

# INSPECTION REPORT

**St Thomas More RC Primary School**

Hull

LEA area: Kingston-upon-Hull

Unique reference number: 118055

Headteacher: Mr Anthony Hay

Lead inspector: Mrs Margaret Shepherd

Dates of inspection: 22<sup>nd</sup> to 25<sup>th</sup> November 2004

Inspection number: 267959

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 years  
Gender of pupils: Mixed  
Number on roll: 179

School address: St Thomas More Road  
Hull  
Postcode: HU4 7NP  
Telephone number: 01482 354093  
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Appropriate authority: Governing body  
Name of chair of Mr G Ward  
governors:

Date of previous 23 September 2002  
inspection:

## CHARACTERISTICS OF THE SCHOOL

St Thomas More R. C. Primary School serves a large area of Hull, drawing from three different parish churches. The social contexts of the pupils are very different. Some pupils come from the inner city with some of the highest levels of social deprivation in the country. Other pupils come from good quality owner-occupied accommodation. Many pupils have to use buses to come to school. Over the past two years the admissions and transport arrangements have changed the catchment area, resulting in a drop in pupil numbers. This trend is now reversing and the number on roll is increasing. Attainment on entry to the school has been average overall, but with a wide range of ability which varies from year to year. Children's language skills have been at a lower level than their other development. Since the changes have occurred, attainment on entry has fallen to below average. Standards on entry to the current reception class in communication, language and literacy and mathematical development were well below average. There are 179 pupils on roll, which is a broadly average size, with 106 boys and 73 girls. Pupils are organised into single year groups from reception to Year 3. There are then two mixed age groups of a Year 4/5 class and a 5/6 class. There are job share arrangements in Years 2 and 3. Ten per cent of pupils are entitled to free school meals, which is broadly average. Sixteen per cent of pupils are on the register of special educational needs, which is average. Less than one per cent of pupils have full statements of special educational need, which is lower than average. Fourteen per cent of pupils are from minority ethnic groups and three per cent of these pupils are in the early stages of language acquisition. There have been many changes of staff over recent years. The deputy headteacher has only been in post for one full year and the Year 5/6 teacher only joined the school this term. Of the six classes, three have teachers who have only been in that year group from the beginning of this term. For the past two inspections the school has been judged to have serious weaknesses.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11328	Margaret Shepherd	Lead inspector	Mathematics, information and communication technology, personal, social and emotional education, pupils with English as an additional language
9986	William Twiss	Lay inspector	
22452	Mary Farman	Team inspector	English, physical education, pupils with special educational needs
29188	Gianna Ulyatt	Team inspector	Foundation Stage, art and design, design and technology, music
32899	Carolyn Steels	Team inspector	Science, geography, history

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **improving school** that is no longer in serious weaknesses and now provides a satisfactory education for its pupils. Achievement is satisfactory. Attitudes are good. Teaching is satisfactory. Leadership and management are good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in Year 6 in mathematics, information and communication technology (ICT), reading and listening are above average, standards in writing and speaking are lower.
- Pupils with English as an additional language and pupils with special educational needs achieve well; the school is committed to the inclusion of every pupil.
- Pupils' attitudes are good; their behaviour around school is good, but there is a small proportion of pupils who misbehave in lessons.
- Teaching is satisfactory overall with consistently good teaching in Years 2 and 3 and some minor weaknesses in other classes; classroom assistants play a valuable role; assessment is good.
- The headteacher works well with the good quality deputy headteacher, the senior management team, key co-ordinators and the effective governing body.
- Pupils' spiritual, moral, social and cultural development is good; the curriculum is enriched well but the investigative mathematics and science curriculum is inconsistent.
- Staff use the spacious accommodation well, but the reception resources and outdoor accommodation are unsatisfactory.
- The school creates good partnerships with parents, the community and other schools; it takes good care of its pupils.

There has been good improvement since the previous inspection despite the considerable changes in staffing. Both the previous key improvement issues have been addressed. Standards have risen in English, mathematics, science and ICT. Leadership and management are better. Partnership with parents has improved.

### STANDARDS ACHIEVED

#### Year 6 results

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

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

Standards on entry to the school vary considerably between different year groups. This is reflected in the great variations in the national tests over the past three years. The school has undergone considerable disruption in its staffing, which badly affected standards in Year 6 in 2002. Standards rose in 2003 because this year group's attainment on entry was particularly high. The standards in 2004 represent the usual standards on entry for the school. **The inspection judges achievement as satisfactory overall.** Standards in

Year 6 are average in English overall, with above average standards in reading and listening, but average standards in writing and speaking. Standards in mathematics are above average because teachers provide a challenging curriculum for more able pupils. ICT standards are above expectations in Year 6 because all pupils cover the full curriculum systematically. Standards in science are average.

Standards in the national tests in Year 2 are average in reading, writing and mathematics. Compared with similar schools standards are average in reading, below average in writing and above average in mathematics. The current Year 2 has a higher proportion of pupils with special educational needs than usual. The inspection judges standards as average in reading, listening, mathematics and science and below average in writing and speaking. Standards in ICT are above expectations.

Reception children achieve well in personal, social and emotional development and standards are at the expected level. Achievement is satisfactory in all other Areas of Learning<sup>1</sup> and standards in communication, language and literacy and mathematical development are well below the expected level. Pupils' attitudes are good. Behaviour is satisfactory overall. It is good around school, but when teachers are not firm enough a small minority of pupils misbehave.

Pupils' personal development including spiritual, moral, social and cultural development is **good**. Pupils' attendance is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**.

The quality of teaching and learning is **satisfactory** with good features. Teaching in Years 2 and 3 has very good features. There are unsatisfactory features in the Year 4/5 class and reception. Classroom assistants are good quality. Planning is consistently good. Management of pupils' behaviour and the pace across lessons is inconsistent; teachers' marking does not identify improvement points well enough. Assessment systems are good and teachers use them well.

The quality of the curriculum is satisfactory. Teachers develop numeracy, literacy and ICT well in other subjects. Investigative work in mathematics and science is not covered consistently. The curriculum is enriched well, with many different types of extra-curricular activities. Accommodation is spacious and used well. The outdoor learning area for reception is unsatisfactory and there are not enough resources for these children.

The care and welfare of the pupils is good. Links with parents, the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher creates teams that are committed to improving the school's work. The deputy headteacher and senior management team are good quality. Key co-ordinators are enthusiastic and have clear plans for the future. Governors work well with senior managers to shape the vision and educational direction of the school's work. All statutory responsibilities are fulfilled.

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<sup>1</sup> There are six Areas of Learning that form the curriculum for reception children.

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

Parents appreciate the work of the school. They feel comfortable about approaching staff with concerns and believe that there are good arrangements for their children to settle into school. Both parents and children agree that staff expect hard work in lessons. Pupils are confident that they have an adult they can go to when they are worried. They enjoy learning new things in lessons.

## **IMPROVEMENTS NEEDED**

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

- raise standards in writing and speaking;
- increase the consistency of teaching in managing pupils' behaviour, setting a good pace across the whole lesson and including improvement points in the marking of individual pupils' work;
- increase pupils' skills in investigative work in mathematics and science;
- improve the quality and use of resources in reception and their outdoor learning area.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is **satisfactory** overall. Standards in Years 2 and 6 are **average** overall. Pupils with English as an additional language and pupils with special educational needs achieve **well**.

#### Main strengths and weaknesses

- Achievement is good in mathematics, reading, listening and ICT.
- Standards in reading and listening are higher than standards in writing and speaking throughout the school.
- Pupils with English as an additional language achieve consistently well.
- Achievement of pupils with special educational needs is good.
- Reception children achieve well in personal, social and emotional development in reception.

