

INSPECTION REPORT

HOLY NAME ROMAN CATHOLIC PRIMARY SCHOOL

Kingston-upon-Hull

LEA area: Kingston-upon-Hull

Unique reference number: 118047

Acting Headteacher: Maureen Dyer

Lead inspector: John Foster

Dates of inspection: 28 February 2005 – 2 March 2005

Inspection number: 273345

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	167
School address:	Dane Park Road Hull
Postcode:	HU6 9AA
Telephone number:	01482 850286
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Appropriate authority:	The governing body
Name of chair of governors:	Father John Wood
Date of previous inspection:	31 January 2000

CHARACTERISTICS OF THE SCHOOL

The school is smaller than the average size for primary schools. At the time of inspection there were 167 pupils at the school, with about equal numbers of boys and girls. 27 per cent of the pupils are Roman Catholic and many more are from Roman Catholic backgrounds. The school is situated on an estate on the northern outskirts of Kingston-upon-Hull where there are high levels of deprivation. The electoral ward where most pupils live is amongst the 30 most deprived of all such wards nationally. The socio-economic levels are very low. When children start school in the year in which they reach their fifth birthday, most of the children have levels of attainment that are well below those expected nationally. Most pupils are from white British backgrounds and the remainder are from a variety of ethnic groups. Few pupils speak English as an additional language and none are at an early stage of learning it. The percentage of pupils with special educational needs is above average at 24.4 per cent, with one pupil having a Statement of Special Educational Needs. The percentage of pupils eligible for free school meals varies year by year, with the current level at 34.5 per cent. This is above the national average. Over the past two years there has been a relatively high level of mobility. The school is involved in initiatives relating to Excellence in Cities, the Children's Fund, the Behaviour Improvement Programme and the Behavioural Education Support Team. The school was awarded Schools' Achievement Awards in 2000 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21318	John Foster	Lead inspector	Mathematics Art and design Music Physical education English as an additional language Citizenship
32741	Ian Stewart	Lay inspector	
23482	Diana Mackie	Team inspector	Foundation Stage Science Design and technology History
2759	Derek Sleightholme	Team inspector	English Information and communication technology Geography French Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with some good features. The pupils achieve well because of the good teaching they receive. However, they are well below average when they start school and their relatively weak language skills hold them back in several subjects throughout the primary years. As a result, despite good achievement, standards are below those expected nationally. The leadership and management are satisfactory. The governors have a clear understanding of the strengths and weaknesses of the school and they give a firm steer to the school's work through effective strategic planning. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are below average.
- In art and design and design and technology standards are higher than expected.
- Teaching and learning are good, allowing pupils to achieve well and make good progress, but planning does not always allow for different levels of ability.
- Provision for pupils with special educational needs is good.
- The governance and day-to-day management are good.
- The provision for children in the Reception class is good.
- Pupils have positive attitudes to learning.
- Pupils' spiritual, moral, social and cultural development is good overall.
- Parents are fully involved in the life of the school.
- Pupils are cared for well.
- Levels of attendance and punctuality are not yet good enough.

The staffing and composition of the governing body have changed substantially since the previous inspection. The current leadership is based on a temporary appointment of the deputy headteacher as acting headteacher and of a senior teacher as acting deputy. Whilst this was originally planned for one year, circumstances dictated that this arrangement was extended into a second year. In light of this, the school has made satisfactory progress in addressing issues identified in the previous report.

STANDARDS ACHIEVED

The table below shows the standards attained by pupils in the Year 6 national tests. The results are based on average point scores.

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

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

Pupils' achievement is good overall. Standards are generally below average. When children start school most of the children have attainment levels that are well below those commonly found nationally. They have weak literacy skills, which inhibit their progress in other subjects, such as science. They achieve well, make good progress and by the end of Year 6 they have improved but they attain below average standards in English, mathematics and science. When compared to pupils from similar backgrounds, they attain average levels in English and mathematics and above

average in science. In other subjects they generally attain expected levels but in art and design and design and technology they attain better than the expected standards. In the Foundation Stage children are taught well, enabling them to achieve well and make good progress, but few will meet the goals children are expected to reach by the end of Reception. By Year 2 they attain standards that are below average in reading, writing and mathematics, having achieved well and made good progress throughout their time in the infant classes.

Pupils develop their personal qualities well. Their spiritual, moral, social and cultural development is good. Pupils have good attitudes overall. Most behave well, but a small number of pupils in each class behave inappropriately in some lessons. The levels of attendance have been poor in the past, and the latest annual figures place these well below average. The acting headteacher has worked hard with the staff to encourage parents and pupils to ensure regular attendance. This initiative is having a positive effect and in the current academic year the percentage of non-attenders has been substantially reduced.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching and learning are good. Throughout the school pupils are taught well. This is particularly the case in the Reception class and in Year 2. No unsatisfactory teaching was observed during the inspection. Assessment procedures are satisfactory, with newly established assessment arrangements yet to have a significant impact on learning or standards. Whilst teachers' planning is generally sound, they do not plan well enough for pupils' different ability levels. There is a satisfactory curriculum, which is enhanced well by a good range of activities extending beyond the school day. There is good provision for pupils' personal development with effective child protection procedures in place. There are good links with other schools, particularly with St Mary's College where most pupils transfer for their secondary education. Links with parents are good. They support their children well in their work at school and at home.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The acting headteacher has been in post since September 2003 and provides satisfactory leadership. The school has undergone a period of instability and this has created difficulties in longer-term strategic planning. However, the quality of governance and day-to-day management has been maintained and is good. The governors ensure that statutory requirements are met. They have given full support to the acting headteacher and the staff and they are all aware of the strengths and weaknesses in the school. All concerned with the school are keen to move forward in a settled situation.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are happy with the school's provision. The results of the questionnaire and the views of those parents who attended the meeting with the inspectors are very positive. Pupils like their school and are proud to be part of the school.

IMPROVEMENTS NEEDED

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

- Raise standards further in English, mathematics and science.
- Continue to improve levels of attendance and punctuality.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are below average. Achievement is good in the Reception Year and throughout Years 1 to 6.

Main strengths and weaknesses

- Standards in English, mathematics and science are below average at the end of Year 2 and Year 6.
- Pupils achieve well, making good progress, because of the good teaching they receive.
- In art and design and design and technology pupils attain standards above those expected nationally.
- In the Foundation Stage children have a good start to their education and they make good progress in all six areas of learning.

