investigations. Links with a local high school include computer aided design. Pupils have used paint programmes and composed their own music for multi-media presentations. In almost every subject pupils access the Internet for information.

## HUMANITIES

72. Very few lessons were seen in **geography** and **history**, so it is not possible to form an overall judgement about provision and standards in these subjects. From work samples, talking to pupils, scrutiny of planning and discussion with the subject co-ordinator, it is evident, however, that pupils have access to a curriculum which follows national guidelines in these subjects at specific points in the year. Religious education is to be inspected separately.
73. In **geography**, pupils in Year 1 develop an effective understanding of island life from finding out about the fictional Isle of Struay and the Isle of Coll. They learn to distinguish the islands' natural features from their human features. Pupils develop mapping skills effectively as they move through the school. From looking closely at an aerial map of a local village, pupils in Year 4 learn to identify many of the geographical features they need to give and follow directions, and how a village is connected to other locations. A further development in Year 6 is when pupils plan the route for their residential visit, using compass directions. Pupils in Year 6 describe the course of a river and the water cycle effectively, using correct geographical terms, showing a good level of understanding. Assessment is at an early stage of development.
74. In **history**, pupils in Year 2 develop an understanding of the differences between the past and now when they learn about the lives of famous people such as Florence Nightingale and Mary Seacole, some of it from their own research. Why such people are remembered is enhanced further by a planned visit to the Thackray Medical Museum. Pupils in Year 6 apply what they learnt about writing articles for newspapers, for example when they spent a day at the local newspaper, to write articles as if written during World War Two. One group composes the headline, 'The Brits get Blitzed!' Another group writes a script for a 'wireless' report on VE Day, including interviews with American soldiers and people at street parties. These activities cover many aspects of life and events during World War Two that pupils have found out about from their own research and from a special History Day on the period. This topic provides a very good link between history and literacy, increasing pupils' skills and understanding in both subjects very effectively. Assessment is at an early stage of development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Only one lesson was seen in art and design and no lessons in design and technology or physical education. It is not therefore possible to make an overall judgement on provision in these subjects. Evidence from available work indicates that standards in Years 2 and 6 are similar to those found in most schools. Discussion with the subject co-ordinator and a brief scrutiny of planning were also taken into account.
76. **In art and design**, the school has given considerable attention to the subject since the last inspection when it was judged to be a weakness in Years 2 to 6. The co-ordinator has effectively introduced new planning and increased resources and as a result standards have improved. The curriculum is enriched by visits from professional artists and this has led to some high quality work. For example, in Year 5 the pupils show a good understanding of using shading to create shape in their drawings of Henry Moore sculptures. The subject makes a very good contribution to pupils' cultural development. In Year 6, the study of L S Lowry's work has resulted in some imaginative work, which has been on display in the local council offices. In the lesson seen in Year 2, teaching and learning were satisfactory. Pupils showed satisfactory skills when mixing colours but did not give close attention to detail in the observational drawings of flowers. The organisation of the lesson, with just one group of pupils painting, hampered learning as the teacher could not give the pupils her full attention because she had to manage the behaviour of the other pupils. Limited evidence was available of pupils evaluating their work. There are no sketch books in the infants, but in the juniors pupils are starting to use them to practise new skills.
77. **In design and technology**, the small amount of work available shows that the school is giving satisfactory attention to all aspects of the design and make up of products. In Year 2, photographs show a variety of resources were used in making vehicles and pupils have used saws, vices and hand drills. Results show a variety of imaginative vehicles with moving wheels but there was no evidence of evaluation. Work is more adventurous in the juniors and in Year 6 pupils have used patterns and plans to make shoes and slippers. Most of these are of a good quality and evaluation shows pupils have thought about how to improve their work. Some of this critical analysis is at a basic level of '*could be neater*' whereas others have given it more thought '*select a different fabric because this is too rough*'.
78. In **music**, although three lessons were seen, it is not possible to judge overall provision because of the narrow range of musical experiences observed. Standards are above expectations in Year 2, but there is insufficient evidence to judge standards or achievement in Years 3 to 6. In Years 1 and 2, pupils achieve well in music.
79. Singing is developed well through music lessons and hymn practices. Throughout the school, pupils sing well in unison and hold the notes accurately. Rhythm is developed through regular activities that encourage the pupils to listen carefully and then develop rhythmic accompaniments to their singing. Pupils can identify changes in pitch and tempo in the music that they listen to. Planning and discussions with pupils indicate

that Year 6 pupils combine these skills in composing and performing group compositions using their own choice of both tuned and untuned percussion instruments.

80. The standards achieved in the three music lessons seen were good. Pupils enjoy music lessons. Their behaviour is very good and they listen well to the teacher and to each other, particularly when groups of pupils are performing to the class. All pupils participate in singing activities and are enthusiastic about playing percussion instruments. Groups of pupils settle quickly and work co-operatively. They are confident when performing and show their appreciation of other pupils' work, often through spontaneous applause.
81. The music curriculum covers all areas of the national curriculum and is used to plan clearly for each lesson. Lessons are well organised and a good selection of percussion instruments is available for pupils to use. The teaching of music seen was satisfactory overall but often very good when singing lessons were taught by a talented Year 2 teacher. The music co-ordinator often teaches music in Years 3 to 6. These lessons have a variety of activities but some, for example in Year 4, lose pace when the teacher over directs pupils and pupils' performance lacks individuality and spontaneity.
82. Some pupils are taught to play instruments such as the violin and clarinet in additional music lessons although this occasionally disrupts the curriculum planned in other subjects for those pupils. There are good opportunities for pupils to develop their musical skills and interests in extra curricular activities, including a choir and an Irish music class. Social and cultural development is promoted effectively through performing in the community and listening to music from other cultures.
83. Through discussions with pupils, the subject co-ordinator and analysis of planning, it is clear that the school has worked effectively to develop **physical education** since the last inspection. Pupils say that they very much enjoy physical education.
84. The curriculum for physical education includes all the requirements of the National Curriculum. The more creative elements and planning for outdoor and adventurous activities are developed when pupils attend their residential visit. The curriculum is enriched through clubs for football, gymnastics and netball, for example. It is also enhanced through the involvement of Leeds Rhinos Rugby League Club and Leeds United Football Club coaches. Pupils in Year 4 have swimming lessons. Teachers ensure that any non-swimmer is supported well in future years and, as a result, by the time they leave school almost every pupil can swim at least 25 metres.
85. The school ensures equal opportunities by including boys and girls equally to share and enjoy all sporting activities. The school is also very conscious of the need to ensure pupils have a positive awareness of Britain as a multicultural society. They plan to invite a former professional black footballer to the school who will describe to pupils the unpleasantness that can be caused by racism as well as developing pupils' football skills.
86. The school is well equipped and good use is made of the gymnasium. The physical education co-ordinator has good subject knowledge, is enthusiastic and supports the work of other teachers in the school effectively.

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

87. There is insufficient evidence to make a judgement on provision in personal, social and health education and citizenship. This is a developing area within the school. The recently introduced 'circle time' has given pupils opportunities to talk about issues that concern them. Sex and relationships education is dealt with according to the governors' statement. The school also complies with the need to provide drugs awareness education. Links with the wider community including the local community police officer and fire service give pupils an understanding of citizenship. The school has recognised that pupils need more opportunities to learn about the implications of living in a multi-ethnic society, although visits from professional sports teams give the pupils positive images and role models of people from minority groups.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>3</b>
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	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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