#### Commentary

##### Foundation Stage

1. The school's assessment shows that the current reception children's attainment on entry is lower than usual overall. Children entered the school with standards below the expected level in personal, social and emotional development. They achieve well and are on track to reach the expected level by the end of reception. The good achievement is due to the sensitive way that the teaching team supports all children and encourages them to develop confidence, work co-operatively together and celebrate each other's efforts. Achievement is satisfactory in communication, language and literacy and mathematical development. Children entered the school with standards well below the expected level in both these Areas of Learning and are unlikely to reach the expected level by the end of reception. Children are developing confidence in speaking to the whole class and are systematically learning letter sounds because the teaching team offers regular experiences in these aspects. Children have a very simple understanding of numbers and are beginning to learn sequences of numbers through the regular use of number rhymes and songs. Achievement in all the other areas of learning is satisfactory and standards are on track to be at the expected level by the end of reception.

##### Key Stage 1

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

Standards in:	School results	National results
Reading	16.3 (16.6)	15.8 (15.7)
Writing	14.5 (15.3)	14.6 (14.6)
Mathematics	16.8 (16.1)	16.2 (16.3)

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

2. The trend in standards over the past four years is above average despite the considerable variations between year groups. Standards in the national tests in 2004 were average. Compared with similar schools standards were above average in mathematics, average in reading and below average in writing. The proportion of pupils reaching the higher levels was well above average in reading and mathematics. The current Year 2 has a higher proportion of pupils with special educational needs, which has a negative impact on standards overall. Despite this, the inspection judges standards as average in mathematics, reading and speaking, which represents good achievement. The thorough planning and assessment in English and mathematics are having a positive impact on achievement. In reading pupils tackle new words confidently, using the sounds of letters to build up words, and listen well during whole class sessions. In mathematics pupils add tens and units confidently and have a good understanding of different shapes. Standards in writing and speaking are below the expected level. The school has introduced a good range of new strategies to increase achievement in these aspects but they have not been in place for long enough to have raised standards. The paired talk is developing speaking skills but pupils have not developed a broad enough use of vocabulary to express their thinking confidently. This also has a negative impact on writing. There is an increased emphasis on handwriting and presentation but standards are below average. In science standards are at the expected level, with pupils' knowledge of areas such as electricity at the expected level.
  
3. Standards in ICT are above the expected level in Year 2. This is due to good teaching, the regular use of the computer suite and thorough coverage of the curriculum.

## Key Stage 2

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

Standards in:	School results	National results
English	27.0 (28.5)	26.9 (26.8)
Mathematics	28.5 (28.6)	27.0 (26.8)
Science	28.8 (30.8)	28.6 (28.6)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

4. The national tests show considerable variations in standards over the past three years. This is partly due to the considerable differences to standards on entry across the different year groups. The 2002 year groups standards on entry were lower than usual and these pupils suffered from considerable staffing disruptions in their junior classes. The 2003 year group's standards on entry were much higher than usual. The governors and headteacher were determined that staffing disruption should not interfere with these pupils' final national test results. Their efforts ensured that this year group reached their potential. The 2004 year group and the current Year 6 standards on entry were broadly average. The school's better quality planning and the new assessment systems are having a positive impact on achievement over time. Standards in the national tests this year were average in English and science compared with both all schools and similar schools. In mathematics standards were above average compared with all schools and well above average compared with similar schools. The inspection judges standards as above average in mathematics and average in English and science. All these standards are an improvement on the previous inspection. Standards in reading and listening are above the expected level.

Pupils enjoy discussing different texts and more able pupils carry out high quality book reviews. Pupils listen with concentration in whole class discussions and groupwork. Speaking skills are at the expected level and pupils do not have the range of vocabulary to match the standards in their listening. The school is working hard to continue to raise standards in writing. Spelling and grammar are secure but handwriting is not consistently well presented. In mathematics, pupils handle mental sums with confidence and carry out calculations accurately. Staff challenge more able pupils well and they respond positively, reaching higher standards than expected for their age. In science pupils have the expected level of understanding of scientific knowledge but are not as confident in carrying out the investigative work. The school has clear plans to improve this aspect of their work.

5. Standards in ICT are above the expected level. The good start made in the infant classes is sustained throughout the junior classes. Despite the challenge of the widening curriculum for older pupils, the school works well to extend pupils' skills.
6. Achievement of pupils with English as an additional language is good. This is due to the staff's care in ensuring that they understand the tasks. It is also due to the careful organisation of these pupils in paired work, where they gain in confidence through discussion with pupils who understand the task. Pupils with special educational needs make good progress. This is because teachers match tasks carefully to their level of development. Classroom assistants play an important role in these pupils' learning through their clearly focused support, both in whole class contexts and in groupwork.
7. Standards have risen since the previous inspection. Both English and science were below average by Year 6 and constituted serious weaknesses in the school's provision. Standards are now average, with reading and listening above average. Standards in mathematics and ICT were average and now they are above average. Achievement of pupils with special educational needs is also better.

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

Pupils' attitudes to learning and their behaviour around school are **good**. Their behaviour in lessons, attendance and punctuality are **satisfactory**. Personal development, including pupils' spiritual, moral, social and cultural development, is **good**.

### **Main strengths and weaknesses**

- Pupils have good attitudes to learning and behave well around school but a small minority misbehave in some lessons.
- Pupils have good relationships with each other and with adults which contribute well towards pupils' positive attitudes.
- Pupils become independent and responsible for their own actions because the school promotes their spiritual, moral, social and cultural development well.

### **Commentary**

8. The school is working hard to improve the unsatisfactory attitudes and behaviour seen in some older pupils at the previous inspection. The clear improvement since the previous inspection is the result of an emphasis on all staff approaching behaviour management consistently. A small number of pupils do not behave well in lessons where adults' expectations are not absolutely clear. Pupils' behaviour outside lessons

is consistently good. This includes playtime and lunchtime. They are polite, helpful and courteous to each other and adults and are sensible and responsible when they move around the school.

9. The headteacher and senior management team are successful in creating a supportive ethos throughout the school. This helps all pupils and staff understand that their contribution to the school community is valued. This is evident in the playground improvements that result from the school council input. The relationships between older and younger pupils are good. For instance, older pupils take turns eagerly to read stories to younger pupils. This effectively increases their sense of responsibility and care. Work on the school council promotes independence well and helps pupils to make reasoned decisions. Pupils have good relationships with adults and are confident about approaching staff with their ideas. They also collaborate well together on joint tasks in lessons, such as gymnastics and games. Reception children co-operate with each other well and use the school routines confidently.
  
10. Spiritual, moral, social and cultural development have all improved since the previous inspection. There are good opportunities for social interactions, which help pupils develop a clear sense of belonging to a working community. The school provides many opportunities for pupils across the school to think about and appreciate others' feelings. This is particularly noticeable during prayer time and reflection times in assemblies. Teachers take every opportunity in lessons such as history and personal, social and health education to give pupils a clear understanding of moral issues. They use assemblies effectively to give pupils a strong moral message about how their actions affect themselves and others. Staff use the strong Christian ethos of the school as a base to increase pupils' awareness of other beliefs and faiths. The school encourages pupils to respect the beliefs of others through visits to places of worship such as synagogues. It helps pupils appreciate the diversity of British life by inviting parents from other cultures to talk about their customs and practices. The improvement to pupils' spiritual, moral, social and cultural development is good.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.0
National data:	5.1	National data:	0.4

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

Rates of attendance are satisfactory and are in line with the national average. Nearly all pupils come to school on time and lessons start promptly. There have been no exclusions from the school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning and the curriculum are **satisfactory**. Care, welfare and partnerships with parents, the community and other schools are **good**.

## Teaching and learning

Teaching and learning are **satisfactory** overall. Teaching is consistently good in Years 2 and 3. There are unsatisfactory features in the Year 4/5 class and reception. Assessment is **good**.