Commentary

1. Children start at the school at the beginning of the year in which they are five, with attainment levels that are well below those commonly found amongst children of their age. They receive good teaching in the Foundation Stage and achieve well; as a result, they make good progress overall in all six areas of learning. However, few children will reach the Early Learning Goals of the Foundation Stage curriculum in their personal, social and emotional development, communication, language and literacy, mathematical development or knowledge and understanding of the world. In their creative development and physical development most will attain the goals.
2. The good start they receive in the Reception class continues through Years 1 and 2, and they continue to achieve well. By the end of Year 2 their attainment in reading, writing and mathematics remains below expected standards. The national tests in 2004 for pupils in Year 2 show that they attained point scores which placed them well below average. In science the teachers' assessments indicated that pupils achieved the expected standards, but inspection evidence indicates that pupils' attainment at the end of Year 2 is below that expected nationally.
3. The national tests for pupils in Year 6 in 2004 place the attainment in English and mathematics as well below average and in science as below average. This is based on the average point scores reflecting the levels attained by the cohort of pupils. Whilst many pupils make good progress throughout their time in school from a well below average starting point, few gain the higher Level 5 by the end of Year 6. However, it should be noted that this is a school with a much higher percentage of lower-attaining pupils and a much lower percentage of higher attaining pupils than are commonly found in schools nationally. Inspection judgements are that pupils attain below average levels at the end of Year 6 in English, mathematics and science. This indicates good achievement during their time in school. When their results are compared to those of similar schools, based on pupils' prior attainment at Year 2, pupils attain standards which are average in English and mathematics and above average in science. The school sets appropriate and challenging targets for the pupils.
4. The tables below show the average point scores for pupils at the end of Year 2 and Year 6 in the 2004 tests, with comparisons to the previous year's results and to national results.

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

Standards in:	School results	National results
English	25.3 (25.9)	26.9 (26.8)
mathematics	25.3 (26.1)	27.0 (26.8)
science	27.8 (28.1)	28.6 (28.6)

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

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

Standards in:	School results	National results
reading	14.0 (14.6)	15.8 (15.7)
writing	13.4 (12.0)	14.6 (14.6)
mathematics	14.6 (15.8)	16.2 (16.3)

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

5. In English, pupils are taught well in lessons, but analysis of their work shows that teachers do not always plan lessons to take account of pupils' differing ability levels. Pupils achieve well and make good progress overall in developing their reading and speaking and listening skills, though they make satisfactory progress in writing. The higher-attaining pupils' writing is of good quality. It is neatly presented and they use paragraphs and tense correctly in their work. The average and lower attainers, however, do not have the skills to incorporate these elements into their work. In reading the Year 6 pupils have made good progress and many are close to average levels with their reading skills. In mathematics good progress is made throughout the school because the pupils are taught well. However, some of the higher-attaining pupils do not do as well as they could, because, as in English, the teachers do not plan well enough to take account of the difference in ability levels. Too often all pupils are set the same task. In information and communication technology there has been good progress in provision. The teaching in the subject is good and the pupils have made good progress. Standards in information and communication technology are now at expected levels at Years 2 and 6.
6. In other subjects standards are at least at expected levels and in art and design and design and technology, pupils attain standards above those expected. Art and design, for example, is well led and organised, so that the pupils are able to build on previous experiences and thus develop their skills well. The quality of work in art is good. The pupils have produced a wide range of paintings, drawings and collage, often linked to their work in other subjects. In Year 2, for example, they have produced some beautiful work based upon William Morris's designs, linked to the topic "Mother Nature - Designer". It was not possible to make judgements on standards in geography, as no teaching took place and there was little evidence of current work. In most subjects pupils' low level literacy skills inhibit their progress.
7. The attainment of pupils with special educational needs is well below average. However good support by teaching assistants and accurate assessment of their needs help to ensure most pupils achieve well compared to their prior attainment. Many special educational needs pupils are proud of their achievements. Pupils identified as gifted and talented achieve as well as other pupils.

Pupils' attitudes, values and other personal qualities

Provision for pupils' personal development is good. Pupils' attitudes to school and learning and their spiritual, moral, social and cultural development are good. Attendance and punctuality are unsatisfactory but improving.

Main strengths and weaknesses

- Good strategies have recently been implemented to successfully improve the below average levels of attendance and punctuality.
- Relationships amongst pupils and between pupils and adults are good.
- Pupils' spiritual, moral, social and cultural development is good.
- Pupils' attitudes to school and to learning are good.
- Pupils are interested in life at school and the range of activities provided.
- The number of exclusions, though high in the past, is now falling.
- Though they make good progress, children in the Reception Year are unlikely to achieve the Early Learning Goals in their personal, social and emotional development.

Attendance

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.7
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.

Commentary

8. Over the past three years attendance and punctuality have been well below average levels. However, the school has made very good efforts to rectify this situation by raising awareness of the importance of good attendance with parents and pupils. The school has used focused leaflets and newsletters and has actively discouraged parents from taking holidays in term time. The result is that since September 2004 attendance has significantly improved but remains below average levels. Inspection evidence indicates that during the current year it is likely that attendance will have improved to such a level that it will match the national averages. Registers are monitored regularly and the data obtained allow patterns of absence to be identified and action taken. Weekly attendance and punctuality charts are produced and displayed in the school foyer, and reward certificates for good attendance encourage pupils to attend regularly. As the school has an in depth knowledge of all the children and their families, any absence is followed up speedily and rigorously, but sensitively. The improved attendance levels are already beginning to have a positive impact on pupils' achievement.
9. Pupils have good relationships with adults and with other pupils, which helps to promote confidence and effective learning. Members of staff provide good role models for their pupils in showing, by example, how relationships are initiated and sustained. Pupils display courtesy and genuine interest towards visitors.
10. Pupils' spiritual, moral, social and cultural development is good overall. Their spiritual development is good and is well promoted through the curriculum and through assemblies. Visits to nearby churches and the whole school Mass with parishioners reinforce this. Pupils' moral development is good. They are involved in drawing up their class rules and know the school rules and, because of their contribution, most adhere to them, understanding how their actions can affect others. Older pupils help younger ones, particularly at break and lunch times, which helps to develop social awareness and a caring attitude towards others. Regular sports events foster healthy team spirit and the meaning of competition, whilst outside visits provide support for social development. Supporting the many charities with which the school is involved raises pupils' awareness of those less fortunate than themselves. Cultural development is good and is promoted through curriculum subjects and through assemblies.

Displays around the school are imaginative and interesting and enhance pupils' appreciation

of other cultural traditions, for example, the high quality work inspired by Aboriginal art produced by the pupils.

11. Pupils' good attitudes make a helpful contribution to their learning. Children in the Foundation Stage enter school with low levels of personal skills. Through the good teaching they receive they make good progress towards the expected goals, though few are expected to reach them by the end of their Reception Year. Pupils respect each other and adults in school, and this is in keeping with, and matches, the school's good ethos. Parents are very happy with the values that the school promotes.
12. Pupils are interested in life at school and enjoy a good range of stimulating activities and clubs both during and after school. These include sports such as football as well as art, maths and choir. The school provides many opportunities for pupils to take responsibility, from taking registers to the office to being monitors and being on the school council, all of which help pupils to be sensible and mature. Pupils of all ages are catered for well in the range of out-of-school activities.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	140	66	1
White – any other White background	3	0	0
Black or Black British – African	1	0	0
No ethnic group recorded	23	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

13. The link between the high level of exclusions and the need to improve behaviour has been recognised as a high priority and there are positive initiatives in place to tackle this, such as BIP (Behaviour Improvement Programme) and BEST (Behavioural Education Support Team). The rate of exclusions has been high in the past, but these initiatives are having a positive impact in bringing down the rate. Effective procedures are in place to deal with any instances of bullying, which, when they occur, the school deals with effectively.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, including the teaching and learning, is good. The curriculum is satisfactory overall in its provision for pupils' learning needs and is enhanced by a good range of activities extending beyond the school day. There are good links with other schools. Pupils are cared for well.

Teaching and learning

The quality of teaching and learning is good. The quality and use of assessment are satisfactory.

Main strengths and weaknesses

- Children in the Reception class and pupils in Year 2 are taught consistently well.
- The teachers manage potentially difficult behaviour well.
- Teachers have good knowledge and understanding of the subjects they teach.
- Teachers use a wide range of methods and strategies in their teaching to support pupils' learning well.

- Teaching assistants are used well in most lessons to help to support pupils in their learning.
- Teachers' planning, particularly in English and mathematics, does not always identify the needs of individual pupils and groups well enough.
- In a few lessons pupils make too much noise and teachers spend too much time in controlling this instead of direct teaching.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	14	11	0	0	0

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

14. The quality of teaching and learning is good overall and is particularly so in the Reception class and in Year 2. The teachers in these classes plan challenging work for their pupils, allowing them to make consistently good progress. During the inspection about two-thirds of lessons were good or better, and no unsatisfactory teaching was seen.
15. In the Reception class the teacher uses the good teaching assistants well to support the children in their learning. The teacher's specific planning to meet individual children's needs, enables them to make good progress. The children start school at the beginning of the year in which they are five, with attainment levels that are well below those expected for their age. They have poor speaking and listening skills. The good teaching they receive helps them to achieve well and make good progress in all areas of learning.
16. In Years 1 to 6 the pupils are taught well overall. The staff manage pupils' behaviour well for most of the time. Every class has some pupils who have the potential to create an atmosphere where inappropriate behaviour is possible. The acting headteacher and the staff have worked hard to develop strategies for minimising the disruption and these are working well in lessons. As a result, the pupils achieve well and make good progress in most lessons. Occasionally, however, the pupils do not conform to the expected standards of behaviour. They talk too much at inappropriate times and in these lessons the teachers spend too much time controlling behaviour rather than in teaching. As a result, the progress in these lessons is satisfactory rather than good.
17. Most teachers plan their lessons well, identifying clearly what the pupils need to learn and how this can be best achieved. In some mathematics and English lessons, however, the planning does not take into account the different needs of individuals and groups of pupils. Where this is the case, the pupils are all set similar work whatever their capabilities. The result in these lessons is often that the higher-attaining pupils are not given enough challenge in their work. In classes where the teachers do plan for the different ability levels, pupils make good progress.
18. English and mathematics are generally taught well. The school follows the National Literacy and Numeracy Strategies with planning normally, though not consistently, to the recommended format. However, in both subjects the teachers spend too much time in direct teaching, with the pupils having little time spent working on their own. In an effort to raise standards in these subjects, the school has introduced a wide range of support for the pupils through extra teaching. These strategies include Booster classes, additional literacy support and "Springboard" mathematics support.
19. The quality of assessment is satisfactory overall. The acting headteacher has developed and implemented strategies for assessing pupils' work more effectively, but these have not yet had time to have an effect on standards. A good range of tests is used throughout the school and the results of the tests are analysed to give teachers an indication of where weaknesses lie in

pupils' knowledge. The staff then use this information in their planning. In some subjects the quality of marking is good, whilst in others it is satisfactory. In mathematics, for example, the best marking shows how pupils can improve their work through specific examples and comments given, though often the marking consists of ticks or crosses.

20. The pupils with special educational needs are given good support and are taught well. The few pupils who do not have English as their first language are also taught well alongside the other pupils. All these pupils are fluent English speakers.

The curriculum

The school provides a satisfactory curriculum for pupils of all levels of ability. It is broad and balanced and meets statutory requirements. There is a good enrichment programme. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The planning does not sufficiently recognise the varying prior attainment of pupils.
- The curriculum provision for pupils who have special educational needs is good.
- Children in the Foundation Stage enjoy a good curriculum.
- Provision for personal, social and health education is good.
- The curriculum features activities that prepare pupils well for the next stage in their education.
- The school provides good opportunities for pupils to take part in sport.

Commentary

21. The curriculum for children in the Foundation Stage is good. The teacher plans well to provide a good range of learning activities based on the "Stepping Stones" of the nationally agreed curriculum. Overall the curriculum for pupils from Years 1 to 6 is planned satisfactorily, with the school making good use of national guidance to meet statutory requirements. Sufficient time is allocated to each subject with appropriate priority given to the teaching of the core subjects of English, mathematics and science. The teaching of basic skills has been satisfactorily extended through the introduction of additional programmes for literacy and numeracy and through "Booster" classes.
22. The school has identified the whole of its group of higher-attaining pupils as those who are gifted and talented. Insufficient consideration has been given to identifying the specific needs of those pupils who have particular gifts or talents, though currently there is some additional provision for these pupils. However, the analysis of work of the higher- and lower-attaining pupils throughout the school, particularly in English and mathematics, shows that the curriculum is not planned well enough to take account of the pupils' prior attainment. This is one factor limiting achievement in these subjects.
23. The good provision for pupils who have special educational needs has a positive impact on their good achievement, particularly for those with Individual Education Plans. This group of pupils enjoy a similar curriculum to that provided for the other pupils. However, when they are taught in small groups or individually the work is more successfully matched to their particular needs.
24. Personal, social and health education provision is good. The good levels of care inherent in the school are extended to ensure that this area of pupils' learning is well catered for. The curriculum is organised so that each class has a discrete lesson each week to deal with issues relating to this aspect of their education. Additionally, the staff work hard in science, religious education and assemblies to ensure that full levels of support are given to their pupils. The school provides sex and relationship education for the older pupils, having first

agreed with parents that this is appropriate for their children. The sex and relationship education programme is led by the school nurse, who also works with the school to ensure that the pupils are aware of the dangers of drugs abuse.