### Main strengths and weaknesses

- Planning is good and includes clear assessment details.
- Classroom assistants play a valuable role in lessons.
- Teachers ensure that pupils have equal opportunities for learning.
- There are very good features in the teaching in Years 2 and 3.
- The management of behaviour and pace across lessons are inconsistent.
- Teachers use the good quality assessment systems well but miss opportunities to include areas for improvement in their marking.

## Commentary

### *Summary of teaching observed during the inspection in 35 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	5 (14 %)	16 (46 %)	12 (34 %)	2 (6 %)	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.*

11. The quality of teaching has improved since the previous inspection, with a higher proportion of very good and good teaching in this inspection and no poor teaching. These improvements are due to the systematic monitoring of teaching and learning by the senior management team and are having a positive impact on standards.
12. The school has worked hard to improve the quality of planning and this is now consistently good. Teachers identify different tasks well for groupwork in literacy and numeracy and this ensures that work matches different pupils' needs well. Assessment strategies are clearly identified each day and in Years 2 and 3 even the assessment is split into different levels to reflect the pupils' varying levels of development. There is a regular whole school system for evaluating lessons and individual progress and teachers carry this out consistently.
13. Classroom assistants are good quality. They have a good understanding of individual pupils' needs and support them sensitively in groupwork. This is particularly good when lessons are split between ICT and literacy or when groups work outside classrooms. These staff have a very good understanding of the learning that is planned because teachers keep them very well informed. There are good levels of communication between teachers and support staff which ensure that a clear identification of pupils' achievement is tracked across different lessons. Classroom assistants handle pupils with special educational needs sensitively, particularly pupils with a statement of special educational need. When staff work with more able pupils, they challenge these pupils' thinking well, which ensures that they strive to understand new learning and develop new skills. In the very small proportion of unsatisfactory teaching in Year 4/5 the teacher does not deploy support staff effectively enough in whole class sessions. The reception class teacher and nursery

nurse work closely together and provide good role models for children in many ways, such as the sensitive way they communicate with each other.

14. Teachers consider individual pupils' needs well. They organise lessons carefully to ensure that no individual misses out on different aspects of the curriculum. This is particularly good in ICT where all pupils have regular opportunities to work on computers in the suite. Teachers consider the needs of pupils with English as an additional language carefully. When they organise pupils into pairs they ensure that these pupils work with a partner with a good understanding of the tasks. This ensures that language difficulties do not interfere with key learning.
15. The job share teachers in Years 2 and 3 communicate well and pupils benefit from these teachers' different styles. The very good teaching in Years 2 and 3 includes a very good balance across the different parts of the lessons, with smooth transfer between whole class sessions and group work. This teaching includes a very good range of different tasks and lots of opportunities for pupils to add physical actions to their discussion, such as in Year 3 where the pupils make special actions and noises to match different types of punctuation. These strategies ensure that pupils concentrate hard and produce a large amount of work. In contrast the unsatisfactory teaching in Year 4/5 does not balance the different parts of the lesson well enough and pupils lose concentration.
16. In the best lessons teachers manage all behaviour skilfully and pupils are very sensible. In a small minority of other lessons, teachers do not handle minor lapses of behaviour quickly enough and the resultant silly behaviour interferes with learning for a short time. There are also differences in the pace of lessons. In the best lessons, teachers establish a very fast pace across all the different activities and pupils are keen to find out what they will be doing next. In other lessons the pace is often good, but drops between activities or within a part of the whole class session or the groupwork. Features of the unsatisfactory reception teaching are in a small minority of whole class sessions, which are too long and do not include enough variety in the tasks, resulting in children losing concentration.
17. Assessment is good overall and very good in mathematics. This is an improvement since the previous inspection. The forward thinking coordinator has introduced thorough and systematic assessment and tracking procedures, which all staff are using well. The development of three levels of target setting in English, mathematics and science enables teachers to be very clear about how to match learning to different pupils' needs. Tracking systems are also in place for the rest of the curriculum and these are used effectively. Teachers make thorough evaluations at the end of lessons in English and mathematics, which are then used to plan future work that is matched carefully to pupils' differing abilities. Good tracking systems are in place for specific groups of pupils, such as those with special educational needs and those who are gifted and talented. Marking is now consistent across the school. Teachers mark work carefully and identify what pupils have achieved. However, the comments do not consistently help pupils to improve their learning further. Pupils are beginning to be involved in the assessment of their work.

## **The curriculum**

The curriculum is **satisfactory** with some good elements. Opportunities for enrichment are **good**. The accommodation and resources are **satisfactory** overall.

### Main strengths and weaknesses

- The school makes good use of literacy, numeracy and ICT to support learning.
- Provision for personal, social and health education is good.
- The curriculum is well enriched outside lessons.
- Accommodation is good quality and staff use it well, except for the outdoor accommodation for reception children which is unsatisfactory.
- Resources are inadequate in reception.

### Commentary

18. The school has improved the writing curriculum and the provision for extra-curricular opportunities since the previous inspection. The curriculum is inclusive and is planned soundly to meet the diverse need of all pupils in the school. Planning for English, mathematics, science and ICT provides worthwhile learning opportunities. Literacy, numeracy and ICT are used well in other subjects. Aspects of the investigative elements within mathematics and science are not covered consistently. The school has identified this weakness and is working to extend this aspect of their work. Most recently the school has begun to consider ways of improving planning by linking learning across subjects.
19. The school gives all the pupils with special educational needs full access to the National Curriculum. It includes them in all out of school activities, including residential visits. Staff take account of pupils' identified needs and the Code of Practice<sup>2</sup> when planning work.
20. The school provides a good quality curriculum for personal, social and health education. The school gives good emphasis to circle time<sup>3</sup> where 'Nurturing Human Wholeness' is planned. The programme helps pupils develop self-awareness, responsibility and a healthy lifestyle. Ethos statements such as 'Try to be just and fair' are thoroughly discussed. The school ensures that older pupils receive a good range of responsibilities on a regular basis to support the smooth running of the school, which pupils thoroughly enjoy. Year 6 pupils develop good personal skills in tasks such as looking after younger pupils during the lunch break or on Fridays, when they choose and reward younger pupils who have behaved well all week. The school council has begun to make improvements and plays a real part in improving the school, such as highlighting the need to improve facilities outdoors where there is now a pleasant garden area. Pupils develop an understanding of the needs of the wider community through projects such as supporting charities throughout the year and sending gifts for children in the developing world through *Operation Christmas Child*. The school has a very good sex education policy whereby appropriate programmes for each year group are planned, mainly during religious education and science lessons.
21. Opportunities for lunch-time and after-school activities are good given the size of the school. The range of sporting activities is seasonal and plentiful. Activities include

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<sup>2</sup> The Code of Practice is the government requirements for supporting pupils with special educational needs.

<sup>3</sup> Circle time involves pupils sitting in a circle and taking turns to share their responses to personal issues under discussion.

quick cricket, football and netball. Pupils enjoy art classes, guitar classes and recorders. They learn Spanish and participate in the construction kit club. Each of these activities usually lasts for a four-week period which means that throughout the year there is a substantial range on offer. Pupils have chances to play and learn alongside other pupils in the school who may not belong to the same class. This enhances opportunities for social development well.

22. The accommodation is spacious and staff use it well. This is particularly good for group work, where classroom assistants ensure that pupils concentrate well by creating pleasant areas for their work outside classrooms. The reception teaching team uses the outdoor learning areas well, but it is very muddy and the grassed areas are unsuitable for use. The quality and range of resources in reception are unsatisfactory across all six Areas of Learning and staff do not use them well enough for independent learning.

### Care, guidance and support

Procedures for ensuring the pupils' care, welfare and health and safety are **good**. The support, advice and guidance given to the pupils are **good**. The school has **satisfactory** procedures for involving the pupils in its work and development.