25. Regular use of educational visits to museums and an art gallery plus the involvement of visitors, who bring specialist skills into lessons, have helped to enrich pupils' learning experiences. The curriculum has been further improved through the successful introduction of the teaching of French to pupils in the Year 4/5 class.
26. The curriculum features activities that prepare pupils well for the next stage in their education. For example, pupils in Year 2 are gradually introduced into longer writing activities in their literacy and topic work. Pupils in Year 6 benefit from the good links established with St Mary's College. These links have helped pupils to develop their skills well in sport, to improve their capability in information and communication technology and French and to give pupils more confidence in problem solving.
27. The out-of-school provision of sporting activities is good and extends pupils' attainment in physical education well. The school noticeboard promotes well equality of access for girls and boys, who are encouraged to take part in kwik cricket, basketball and dance. Photographs show pupils take a pride in their sporting achievements, as mixed gender teams have made good progress in competitions at the local sports college.
28. Overall, accommodation, staffing and resources for learning are satisfactory. All teachers, including those currently working in a temporary capacity at the school, have appropriate primary phase experience. The match between the range of special educational needs represented at the school and the number of teaching assistants employed is good. Resources for learning are good in English, science, information and communication technology, art and design, design and technology and for pupils with special educational needs. They are satisfactory in the Reception class and in mathematics, history, music and physical education.

Care, guidance and support

The provision of care, welfare and health and safety is good. Support, advice and guidance for pupils are good. The relationships between pupils and teachers are very good.

Main strengths and weaknesses

- The procedures for child protection and the health and safety of pupils are all in place and result in an environment in which pupils feel safe and which provides effective support for their learning.
- Provision for support, care and guidance is good and progress is monitored and recorded well.
- Pupils believe that they have very good, trusting relationships with one or more adults at school.
- Pupils are made to feel welcome and at home when they start school.
- Good use is made of external support agencies.

Commentary

29. As at the time of the previous inspection, the school takes good care of its pupils. Procedures for child protection and health and safety are well established and staff know what to do in the event of an incident. Risk analyses are carried out for all visits. The school's information and communication technology suite is linked to the local education authority's system to prevent pupil access to unsuitable websites. Careful and thorough records are maintained of any accidents or incidents and are used to identify any recurring patterns, which the school addresses effectively.

30. Care and guidance of pupils by staff are good and the Christian ethos embedded in the school is effective in the way pupils care for each other and respect adults. Teachers know their pupils well and have very good relationships with them, built on trust. As a result, pupils find it very easy to approach staff and are confident to discuss any problems or concerns with them. Pupils' personal and academic progress are monitored and recorded well, which enables any emerging problems to be identified speedily. Pupils are actively involved in setting their targets through discussion with their teacher. Praise and rewards are used well to encourage effort and achievements are recognised in assembly each week.
31. The school makes good use of external agencies to support the pupils. The "BEST" team, in conjunction with "BIP", has had an important impact on the improved behaviour at the school. Additionally, the home/school liaison worker has been able to improve relations between home and the school. This has also been, in part, responsible for the improved attendance. The school is working towards the award of "Healthy Schools" and, for example, makes a point of providing healthy, well-cooked meals.
32. The school seeks the views of pupils satisfactorily through questionnaires and the School Council. Although only recently inaugurated, the council has already made recommendations for school improvements by requesting benches for the playground and knows that the school will match any funds it raises towards other improvements. Discussions between the School Council and other pupils and staff enhance the learning of citizenship.
33. Induction arrangements for pupils entering the school are good; new pupils and parents are made to feel very welcome and at home. In the Reception class children are given good support from the time they start school. They need this high level of support to help them stay on task and this in turn helps them to achieve well.

Partnership with parents, other schools and the community

The school has created links with parents and the community that are good. Links with other schools are also good.

Main strengths and weaknesses

- Parents have very positive views about the school.
- All staff are very approachable and helpful to pupils and parents.
- The school seeks the views of parents and acts on them whenever possible.
- The provision of information to parents is good and there is a good home/school relationship.
- The school has created good links with the community and other schools, which enrich pupils' learning experiences.

Commentary

34. The school has a good relationship with parents who believe that the school provides well for their children's education. They are pleased with their children's progress and the high expectations that staff have for their pupils. A number of parents, most having received training, regularly support teachers in lessons where they provide valuable assistance to pupils' learning. There is good support from parents for homework and helping their children with learning at home. There are good communications with parents through newsletters, leaflets and occasional questionnaires that keep parents fully aware of procedures, expectations and events of the school. Parents feel very comfortable about approaching the school if they have any concerns or complaints, with the expectation that they will be dealt with sensitively and quickly. Pupils' annual reports are consistent between classes and are basically good, with comprehensive information on progress and targets for the future. However, they do not have space for parental or pupil comments. Parents and teachers have

regular, formal meetings at which they discuss and agree the children's targets for improvement. The school involves parents well by seeking and valuing their views, as exemplified by the successful efforts to improve attendance.

35. Good links exist with the local community which provide further opportunities to enhance teaching, learning and pupils' personal development. Church links are particularly strong. Pupils sing in the choir, attend church services, put on an annual party for local senior citizens and join in with Masses for parishioners held at school, all of which help broaden their social and spiritual aspects of life and teach respect. The community uses the school for such activities as Adult Education (ICT weekly classes, Supervisory certificate sessions), Family Learning Programme (Year 2 educational support), Family Support Service ("BEST" surgery) and the Brownies. A number of local institutions and schools have expressed their thanks for the continued support and involvement of Holy Name School for the role it plays in the local community affairs.
36. Links with other schools are good. Pupils' learning and development benefit from the way in which the headteacher meets regularly with the headteachers of other local primary schools to share ideas and experiences. There is a good relationship with St Mary's College, to which the majority of pupils from Holy Name School transfer at the end of Year 6. There is a School Sports Partnership with the college and pupils undertake some project work that links the transfer between schools. The headteacher and teachers visit the school and visits by pupils to St Mary's help to ensure the smooth transfer to secondary school.

LEADERSHIP AND MANAGEMENT

Leadership is satisfactory. Management and governance of the school are good.

Main strengths and weaknesses

- The school is managed well by the acting headteacher, senior staff and governors.
- Strategic leadership has been adversely affected by circumstances outside the school's control.
- The governors are well involved in running the school.
- The school's drive to improve pupils' behaviour and devise better systems for assessing pupils' progress has not yet resulted in higher standards in the basic subjects.
- There is good quality professional training for all staff.
- Financial management is well organised and implemented.

Commentary

37. The acting headteacher took over the post in September 2003, expecting to lead the school for a year and then return to her teaching role. Circumstances changed. A permanent headteacher was not appointed because of the possible re-organisation of primary schools in the area. This has made longer-term, strategic planning for the school more difficult than at the time of the previous inspection. The good quality of management and governance, however, has been maintained. The school is fully committed to its inclusion policy. All pupils, whether Catholic or not, are included in all activities, with the parents supporting this well. Many parents from non-Catholic backgrounds have made a conscious decision to send their children to this school because of the good ethos that it has.
38. The acting headteacher has shown commitment and loyalty to the school. She provides satisfactory leadership and has dealt well with the priorities identified through discussions with governors and staff and included in the school's improvement plan. The development of clear guidelines for the management of unsuitable pupil behaviour is proving successful. Standards in English and mathematics, however, are not improving fast enough. The school's performance in these subjects in comparison with that of similar schools nationally was average in the most recent tests, though the trend in the school's performance over the past four years has been below the national trend. The setting of targets for pupils to improve their

achievement has not had sufficient time to show its effect on standards. Subject leaders fulfil their roles with commitment, and leadership in many subjects is good. Where it is satisfactory, the drive to raise standards has not yet borne fruit. Leadership of the Foundation Stage and special educational needs is good.

39. Good management ensures that the school day is well organised and staff, parents and pupils are kept well informed about school development and current activities. The professional development of all staff, including teaching assistants, nursery nurses and lunchtime staff, promotes whole-school approaches to agreed policies and schemes. The statutory performance management of teachers has been implemented well by the acting headteacher, and it is linked well to the school's improvement plan. There are good systems to support newly qualified teachers and those new to the school.
40. The governing body has a positive influence on the running of the school through its effective monitoring strategies. These include visits to the school and annual evaluation and reviews. Regular, well informed committee meetings ensure that statutory requirements are met and appropriate policies are in place. Some of these are due for review and this is in hand. Governors challenge the acting headteacher and senior staff and act well as critical friends and sources of support.
41. Financial management is secure, and records are audited appropriately, with subsequent follow-up of any recommendations. The acting headteacher provides full and regular financial information for governors so that expenditure is monitored well. The bursar, together with the acting headteacher and the governors, is rigorous in her attention to detail in managing the school's budget and other funding. Specific funding for aspects such as special educational needs and staff training is used effectively. Value for money is considered thoroughly, and governors evaluate their spending well. They look at best value in terms of academic and welfare benefits to the pupils. The administrative staff carry out the day-to-day administrative tasks very effectively so that lessons are not disturbed. Information and communication technology is used very well in the management of the school.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	563,160
Total expenditure	559,173
Expenditure per pupil	3,328

Balances (£)	
Balance from previous year	18,747
Balance carried forward to the next	22,734

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Children in the Foundation Stage are taught in the Reception class. They achieve well from a well below average start when they join the school. Those who have special educational needs or who are from minority ethnic families achieve well because of the school's supportive and inclusive approach. Standards are similar to those reported at the last inspection, but children's language is now better developed because of the good teaching in all areas of learning. Most children are unlikely to meet the Early Learning Goals for the end of the Reception Year in their personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world, but they are on course to meet the goals for physical development and creative development. The quality of teaching and learning has improved since the last inspection and is consistently good. The teacher provides a good role model, and she works well with the nursery nurse. They follow the "Stepping Stones" of the nationally agreed curriculum to ensure that children learn in a systematic way.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching leads to children's good achievement.
- Children concentrate for longer periods as they settle and become more confident.
- Relationships are very good.

Commentary

42. Children make good progress and achieve well. Overall, however, they are unlikely to meet the expected goals by the end of the Reception Year. They enjoy coming to school and soon follow routines and join in activities enthusiastically. However, many children need constant support and encouragement to stay on task. Their concentration and self-control improves because staff provide consistent help to develop their interest in activities. As the school year progresses, children adapt well to the brisker pace in literacy and numeracy lessons. Staff manage less mature children skilfully so that they gradually learn to complete short tasks successfully. Children with special education needs make good progress because of this. Standards of behaviour are good, and the children keep the simple but clear classroom rules. In role-play activities, snack time and group tasks, children gradually learn to share, take turns and play co-operatively. They relate very well to the staff and go confidently to them for help. Teaching and learning are good. The staff ensure that there is a good range of directly taught and freely chosen activities for the children to undertake. They all ensure that children tidy things away before moving to a new activity. This approach helps to develop children's confidence and creates good working habits. Routines are firmly established and children develop independence, initiative and respect for the school environment.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well but do not reach the expected goals by the end of the Reception Year.
- The development of language and literacy is integral to all activities.

- Letter sounds and shapes are taught as soon as children start school.

Commentary

43. Children achieve well because staff plan effectively to include new vocabulary, label displays and create opportunities for children to improve their language skills throughout the day. However, because of their well below average starting point, the majority of children are unlikely to meet the expected goals by the end of the Reception Year. Most children are keen to communicate with one another and with adults but speaking and listening skills are below average. Children listen attentively to stories and join in discussions that are skilfully led by staff. They involve children in the text so that they become familiar with the structure of books and the idea that print has meaning. The quality of teaching and learning is good. Staff listen to the children considerately and this helps to build the children's confidence and encourages them to express their ideas more clearly. As concentration improves significantly during the year, children listen more carefully when following enlarged texts with the teacher. Consistent teaching of letter sounds and shapes begins as soon as children start school; this proves effective and means that children can approach texts confidently. Although most cannot read simple texts independently, a few higher-attaining children do so confidently. Writing skills are below average. Most children's control of pencils is weak when they first come to school. Staff ensure that children have many opportunities to develop early writing skills in a variety of situations. Children put their names on drawings and paintings and record a variety of experiences as their writing improves. Despite the school's good provision of tasks to develop skills for finer control of paintbrushes, scissors and pencils, a significant proportion of children do not reach the expected levels in writing. Most children write their names recognisably but few manage to write simple sentences independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's weak language skills hinder their faster progress in mathematics.
- Learning is made interesting through relevant activities.
- Children enjoy mathematics.
- Mathematical vocabulary is taught well.

Commentary

44. Staff plan a good range of activities to extend children's understanding of number, shape and measurement. Children's weak linguistic skills and poor vocabulary hinder their understanding of mathematical ideas, and children are unlikely to meet the expected goals by the end of the Reception Year. Teaching and learning are good, as staff prepare a good range of practical tasks which enable children to explore mathematical ideas, extend their mathematical vocabulary and tell others about what they have found out. Interesting and relevant activities, such as one about scoring goals in football, ensure that children achieve well and enjoy learning. Children join in number rhymes and songs and experience a wide range of counting, ordering and sorting activities. Throughout the day, in all activities, staff look for ways to extend children's counting and ordering skills, along with mathematical ideas of number, sequence and shape. They set out a stimulating variety of puzzles and games to develop children's mathematical thinking. During these activities, children begin to understand mathematical ideas such as "more", "less", "longer" and "shorter". More able children achieve well as they use the computer to count up to higher numbers. As they sit patiently and play counting and matching games with the children, staff engage well with them and help them to extend their mathematical understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good range of interesting activities to extend children's learning in this area of learning.
- Staff plan well to provide relevant tasks which encourage and extend children's curiosity, enabling them to achieve well.