### Main strengths and weaknesses

- The school looks after the welfare and safety of the pupils well.
- The staff know the pupils well and provide good support and guidance for them.
- The school provides good induction for all pupils.

### Commentary

23. The school's procedures for looking after the welfare and safety of the pupils are good. The staff and governors are vigilant in their approach to health and safety matters. The school regularly assesses potential risks and takes action to remedy any shortcomings. Robust recording and reporting procedures ensure that any concerns are reported, recorded and acted upon. In lessons, the staff are alert to health and safety issues. In a Year 2 design and technology lesson, for example, the teacher made sure that the pupils were able to use their materials safely. Child protection procedures, whilst rarely needed, are good and all staff are aware of what they must do if they have any concerns. The school promotes health care effectively. It recently involved the school council in researching lunchtime eating habits and the school is now introducing a healthier menu. The school nurse and visiting professionals such as the speech therapist and education psychologist work well with the school to provide specialist support where this is needed. There are good systems to encourage parents with expertise in the health service to come into to school and extend pupils' understanding of health matters.
24. Staff know their pupils well. This, together with the school's good procedures for assessing the pupils' work, enables the staff to provide good support for the learning and personal needs of each pupil. For example, a teacher supported the pupils who had mastered their mental mathematics by making sure they joined groups who were doing the most appropriate work. The school encourages personal achievements effectively and supports many good opportunities for the development of self-esteem and personal qualities. Older pupils talk enthusiastically about how they are supported



to become buddies and to take part in the school's exciting drama performances. All pupils value the rewards that they receive for good work and conduct. They feel that this supports the school's drive for positive standards of behaviour and helps them to develop and mature as they move through the school. The classroom assistants work diligently and sensitively to support pupils who find learning difficult and make a positive impact on their learning.

25. The induction arrangements are a strong feature of the school's work. The school provides a comprehensive programme for parents and pupils before they join the school which includes visits and comprehensive and useful information. Questions are answered promptly. Reception induction is good. Children develop confidence by features such as coming into school for two half-day familiarisation visits. Through these, they get to know their teachers, the staff and their new surroundings. As a result the children settle in quickly as they make their first move into their formal education. The school welcomes pupils who join it at any time. The headteacher and his staff offer an individual induction to ensure that parents are well informed and that any new pupils become fully involved in the life of the school.
26. At the time of the previous inspection, the school offered its pupils good standards of care. This is still the case today and it continues to help the pupils achieve well in their work.

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

The school's partnership with parents, the local community and other schools are **good**.

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

- The school provides a good range of information for the parents.
- Parents are very satisfied with the school and like the ways in which it involves them.
- The school has good links with other schools and its partnerships with the community are good.

#### **Commentary**

27. The school provides a good range of information for the parents. The annual reports on the pupils' progress are now informative and give a clear view of what the pupils can do and how they may go on to do even better. This was an aspect of the school's work that was judged as in need of improvement by the previous inspection. Informative and regular newsletters keep the parents up to date with school events and achievements. The school responds well to parents' suggestions, such as introducing its newsletter by email and through its website. The school works well with parents in communicating the progress of their children in the well-attended termly parents' evenings. The final meeting of the year works well by reviewing achievements, discussing the annual report and celebrating individuals' work. The good quality communication between the home and school ensures that the parents receive an outline of what is being taught and the programme of regular homework that is set for the pupils. Reading diaries and journals for the older pupils encourage the parents and carers to make comments about how well their children are reading.
28. The school works hard to involve the parents in all that it does. A very good feature of this work is the Parents' Forum. Through this, the school regularly consults with parents and asks them what they want from the school. As a result, it has involved

the parents and pupils in revising the school's motto and has provided a number of informative talks and presentations for them. The staff encourage the parents to come into school and help out. Not only do the parents support the school's assemblies and drama performances, but they also help the pupils with activities in class and their reading. The reception teaching team is very effective in encouraging parents to support individuals and groups in lessons, which extends the learning well. A Friends' Association is active and, through organising social and fund raising events, it provides money for additional resources like books. Parents express a high level of satisfaction with the school and feel that it has improved significantly since the previous inspection.

29. The school has good links with other schools and its wider community. It encourages pupils from high schools to undertake work experience placements and participates fully in the work of the local cluster of schools. Links with the main secondary school are productive and encourage the pupils to sample what it has to offer. The pupils enjoy seeing the secondary school's performances and using its facilities for sports day. The Year 6 pupils, whilst expressing sadness at having to leave the school, were enthusiastic about going on to secondary school. The headteacher and staff see the value of building powerful links with the community. They use the locality well for visits to places of interest and to research local history. Local facilities like the athletics stadium have been used for sports and the school recently participated in a design and technology challenge at one of the city's main sporting venues. The local priest regularly visits the school and the pupils show respect for his work with them.
30. The previous inspection judged links with the parents and community as satisfactory. The school has worked hard to improve this aspect of its work and the links, which are now good, make a better contribution to the pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the headteacher and key staff are **good**. The governance of the school is **good**. Effectiveness of management is **good**.

### **Main strengths and weaknesses**

- The headteacher's leadership results in a staff with a common purpose working in a context of mutual respect.
- There are good quality management systems that staff use consistently.
- There is good quality leadership and management by the deputy headteacher and key staff.
- Governors play an active part in decision-making.
- The school is working hard to reduce its financial deficit.

### **Commentary**

31. The leadership and management of the headteacher are good. This is an improvement since the previous inspection. It reflects both his very good partnership with the local educational authority and his use of long-term courses, which have supported him well in improving his effectiveness. He has a clear vision about the importance of every pupil being included in the work of the school, based on Christian values. He is successful in carrying out his aim because he communicates this well to

staff and creates a clear sense of common purpose running through the school. He ensures that the senior management team works systematically towards school improvement with the aim to raise standards. He is a good special educational needs co-ordinator. He manages the good quality classroom assistants efficiently and he has a good understanding of the particular needs of these pupils.

32. The good quality deputy headteacher provides a very good role model for staff with her consistently good teaching with very good features. Her role as assessment co-ordinator is pivotal to the success of the current systems. She handles the computerised assessment data confidently and ensures that these overall systems link directly to teachers' individual class records. The senior management team is well organised and shares a determination to improve the work of the school. The headteacher has set up good quality monitoring systems across teaching and learning in classrooms, teachers' planning and pupils' work. The senior management team works hard to sustain the quality of this monitoring and this ensures a good level of consistency across teachers' work. The introduction of spot checks on lessons ensures that teachers carry out the improvements identified by the senior staff.
33. Several of the key co-ordinators are new to their roles. However, they are all very enthusiastic about their responsibilities in managing change. They all have detailed plans of the changes they intend to carry out. The level of understanding of these key staff is a result of the good induction systems through the school. Despite the considerable staffing recruitment difficulties, the turnover of staff and the movement of teachers to new age groups, teachers are clear about how the school's systems work. This reflects the effectiveness of the support from senior staff. The headteacher carefully considers the strengths and expertise of his staff and deploys them well, such as his use of the mathematical expertise of the Year 6 classroom assistant to challenge and support more able pupils. This is having a positive impact on standards.
34. The governors have worked hard to extend the scope of their work. Their governance is now good, which is an improvement since the previous inspection. The governing body plays an important role in key decision making, such as the process for deciding on a school motto where they consulted the full school community before making the final choice. Governors have regular training as a whole governing body, which extends their understanding both of the particular features of their own school and of the local education authority policies. Governors have a good level of commitment to the school and play a key role in making difficult decisions, such as the move to mixed age classes. They also support the headteacher well in communicating key decisions, for example joining him in the parents' meeting where the mixed age classes was explained. The chair of governors supports and challenges the headteacher well. He organises the committees efficiently and ensures that key decisions are communicated across the different committees.
35. The school has been working hard to reduce its considerable deficit budget. The deficit was a result of expensive staffing costs, with many teachers at the top of their pay scale, changes to the pupil intake and unexpected expenses in building. The decision to reduce the number of classes is now having a significant impact on this deficit, which is reducing and is due to be cleared by the end of the next financial year. The school is now in a healthier position with increasing pupil numbers. The school provides satisfactory value for money.

## **Financial information**

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

<b><i>Income and expenditure (£)</i></b>	
Total income	529,530
Total expenditure	512,347
Expenditure per pupil	2,878

<b><i>Balances (£)</i></b>	
Balance from previous year	-64,517
Balance carried forward to the next	-47,334

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

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

Provision in the Foundation Stage is **satisfactory** with some good features.

36. The intake into reception has changed since the previous inspection. Levels of attainment on entry to the reception class are wide ranging, but overall they are below the expected level. Standards of the current class are well below the expected level in communication, language and literacy and mathematical development. Children achieve steadily but the majority are unlikely to reach the expected level in these aspects by the end of the reception year. In the other Areas of Learning children are on track to reach the expected level. Teaching is satisfactory with some good features. The teaching team works effectively with additional adults to provide extra support in groupwork. They offer children some interesting whole class sessions, but do not provide enough challenging opportunities for independent learning through play. They use the outdoor learning area well, despite the difficult conditions. The area is easily accessed from the classroom, but there are serious problems with water dispersal and the area is very muddy. The quality and range of resources are unsatisfactory. Assessment procedures are good but the outcomes are not used rigorously enough in planning. Leadership in reception is satisfactory and the co-ordinator has ideas for development and improvement. Adults plan together and work co-operatively as a team. The balance of activities over time sometimes requires children to sit for too long, which reduces their concentration. Provision in the Foundation Stage has declined since the last inspection.

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

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

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

- Staff ensure that children quickly settle into lessons and gain in confidence.
- The teaching team promotes children's social development effectively.
- Children behave sensibly because staff give them clear guidance of what they expect.

#### **Commentary**

37. Teaching is good and children achieve well. They have good opportunities to develop confidence in the reception class. Children are gradually introduced into the school and are given good opportunities to get to know staff and to know their way around the building. This helps children feel safe and secure and has a positive impact on learning. Children are familiar with their routines, such as lining up quietly when moving around the building or caring for their belongings and their homework bags. The teaching team supports children systematically in learning to work and play together and they establish good quality relationships. Children work co-operatively in pairs, for example at the computer and take turns when playing on the equipment outside. Behaviour is good because staff adopt a positive approach and acknowledge good behaviour in a very positive way. For example, they praise those who are ready to listen to adults. They use praise sensitively at times, such as when children for

trying to put on their coats unaided. Staff encourage good manners and many children already say 'thank you' without being prompted. Planning for activities involving adults in small group situations is well focused on the expected learning, where activities overall are appropriate and challenging. Children recognise that they are part of the school community when attending assemblies. The majority of children are likely to reach the expected level by the end of the reception class. This is good achievement because they enter the school with standards below the expected level.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good attention is given to developing children's speaking and listening skills.
- Good emphasis is given to early reading skills.
- Staff spend too long on whole class activities, which reduces children's concentration.
- There is not enough attention given to early writing skills

### **Commentary**

38. Teaching is satisfactory and children make steady progress. Many children enter school with immature speaking skills and adults allocate a great deal of time to improving and developing children's vocabulary. Volunteer parents provide good support for developing talk in small groups. Staff use stories effectively to ensure children enjoy books, build up vocabulary and learn that print has meaning. Children learn that stories have a clear sequence. The teaching team introduces the reading scheme effectively and children are clear about how books work. Some children use the pictures to re-tell stories in their own words, but their vocabulary is limited. A minority of able children recognise words and use the pictures and story content to make sensible predictions. The book area has a range of stories displayed but it is not given enough attention, so few children go there to browse. Staff dedicate teaching time to encouraging children to recognise letter sounds and homework systems to support this learning are good. However, the whole class sessions are too long and the activities do not match different children's needs closely enough. There are not enough opportunities for children to write independently and the tasks do not always have a clear purpose for children. Too little attention is given to developing letter formation in an interesting way by using a wider range of resources. A minority of able children write a few common words, such as 'I went to Aysatin' (ice-skating) but the majority still mark-make and attempt to write their name with some capital and lower letters. The majority of children are unlikely to reach the expected level by the end of the reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The teaching team uses songs and rhymes well to develop children's counting skills.
- There are good focused activities on shape and repeated patterns.
- There are not enough independent activities to support and challenge mathematical development.

### **Commentary**

39. Teaching is satisfactory. Assessment shows that most children have limited understanding of number. Adults teach children songs and rhymes regularly and offer some opportunities to develop skills of counting. Some children are beginning to develop an understanding of number. A small minority of able children calculate numbers mentally. The teaching team plans well-focused activities with small groups of children such as teaching the names of three-dimensional objects. Children make good progress in practical tasks such as printing with different objects and developing an understanding of patterns. Parents provide good support for this group work. However, there are too few independent play activities to help children use numbers as part of a daily routine. There are not enough mathematical resources available for children to develop their learning within the different play-based learning and too few independent activities for children to choose that are dedicated to mathematical development. Progress for most children is steady and the majority are unlikely to reach the expected level by the end of reception.

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

Provision in knowledge and understanding of the world is **satisfactory** overall.

### **Main strengths and weaknesses**

- The teacher uses the computer suite effectively and children make good progress in ICT.
- Children use the outdoor learning area effectively to carry out investigations.
- Staff ensure that children develop an understanding of both their own and other faiths' cultures.
- There are not enough good quality resources to extend children's designing and investigational skills.

### **Commentary**

40. Teaching is satisfactory overall. It is good in ICT because the teacher uses the computer suite regularly and provides tasks that are carefully matched to children's needs. She explains tasks clearly, relating them to children's own interests such as teddy bears. Children handle the keyboard and the mouse at a higher level than expected for their age. Standards in other aspects are at the expected level. Staff provide a range of stimulating investigative activities outdoors which stimulate children's interest well, such as looking for insects under stones. However, this area is very muddy in winter months so staff are unable to use their outdoor accommodation fully. Children develop a sense of time well when they discuss the day and date each day. They enjoy finding out about the jobs people do through planned topic activities. Children develop a good understanding of their part in the community through their attendance in assemblies and when they play outside with older children. Staff provide interesting activities to develop an understanding of other cultures by, for example,

making artefacts such as Diya lamps for Diwali. There is some construction and investigational equipment available and children use it effectively. However, the range of these resources is limited, which reduces the opportunities for learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Children develop their movement skills and their awareness of space through interesting activities in the outdoor area.
- Staff emphasise the importance of healthy living and children are developing their understanding of healthy eating and hygiene.
- Children are developing skills in handling tools but independent activities are not interesting enough.

### **Commentary**

41. Teaching is satisfactory overall and children's standards are at the expected level. Children have good opportunities to use the equipment in the outside area each day. Staff provide activities such as parachute games to develop children's skills of co-ordination and working as a team. Children improve their skills when building ramps with wooden planks. They learn to balance as they walk across these. Adults encourage children to re-enact stories outside in a physical way. Children run, climb over, under and through obstacles with enjoyment. They improve the way they control wheeled apparatus when playing outside. The teaching team ensures that children develop an awareness of a healthy lifestyle through emphasising this during the school day and through providing healthy snacks. Children are very clear about the importance of hygiene, such as washing their hands after using the toilet. Staff plan an adequate range of activities to improve children's use of small tools and equipment, such as threading pasta and beads or using glue sticks or paint brushes. When adults are supporting these activities, children make good progress. However, the independent activities do not always have an interesting purpose, so few children choose them.