Commentary

45. Children achieve well and develop their knowledge and understanding of the world effectively through good teaching and well-organised activities, though few will attain the Early Learning Goals in this area of learning by the end of the Reception Year. Although children often find it difficult to express their understanding orally, they learn at a good rate, benefiting from good teaching and provision. They are curious and want to explore the world around them. Many children's understanding of the wider world is hindered by their narrow experiences and weak language skills prior to joining the school, but the staff do well to compensate for these deficiencies. Stimulating activities engage pupils' interest and sustain their concentration; for example, children explored their senses, as they smelt samples of different foods in unmarked containers. Children's scientific understanding is developed as they consider how they have grown and changed since they were babies. They become more aware of the importance of what they eat, discuss their favourite fruit and make a graph to show their choices. Children join and fix components with increasing skill and make models of simple vehicles and buildings from construction kits. They learn more about the wider environment and develop early geographical skills as they make simple maps to show the route they took when they walked to church. During visits to places further afield, they learn about the seaside and a farm. On the computer, they play simple games and gradually extend their skills in responding to signals; they drag images across the screen, match pictures and reinforce their learning in literacy and numeracy.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Staff engage well with the children and encourage them to improve their skills.
- Manipulative skills for writing are weak for a significant number of children.
- The outdoor area is small for the number of children in the class.

Commentary

46. Overall, children's physical skills are broadly in line with those expected for the age group. Children achieve well and enjoy physical activity as they run, ride, jump and play happily together. They ride tricycles with confidence and effective control. However, most children do not have the control necessary for writing at the level expected for their age by the end of the Reception Year. The staff plan and work well as a team, sharing information about children's progress and watching out for children who need support and encouragement with physical activities. Children use tools satisfactorily to dig and pour as they play in the sand and water trays; they use brushes and scissors with increasing confidence. Activities, such as the threading of beads and the construction of simple models from construction kits, are well organised to assist children's hand-eye co-ordination and the manipulation of tools. Good teaching and the good level of staff support in practical activities help children to achieve well and experience success. Children benefit from physical education lessons in the school hall.

Staff ensure that the children get out into the fresh air. The outdoor play area, with a safe playing surface, is attractive but too small for the number of children who use it. The school has plans to extend it. Skills are taught in a supportive and encouraging atmosphere, as for example, when children learn to throw and catch balls. Staff engage well with the children when they are outside; they do not merely supervise them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a good range of activities that enable children to extend their creative skills.
- Staff develop children's imagination well.
- Creative development is well linked to other areas of learning.

Commentary

47. Children achieve well and are on course to meet the expected Early Learning Goals by the end of the Reception Year. The range of activities to develop their creative development is enhanced by the staff's imaginative approach, enthusiasm and good planning. Children create pictures with pencils, crayons, paint, fabric and natural materials and make three-dimensional shapes from boxes and malleable materials. Their observational drawings and paintings reflect first-hand experiences when, for example, children draw or paint portraits of themselves. Children illustrate their written work with lively drawings. These are often naive, but they are exuberant and represent the children's feelings about things they have done and seen. Children sing sweetly and they join with older pupils to sing in assemblies. They develop a growing repertoire of number and action songs. In the role-play area, children create situations and imagine themselves as cave explorers. This links well with work done in literacy, about a bear who lives in a cave. Boys and girls play well together. Teaching and learning are good. Staff are enthusiastic and they value children's creative ideas. Children's artistic vocabulary is extended in other subjects, as for example, when staff talk about colours and shapes in mathematics. Children with special educational needs gain from this approach. Staff extend children's imagination as they encourage the children to dress up and pretend to be grown-ups or fictional characters. Costumes are well prepared and presented.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Years 2 and 6.
- Although girls attain higher levels than boys, both make similar rates of progress.
- The quality of teaching and learning is good overall and pupils achieve well.
- Pupils with special educational needs make good progress in acquiring basic literacy skills.
- There have been some good initiatives introduced by the subject leader.
- Teachers do not always take account of pupils' differing abilities when planning lessons.

Commentary

48. The results of the 2004 national tests for Year 6 pupils indicate that standards were well below average when compared to those of all schools and average when compared to those of similar schools. Having improved during the previous two years, the results dipped in 2004, largely because of the high percentage of low-attaining pupils in the cohort. Whilst the percentage of pupils reaching Level 4 and above in the tests was slightly less than average, few pupils reached the higher Level 5 and a significant number failed to reach Level 3. This is reflected in the low average point score. However, considering their well below average attainment when they started school, this indicates that they have achieved well overall. The national test results for pupils in Year 2 show a similar pattern, with few pupils reaching above the expected Level 2 and a high percentage failing to reach this level. Within the context of the school, however, with substantially more lower-attaining pupils and fewer higher-attaining pupils than are to be found in most schools, the results show good achievement overall. Current evidence indicates that most pupils at the end of Year 2 and Year 6 attain standards below those expected for their age. Overall, this indicates satisfactory progress since the previous inspection.
49. Over the past five years the results in the national tests at Year 6 have shown a consistent picture of girls outperforming the boys. However, assessment records for the Year 6 pupils indicate that of the pupils who have been at the school between Years 2 and 6, all make similar rates of progress.
50. The quality of teaching and learning is good overall. In four out of the five lessons observed the pupils were taught well and this led to good learning and achievement. In a Year 5/6 lesson, for example, the teacher confidently taught the pupils about suffixes and explained how using them would improve their vocabulary and writing skills to cope with more advanced English work at the secondary school. In a Year 2 lesson the pupils were given the opportunity to act out the roles of characters from a story they had followed with their teacher. They enjoyed the activity and it helped them to develop their weak speaking skills. The good teaching seen, however, has yet to have any significant impact on raising standards overall. Analysis of pupils' work, however, indicates that teachers' planning does not take into account the pupils' differing abilities and they are too often set the same work. This fails to give sufficient challenge to the higher attaining pupils whilst exceeding the capabilities of the lower attainers. Pupils with special educational needs are taught well. The staff make careful plans for this group of pupils' needs, based on the targets identified in their Individual Education Plans, enabling them to achieve well and make good progress in the sessions where they are given specific help.
51. When they start the school, many pupils have weak speaking and listening skills. In Year 2 most listen satisfactorily and they enjoy answering questions and talking about their work. However, the proportion of pupils who speak clearly and confidently is lower than expected. By the time they leave the school most understand questions posed of them and make relevant responses. They describe how they have learned to add pictures to text and how they have made graphs and charts on the computer. From the low starting point, they have achieved well and made good progress overall, though many are still not confident speakers.
52. In reading, by the end of Year 2 standards are below average. Most pupils are beginning to use a range of strategies to help them when they read stories, such as sounding out the words and using their fingers to point at the words. More able pupils recognise a range of words appropriate for their age. By Year 6 most pupils have achieved well and their reading skills are slightly below those expected. Many pupils read expressively and accurately. The higher-attaining readers recognise the relationships between the main characters and events in a story.

53. Pupils' writing is variable throughout the school, with standards below average at Years 2 and 6. The higher attainers in Year 2 form letters legibly, though many lower ability pupils have yet to develop this skill well enough. The higher ability pupils use capital letters and full stops accurately in their writing but those of lower ability do not understand the usage of punctuation. By Year 6 the higher ability pupils use paragraphs and tense correctly in their writing. Too few pupils, however, are capable of using higher-level English skills in their work. The quality of presentation varies greatly throughout the school. At its best pupils' writing is well presented, with neat, joined writing. However, all too often this standard is not maintained. Too few pupils take sufficient pride in their work to consistently produce the highest quality of which they are capable.
54. The leadership and management of the subject are satisfactory. The subject leader has made positive moves towards strengthening the assessment procedures for the subject, but this has yet to have an impact on raising standards. Whilst the leader has monitored teaching and learning, too many pupils are still set the same work, resulting in inappropriate challenge for pupils of differing ability levels. The initiative to promote drama-based activities within the subject has been successful in helping pupils to gain confidence and to improve their skills in speaking and listening.

Literacy across the curriculum

55. Literacy is used satisfactorily to support learning in other subjects. Pupils have regular opportunities to consolidate their literacy skills in other subjects. In mathematics, Year 6 pupils label charts and name shapes, although lower attaining pupils do not always spell words correctly. In science pupils have learned to use headings, how to enter data into tables and how to label diagrams, such as those for circuits when learning about electricity. In history a higher attaining pupil wrote up two pages of research into Ancient Egypt using bullet points to improve the quality of presentation.

Modern foreign language (French)

56. Curriculum innovation includes the teaching of French to pupils in the Year 4/5 class. The inspection found that these pupils enjoy the chance to learn elementary vocabulary such as that used for expressing greetings, "Bonjour! Ca va?", as well as the vocabulary for objects in their classroom.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average.
- The quality of teaching is good overall.
- Pupils achieve well, making good progress in their learning over time, but standards overall have not yet risen enough.
- In some classes not enough account is taken of pupils' individual needs by teachers in their planning.

Commentary

57. In the national tests in 2004, pupils in Year 6 attained standards that were well below average overall, based on average point scores for pupils attaining each National Curriculum level. When compared to the results gained by pupils in similar schools, the standards were below average. Within this context, however, the number of pupils who attained the expected Level 4 in the tests showed that good progress had been made throughout their time at the school. Having started school with standards that were well below average, a substantial number

achieved well in order to reach the expected levels. Current evidence indicates that the present Year 6 is attaining standards below those expected nationally. The Year 2 national tests in 2004 showed pupils to be attaining well below average standards when compared to standards in both all and similar schools. Inspection evidence indicates that the current Year 2 pupils are attaining below average levels. At both Year 2 and Year 6, the number of pupils attaining above expected levels in the national tests was well below average and evidence indicates that this remains the case. This is the major reason for the low average point scores achieved by the school.

58. The quality of teaching and learning is variable, though overall it is good. However, the good teaching seen in most lessons has yet to have a significant impact on standards, which have not yet risen at a fast enough rate. Over the past four years the average point score has declined. In lessons seen, the teachers manage the pupils well. They have high expectations of pupils' behaviour and pupils react well to this. The potential for inappropriate behaviour is high but the effective strategies used by teachers mean that this does not manifest itself in the lessons. At its best, teaching is very good. In a Year 4/5 lesson, for example, the pace of learning was fast because the teacher had planned very fully for the needs of the pupils. The clearly defined learning objectives were shared with the pupils so that they knew exactly what it was they were going to learn within the lesson. The teacher used his very good knowledge of the subject and of information and communication technology to help the pupils to make good progress within the lesson. A good Year 2 lesson gave the pupils ample opportunity to react to appropriate challenges for their ability. Whilst similar tasks were initially set for all pupils, the teacher moved to the higher-attaining groups and gave them more challenging tasks using a range of larger numbers. In some lessons, however, and through the inspection of pupils' work over time, it is clear that this is not always the case. In the Year 6 lesson seen, pupils made sound progress overall, but this was largely because of the good explanations and control by the teacher. There was, however, insufficient challenge offered to the pupils of different ability levels within the class, as all were expected to perform the same tasks. The pupils' work examined showed that this was largely the case throughout the school.
59. By the end of Year 6, pupils use addition and subtraction using two decimal places to find a target number. This is achieved by using all the single digits between one and nine. Most pupils were able to gain a fairly accurate result by being close to the target number required. They produce a range of graphs using different formats to show their results. They are aware of the properties of a range of shapes and identify different properties of, for example, scalene, isosceles and equilateral triangles, as well as a range of quadrilateral shapes. They calculate fractions comparing different fractions which have the same value. By Year 2 the pupils calculate using addition and subtraction of Tens and Units, with the more able moving to include Hundreds in their calculations. They work on fractions in a practical way, cutting up a square of paper to show one-half and one-quarter of the whole shape.
60. The quality of assessment is satisfactory. However, the new arrangements for assessment are showing signs of improvement. The school utilises the optional tests supported by the Qualifications and Curriculum Authority in Years 3, 4 and 5, in addition to a range of other tests. Analysis of these tests gives the staff a clear indication of what they need to concentrate on in lessons in order that standards may improve.
61. Whilst the leadership and management are currently satisfactory, this is because the subject leader has been absent from school for a long period of time and the role has been undertaken by the acting deputy headteacher in addition to all her other responsibilities. However, there are clear indications that, working together, the leadership team is improving. Its members have been involved in monitoring teaching, learning and standards and recognise the need for faster improvement in standards in the subject.

Mathematics across the curriculum

62. Mathematics is used satisfactorily throughout the curriculum. In science pupils record results from their tests using a range of different graphs and charts. They record their point scores using information and communication technology and calculate averages from the class. Pupils in Year 2, for example, use their measuring skills in design and technology when they measure wood to make models of vehicles.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils enjoy the subject and benefit from the teachers' practical approach.
- Pupils' below average language skills inhibits faster progress.
- Too many worksheets are used.
- Information and communication technology is not used enough.
- The subject is well led.