## **CREATIVE DEVELOPMENT**

Provision in physical development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Staff provide regular opportunities for children to develop musical skills.
- Children develop skills in using colour and texture but opportunities are missed to discuss their learning or celebrate their work in displays.
- The teaching team works effectively with groups of children to extend their imaginative play but they do not ensure that this is followed up well enough in independent play.

### **Commentary**

42. Teaching is satisfactory overall and standards are at the expected level. The teaching team organises regular music and singing sessions which result in children having a



good repertoire of songs and skills, such as beating a regular rhythm. Children have regular opportunities to work with materials such as paint and dough. Additional adults support this work effectively. However, there are missed opportunities for pupils to talk about these experiences and their final pieces of work are not displayed to their full advantage. Staff work enthusiastically with children to provide some interesting imaginative play, such as acting out the story of 'Bears In The Night'. However, children lack confidence in using the role-play areas<sup>4</sup> independently because staff do not give them enough guidance on how they should use them on their own. The range of resources for these activities is not stimulating enough.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Good quality leadership and management are ensuring steady improvement in standards by Year 6.
- Significant improvements to the use of assessment ensure that work meets pupils' identified needs.
- Standards in listening and reading are better than those in speaking and writing.
- Marking celebrates achievement but not all teachers use it to tell pupils what they need to do to improve their work.
- There is a marked improvement in the use of writing in other subjects. This increases pupils' awareness of the wide use of English.
- Consistently good quality support enables pupils who have English as an additional language and pupils with special educational needs to achieve well.
- The inconsistency of behaviour management in some classes reduces pupils' learning.

#### **Commentary**

43. The national tests have been very inconsistent over the past three years. This is due to the considerable differences between the standards in different year groups on entry to the school. In 2002 standards were lower than usual and staffing difficulties disrupted these pupils' education. The 2003 year group had a higher proportion of more able pupils and the staffing in Year 6 supported their learning well. The 2004 year group and the current Year 6's standards on entry were average. The inspection judges standards in English as average in both Years 2 and 6 with achievement being satisfactory overall. However, the school's efforts to raise standards have had a positive impact in reading and listening. Achievement is good in these aspects and by Year 6 standards are above average. Standards are average overall in Year 2. This is because there is a higher proportion of pupils with special educational needs in this year group, which is depressing the overall standards.
44. Standards in writing have improved since the last inspection but are not as good as those in reading, which are above average in Year 6. Pupils enjoy discussing the books they have read and more-able pupils have a very good understanding of key

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<sup>4</sup> A role play area is set up in reception classrooms to allow children to carry out imaginative play in different social contexts, such as a garage or a shop.

authors, comparing the full range of their work and identifying key characteristics across the different stories. In Year 2, pupils tackle new words through sounding out letters and enjoy talking about different texts. They understand the differences between fiction and non-fiction. The school is using group writing activities in the literacy hour to improve pupils' skills. This is beginning to have a positive effect on standards. Teachers work hard to encourage pupils to use writing in other subjects. This is successful in increasing pupils' understanding of the importance of writing as a means of communication. All teachers plan interesting and stimulating work. This makes pupils want to write but limited vocabulary restricts the quality of their work. This is particularly noticeable in the younger classes and reflects the decline in standards on entry to school. By Year 2, pupils' spelling is at the expected level, but their handwriting standards are lower than expected. Standards in Year 6 are average in writing. Pupils are gaining confidence in drafting their work and spelling is at the expected level. However, handwriting and presentation are at a lower standard. The school has identified this weakness and is working to improve provision systematically through the school. Most teachers use marking effectively to help pupils know what they are doing well and what they should do to improve. This is not consistent across the school and is only satisfactory improvement since the previous inspection.

45. The school works hard to ensure that pupils listen carefully in lessons. This has a positive impact on their achievement. By Year 2, pupils listen with concentration in whole class sessions. By Year 6, pupils listen well across a range of different contexts. Standards in speaking are less well developed. The school is working very hard to remedy this weakness and all teachers include opportunities for pupils to talk and listen to each other in lessons. As a result, pupils are increasing their knowledge and understanding of words such as adjectives and are beginning to use them confidently. The use of talking partners across the school is having a positive effect on pupils' speaking skills. This means that, by Year 6, most pupils respond clearly to questions in whole class sessions and have well-focused conversations in their group work.
46. All adults support pupils who have English as an additional language effectively. This enables them to take part confidently in whole class discussions. These activities extend their speaking and listening skills well and their achievement in English is good. Pupils with special educational needs receive well-planned support that helps them work alongside their classmates. This increases their self-esteem and feeling of being part of the class. They achieve well and enjoy their work.
47. The teaching of English is satisfactory overall. It is consistently good in Year 2 and Year 3. A key feature of the consistently good lessons is the firm and consistent way teachers deal with unacceptable behaviour. This ensures that all pupils listen attentively and show respect for each other and adults. In the classes where behaviour management is less secure, teachers have to spend time dealing with constant muttering and fidgeting. This reduces pupils' learning and achievement. All teachers make their literacy lessons stimulating and enjoyable. Their planning is thorough, ensures they are well prepared for the lesson and meets pupils' identified needs. Teachers and support assistants are good at encouraging pupils to tackle new learning. Pupils respond well to this and have much confidence and trust in their teachers and helpers. There is a strong partnership between teachers and support assistants. This is particularly effective in helping pupils with special educational needs to make full contributions in lessons and achieve well.

48. The enthusiastic and knowledgeable co-ordinator has only recently taken on this responsibility. Her leadership and management are good because she has a clear action plan for further improvements and has already introduced several. For instance, the effective use of systematic checking of pupils' achievement has identified weaknesses in writing, marking and in pupils' knowledge of a wider vocabulary. Plans to improve handwriting are already in place. Improvement since the previous inspection is good and this subject is no longer a serious weakness.

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

49. Pupils use their literacy skills well in other subjects. All teachers ensure that pupils use reading and writing regularly in science, history and ICT. For example, in the Year 3 history topic on Ancient Egypt, pupils' work showed well developed use of computers to carry out research. Opportunities for developing speaking and listening are successfully developed in Years 5 and 6 when pupils talk about the events leading up to the Second World War. The teacher's insistence on pupils speaking clearly increases their understanding of how to speak to an audience.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- All pupils achieve well and standards are above average by Year 6.
- Teaching in lessons ranges from very good to unsatisfactory, but all teachers ensure that pupils produce good quality written work.
- Assessment systems are very good.
- The curriculum is good overall but coverage of investigative mathematics is inconsistent.
- There are good quality monitoring systems in place and the new co-ordinator is very enthusiastic.

#### **Commentary**

50. Standards in Year 6 have risen in the national tests over the past two years. Although standards dropped in Year 2 in the national tests in 2003, the school analysed the reasons for this and standards rose considerably in 2004. The inspection judges achievement as good throughout the school. Standards in Year 6 are above average in this year group, which is an improvement since the previous inspection. The rise in standards is due to better assessment and planning, together with the regular monitoring of teaching and learning throughout the school.
51. Pupils achieve well in the infant classes because work matches individual needs well. Standards in Year 2 are at the expected level. This is due to a higher proportion of pupils with special educational needs in this class. Pupils order numbers to a hundred correctly and add tens and units accurately. They are not as confident with subtraction. Infant teachers cover identification of two- and three-dimensional shapes thoroughly and pupils identify key features of these shapes well.

52. The good match of work to individual needs continues in the junior classes. By Year 6, pupils enjoy the challenge of mental mathematics, working out multiplication and addition with confidence. More-able pupils combine several different mathematical calculations accurately in their heads. Pupils handle calculations of numbers confidently, with more able pupils using decimals to three places accurately. Teachers cover shape, space and measurement regularly and pupils handle these aspects confidently. There are good links with ICT in mathematics and this is having a positive impact on data-handling skills. Pupils confidently present data in a range of different formats. Standards in investigative mathematics are at a lower level than other aspects. This is due to less emphasis on this aspect in the past. The school has identified this weakness and has clear plans for increasing pupils' achievement in this area.
53. Teachers carefully consider the needs of the pupils with English as an additional language and these pupils achieve well. Staff use strategies such as pairing these pupils with classmates who have a good understanding of the tasks. This ensures that any language difficulties do not hinder the development of mathematical learning. Staff also work sensitively with pupils with special educational needs. They work hard in sustaining these pupils' self-esteem, which results in them tackling mathematics with confidence. Support for pupils with a statement of special educational need is particularly good. Teachers organise classroom assistants well to challenge more able pupils, who strive to reach the higher levels of learning.
54. Teaching is good overall and this is having a positive impact on standards. It is very good in Year 2 where new learning is clearly introduced and key vocabulary carefully emphasised. Teachers all plan thoroughly, with different tasks for group work to match different pupils' needs. All plans include detailed assessment strategies for each lesson and teachers use evaluations thoroughly to ensure the next day's planning builds carefully on the previous learning. Classroom assistants all work well in groupwork and ensure that pupils gain confidence in mathematics. Teachers all manage pupils' written work well. As pupils progress through the school, these skills are systematically extended. The pace in lessons is inconsistent. In the best lessons, it starts briskly and is maintained throughout each part of the lesson. In other lessons, the beginning is slow or the pace drops at different times across the session. In Years 2 and 3, teachers manage behaviour very well. In other lessons, teachers do not tackle minor behaviour effectively enough and this leads to a drop in whole class concentration. Features of the unsatisfactory teaching are mental mathematics sessions being too short and unsatisfactory organisation of the classroom assistant in the whole class session.
55. The deputy headteacher has worked hard to implement thorough assessment systems that are very good quality. Teachers use them well. They carefully annotate pupils' work to identify what individuals have achieved. However, teachers do not write consistently about what pupils need to do to improve their work.
56. Leadership and management are satisfactory. This is because the co-ordinator is new to his post this term. Nevertheless, he has a good understanding of the school's systems and clear plans of how he needs to take the school forward. His ICT skills are particularly good and contribute well to his future plans. There are good quality monitoring systems in place that systematically cover teaching and learning in

lessons, scrutiny of planning and pupils' work. Improvement since the previous inspection is good and standards have risen.

### **Mathematics across the curriculum**

57. This is good. It is particularly good in ICT where teachers systematically use mathematics to extend pupils' understanding of data handling. Teachers develop skills of measurement in design and technology by including accurate dimensions at the planning stage. Staff use times such as registration well to get pupils to calculate how many pupils are present.

### **SCIENCE**

Provision in science is **satisfactory** with good features.

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

- Newly introduced assessment systems are good and have a positive effect on pupils' learning.
- Leadership and management of science are good.
- Pupils' skills in investigative science are at a lower level than their scientific knowledge and understanding.
- Teachers' planning is clear and effective, which ensures smooth progression throughout the school.
- The managing of pupils' behaviour and the pace within lessons is inconsistent.
- Teachers use ICT well in science.

#### **Commentary**

58. Standards in science in the national tests in Year 6 have been very inconsistent over the past three years. As in the test results in English and mathematics, this was due to differences in standards on entry to the school between the different year groups and the impact of staffing difficulties over the past three years. The inspection judges standards to be at the expected levels at the end of Year 2 and Year 6 and achievement is satisfactory. This is an improvement since the last inspection. The new tracking and assessment systems covering the knowledge and understanding of science have sharpened the teachers' focus on how to develop pupils' knowledge further. By Year 2, pupils have the expected level of knowledge about physical processes such as forces and electricity. They are beginning to gain confidence in carrying out investigative science. By Year 6, pupils' understanding of materials is secure. Pupils' skills in investigative and experimental science are lower than in the other areas of science. The subject co-ordinator is aware of this and plans to introduce new resources and similar tracking and assessment procedures for this aspect of science. There are no significant variations in the performance by particular groups of pupils.
59. The quality of teaching and learning is satisfactory with some good features. Teachers plan their work comprehensively, including the expected learning targets which are shared with pupils so they realise that they have a part to play in their own learning. Teachers have secure subject knowledge in science and extend pupils' technical scientific vocabulary well. For example, in a Year 6 lesson pupils understood the

notion of reversible and irreversible changes and described what was happening when a candle flame was extinguished by putting a jar over the top. Teachers do not provide sufficient opportunities for investigation alongside the development of scientific knowledge to ensure that pupils develop experimental skills consistently. Where teaching is good in the Year 2 class, pupils develop these skills well through tasks such as planning their own experiment based on the teacher's demonstration of cars going down a ramp. Pupils enjoy science lessons, especially the practical activities, because teachers provide interesting work. However, a small minority of pupils' behaviour is inappropriate and teachers do not all consistently manage this behaviour quickly enough. The pace of lessons is inconsistent through the school. In the best lessons, teachers move speedily through the different parts of the lesson and pupils respond well to the challenges made. In other classes, teachers keep pupils too long in the whole class sessions and as a result they lose concentration. Teachers use ICT well to develop scientific skills. This is evident throughout the school, with work such as producing graphs to record the timing in experiments in Year 6 and infant pupils labelling body parts using a computer program. Teachers use the electronic whiteboard well to stimulate pupils' thinking in science.

60. Curriculum provision for each year group is carefully considered. The inclusion of the headteacher in the junior teaching team ensures that each year group is taught separately. Not only does this reduce the class sizes, but it provides a clear focus in the coverage of the curriculum for each year group. This is having a positive impact on the more-able pupils.
61. The quality of leadership and management of science is good and this is raising the profile of this subject through the school and ensuring that teachers are using the new systems systematically. The relatively new co-ordinator monitors science by analysing assessment data, observing lessons, checking planning and scrutinising work. As a result, she has a good grasp of the levels of attainment and teaching and learning throughout the school. The co-ordinator has a clear vision of how to move the school forward in science and this is reflected in her action planning. She has set up good assessment and tracking systems which are used consistently by all staff. Improvement since the previous inspection is good. This was a serious weakness and provision is now satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well and standards are above the expected level in Years 2 and 6.
- The co-ordinator has very good subject knowledge and supports staff well.
- Teachers use the computer suite regularly, which gives pupils confidence in using computers and very positive attitudes to their work.
- Teachers and classroom assistants work well together and provide a good level of adult support to individual pupils.
- The school provides a carefully balanced curriculum in each year group.

### **Commentary**

62. The school has worked hard to continue to raise standards in ICT. In the first inspection, this subject was a weakness; in the next inspection standards were at the expected level and now they are above expectations. Achievement is good throughout the school. This is due to the good quality, ongoing support of the co-ordinator, the efficient use of the computer suite, the good quality teaching and the thorough coverage of the curriculum.
63. In Year 1, the teacher builds systematically on the early confidence children have gained in reception and pupils use the keyboards confidently, with half the class logging onto basic programs independently. The Year 2 teacher handles the technology with great enthusiasm, providing a very good role model for pupils. The Year 2 pupils use word-processing skills well. They enjoy drafting their first versions straight onto the computer and understand how to produce well-presented pieces of work, with features such as capital letters in the right places. They are equally skilful in using graphics because the teacher takes them systematically through the different features of the programs.
64. The systematic work in this subject continues through the junior classes. By Year 6, pupils are confident to use the full range of programs expected in this subject. Pupils produce good quality multi-media presentations that include visual and sound effects and consider the way that each slide is produced. More-able pupils produce very sophisticated presentations, including direct links to different sites on the Internet. The systematic coverage of the curriculum ensures that pupils develop skills. These range from sophisticated use of graphics to produce imaginative designs to the confident use of modelling to produce complex electrical circuits or accurate plans of the computer suite.
65. Teaching is good overall and this is having apposite impact on standards. There are very good features in Years 2 and 3. These teachers set a very fast pace in their lessons and provide a very good balance of different tasks which sustain pupils' concentration very well. Teachers all work well with their classroom assistants. Both adults have a good understanding of the learning planned for the lesson and they both understand the individual needs of each pupil well. This ensures that pupils receive well-focused support. Teachers organise pupils effectively in pairs to share computers. This develops good levels of co-operation between pupils and an exchange of ideas. Pupils with English as an additional language achieve well because teachers pair them carefully to a pupil with good language skills. Classroom assistants support pupils with special educational needs sensitively and these pupils complete the tasks confidently. The support for pupils with a statement of special educational need is particularly good. Teachers ensure that pupils are all fully included in lessons.
66. The leadership and management of the co-ordinator are good and are resulting in the rising standards through the school. She uses her very good subject knowledge to support the rest of the staff well. Her thorough understanding of each aspect of the ICT curriculum ensures that staff cover the curriculum systematically over time. Staff use the computer suite efficiently and pupils' regular use of the suite ensures that they develop very positive attitudes in this subject and have equal opportunities to develop their skills. Standards have risen since the previous inspection due to the school's regular use of the computer suite and the enthusiastic support of the co-ordinator.

## **Information and communication technology across the curriculum**

67. This is very good. The school plans the curriculum carefully to ensure that pupils use ICT to extend their skills. Teachers use word-processing skills well in English to extend pupils' understanding of features, such as different genres of play scripts or the use of punctuation. There are very good opportunities for more-able Year 6 pupils to work in English to produce sophisticated book reviews using a multi-media program. ICT provision in mathematics is regular and extends data handling well. The school uses sensor equipment effectively in science and geography to monitor aspects such as temperature or sound levels. Pupils develop a good understanding of the style of different artists such as Mondrian and Matisse by using graphics to reproduce pictures in their styles.

## **HUMANITIES**

### **Geography**

68. There were no geography lessons being taught during the inspection and it was therefore not possible to make a judgment on provision. Work analysis and discussions with pupils show that pupils have an awareness of geographical skills and can compare and contrast different locations. The teacher uses fiction well in Year 2 to develop pupils' geographical skills, such as the story of Katie Morag living on the island of Struay in Scotland. Pupils plan simple routes effectively and contrast the Scottish locality with that of their own in Hull. The school uses media well in Year 4 to ensure pupils develop awareness of their local area. When pupils are in Year 5 they have a residential visit which further develops their understanding of different places by providing first-hand experiences. The presentation of written work is often careless with untidy handwriting. Teachers' planning shows that the full geography curriculum is being taught through interesting activities. Teachers assess pupils' progress effectively by using the new tracking and assessment systems.

### **History**

69. It is not possible to make a judgement about overall provision in history. However, on the basis of a sample of lesson observations, looking at pupils' work and conversations with pupils, the inspection judges standards in Year 6 as at the expected level and to have been maintained since the previous inspection. The teaching in lessons in Years 3 and 6 is good. Teachers have secure subject knowledge and use a wide variety of resources, including artefacts and DVD clips, to capture pupils' imagination and develop their historical skills by using different sources of evidence. A small minority of pupils misbehave in lessons and this is not dealt with consistently enough across different classes. Teachers provide good opportunities in linking history with literacy skills. For example, pupils in Year 6 write letters to the Prime Minister about life in the 1930s and interview evacuees to find out about their worries and concerns. Pupils' written work is often poorly spelt and untidy. Pupils enjoy talking about their history topics and have a good understanding that things change through time. The school uses visits well to extend pupils' historical understanding, such as in Year 5 when pupils visit Eyam in Derbyshire to learn about the plague and its effects on the village.





## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

70. There were no art and design lessons being taught during the inspection. Art was sampled by looking at displays and work in pupils' books and by talking with them about their work. From work seen, standards are at the expected levels in Years 2 and 6. In Year 2, pupils are clear about how to make colours lighter or darker and this shows in the way they shade with pastels and chalk when creating representations of natural items. Pupils improve the detail in portraits in Year 1 and begin to show facial expression. As pupils move up through the school, they practise sketching and learn to use different painting techniques. In Years 4 and 5, pupils work with a variety of fabrics and create pictures on a hessian background to illustrate stories such as Robin Hood. Pupils in Year 6 talk about the way art is used to enhance their understanding of other subjects. Their work includes representations of mythical creatures and Indus Valley seals made from clay. They know the work of artists such as Picasso and Paul Klee. Teachers assess pupils' work in art, which helps them to identify those who have exceeded or not reached the expected learning objective.

### Design and technology

71. Only one lesson was being taught in design and technology during the inspection, so it was not possible to make a judgement on provision overall. Judgements are made from the same evidence as in art and design. Infant pupils make interesting designs while learning how to use needles and thread. They insert padding into fabric of various shapes to create a relief effect. They make reflective patterns and repeating patterns. Pupils learn to analyse materials they need to use when making models of musical instruments and consider which is most appropriate and why. Pupils use their literacy skills effectively to write instructions for their work. They use their computer skills well to design a multi-coloured coat for *Joseph*. In the good lesson seen in Year 2, pupils planned ways to join fabric together to make the coat and told their classmates which is the most effective way and why this is so. Older pupils in junior classes design picture frames and use design and technology to support learning in history when they make an Egyptian sarcophagus. Pupils enjoy the subject and in discussions with Year 6 it is clear that they remember projects they worked on when they were younger. They particularly liked making chairs for a specific character when they were in Year 4 and the fairground rides they designed and constructed in Year 5. Their latest project involves making a hat for a specific person.

### Music

72. There were no music lessons being taught during the inspection, although music has a sound profile in the school. This is because many pupils attend lessons with peripatetic music teachers where they learn to play instruments including the bassoon and violin. The school runs a popular guitar club at lunchtime and the school choir is well attended. Music is usually played as pupils enter the hall for worship and during the service they sing in a tuneful way. Pupils say they enjoy music and have good opportunities to enjoy performances given by St Mary's band, for example. In lessons, they enjoy composing their own pieces using a range of percussion instruments. They like to discuss musical extracts with the class teacher and talk about the feeling these

evoke. They learn songs from many cultures and enjoy the way rhythms are different. Every two years pupils in Years 5 and 6 are involved in a musical performance. Here, they learn a good range of songs and have the opportunity to perform for audiences. This extends their personal development well, both socially and culturally.

### **Physical education**

73. It is not possible to make a secure judgement on provision or the quality of teaching and learning. Only two lessons were inspected, one in Year 2 and one in Year 6. The lessons inspected indicate that pupils in both classes enjoy working co-operatively. They work well together to plan sequences of movements and pass basketballs to each other quickly and accurately. Pupils of all abilities achieve well in gymnastics and sports skills in these classes. Their good relationships with the class teachers mean that all pupils behave safely and responsibly. Achievement and behaviour are both improvements since the previous inspection. There is a good range of sporting activities, including swimming, which extend pupils' personal development well when they play and compete against other schools. The majority of pupils achieve the expected standards in swimming. There is extra support for those pupils who do not reach the expected standards by the end of Year 4.

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

74. It was not possible to make an overall judgement about this subject. The school uses circle time effectively to allow pupils regular time to discuss personal issues and share their views of key social issues such as bullying. Teachers ensure that all pupils take their turn in these lessons, which means that pupils with English as an additional language and pupils with special educational needs play a full part. Teachers emphasise the importance of celebrating individual and group achievement, resulting in pupils developing a good understanding of their own and others' feelings. The school has introduced a school council and members are in the early stages of developing their roles. However, the democratic process is already working and councillors have made an impact on improving aspects of the outdoor play area. Pupils develop an understanding of health issues through the programme of work included in science lessons.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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