Commentary

63. Standards are broadly in line with national expectations in Year 2, and below the national average in Year 6. This represents good achievement from pupils' starting points when they joined the school with well below average attainment levels. Pupils enjoy science lessons, and boys and girls achieve similarly. In Year 2, standards have improved since the last inspection, and in Year 6, standards have been maintained. In 2004, a significant proportion of pupils in Year 2 gained a higher than average result in the teachers' assessment of their work. From scrutiny of pupils' earlier work and teachers' plans, it is clear that pupils are taught the full range of scientific aspects outlined in the National Curriculum.
64. Throughout the school, pupils' below average skills in language inhibit their progress. This demands a great deal of teachers' attention, as pupils are sometimes keen to share what they have been doing but are unable to express themselves clearly. In the lessons seen, teachers had to repeat and review specific vocabulary regularly to ensure that all pupils understood scientific terms. Pupils with special educational needs and those who speak English as an additional language benefit particularly from this emphasis on language.
65. The quality of teaching and learning is good overall. Teachers have good subject knowledge and they regularly provide opportunities for pupils to do investigative work. Teachers' planning is well structured and groups are organised effectively so that pupils have a variety of interesting experiences that reinforce their learning. Pupils are encouraged to make predictions and draw conclusions from their observations. They record the results of investigations systematically, but too many worksheets are used for this purpose, especially in Years 3 to 6, and pupils do not have enough opportunities to organise their findings independently and develop their writing skills.
66. Evidence from lessons and from pupils' past work shows that there is an appropriate focus on, and that pupils understand the need for, fair testing. Pupils in Years 1 and 2 undertake a good range of experimental work. In Year 1, pupils could be more involved in setting up the necessary equipment for their investigations. In Year 2, very good teaching inspired pupils to try out ideas without fear of criticism. Pupils worked together well in small groups and expressed elation when they managed to make simple switches turn buzzers on and off. In Years 3 to 6, pupils become more independent as they set up and clear away equipment. They discuss their tasks and most pupils are keen to share their ideas and set out plans to

guide their work. Pupils with special educational needs are supported well so that they participate fully and are able to record what they have done.

67. The subject contributes well to pupils' personal and social development. Healthy eating, regular exercise and the proper use of medicines are promoted, and collaborative work helps pupils to gain social skills. As part of their learning in science, pupils gain respect for life and for the environment. Pupils are encouraged to be "young scientists". Relevance was at the heart of the pupils' learning in all the lessons seen, and teachers provided well for this. Pupils behave well in lessons and are self-disciplined and co-operative because they become totally involved in what they are doing. The use of information and communication technology in science is limited; this is an area for development.
68. Teachers' marking of work picks up well on pupils' ideas and extends their learning. There are good procedures for analysing pupils' performance in national and school tests. These analyses enable teachers to adapt the curriculum in order to overcome weaknesses identified in pupils' knowledge and understanding. For example, teachers now regularly display appropriate vocabulary that is to be used during lessons.
69. The co-ordinator is enthusiastic and knowledgeable, and she guides staff well in her drive to raise standards. Resources are good and they are well organised and stored so that staff can prepare lessons effectively. Good use is made of the school grounds and of local sites for investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Most pupils attain average standards and achieve well.
- Teaching is good and includes many planned opportunities for pupils to work together and develop social skills.
- Clear leadership has helped to ensure good improvement since the previous inspection.

Commentary

70. Standards are broadly in line with what is expected by Years 2 and 6. This is similar to the findings of the previous inspection. By the end of Year 2 most pupils can control a "mouse" satisfactorily to make something happen on the computer. Most know terms such as "enter", "space bar" and "shift key". Pupils log on and off, access software and use drop down menus to select the tools they require for their work. In an activity developed from their literacy lesson pupils used a shape-making tool to produce templates of speech bubbles. Most selected the shape and added the text confidently.
71. Most pupils achieve well, make good progress and, by Year 6, know how to enter data on to a spreadsheet, write instructions to control the movement of an object, construct and transmit an e-mail and change the layout of text and images. Some pupils recognise how these skills could be used to help them to design the page of a newspaper. In a lesson for the Year 5/6 class, most pupils achieved well as they improved their multi-media presentation by inserting video clips and sound. The pupils were eager use the techniques available in the software. Higher-attaining pupils became skilful in matching the sounds to the images in order to maximise the impact.
72. The proportion of good teaching has improved since the previous inspection. This inspection confirmed that teachers are confident and plan interesting activities that pupils enjoy. Most pupils achieve well because teachers provide good explanations, clear instructions and regular support in order to meet pupils' individual needs. In a lesson for pupils in the Years

4/5 class, the teacher emphasised the terms “desktop” and “cell” during the demonstration of spreadsheets. The pupils listened carefully because the teacher made the topic, about the cost of family milk bills, interesting and engaging.

73. There are regular opportunities for pupils to work with a partner, thus developing their social skills. These help to develop pupils’ speaking and listening skills and their ability to learn collaboratively. Pupils willingly offer ideas to each other, such as when a Year 6 higher-attaining pupil helped another by remarking, “I can see what you are doing. Try this instead!”
74. The subject leader's positive impact in relation to information and communication technology provision continues and since the previous inspection there have been improvements to the school network, "Internet" access and resources, including a digital camera and additional software, especially for teaching about control. All pupils between Years 3 and 6 now have a school e-mail address. In successfully implementing the action plan for the subject, orders have been placed for the introduction of interactive whiteboards so that teaching and learning can be further enhanced.

Information and communication technology across the curriculum

75. Information and communication technology is used well to support learning in other subjects. In mathematics lessons, for example, the pupils record data and create graphs and tables. In English the pupils are encouraged to use the computer to write and edit their work. In Year 2 the pupils used the programmable robot to help learning about directions and angles in their mathematics lessons.

HUMANITIES

76. It was not possible to make secure judgements on the teaching and learning in geography and history as timetable restrictions meant that it was not possible to observe enough lessons on which to base them.
77. In **geography** no lessons were observed during the inspection. With no recent or current teaching of geography it is not possible to make secure judgments about teaching, learning, standards or pupils’ achievement. Medium-term planning shows pupils are taught geography and history through topics between Years 1 and 6. These satisfactorily reflect national guidance on the content to be taught. The French lessons for pupils in the Year 4/5 class provide additional opportunities for learning about a contrasting European country. Pupils’ history books show they have learned about the location of countries such as Egypt. School visits, such as to the foreshore of the River Humber near the Humber Bridge, are used well to provide valuable first-hand experiences of the geography of the local area. By contrast, the recent Tsunami appeal was used appropriately to teach pupils about the scale of the Indian Ocean and the location of the countries affected by the wave.
78. In **history**, displays and samples of pupils’ work show that standards are in line with national expectations in Years 2 and 6 and pupils achieve well throughout the school. Standards in Year 2 are similar to those reported at the last inspection. In Year 6, where pupils’ language skills are weak, standards are not as high as they were at the time of the last inspection. No judgement is given for teaching because no lessons were seen. The enthusiasm of the co-ordinator is reflected in lively activities planned by teachers and in pupils’ enjoyment of history. Pupils develop a good level of skills for historical enquiry. In Year 2, pupils already know that they can find out about the past from letters and reports. For example, they explored what it was like in the Crimean War by looking at letters from soldiers to their mothers. As they learn about the Tudors, pupils in Years 4 and 5 link their work well with design and technology as they made beautifully decorated purses. Throughout the school, the presentation of written work of pupils of average and below average ability is of variable quality. There is some over-use of worksheets, and this hampers opportunities for pupils to extend their writing skills. More able pupils complete interesting and well-written pieces of work as when, for example, pupils in Year 6 wrote about life in Ancient Egypt. Much of the written work is derived from independent research. Visits to places of interest enable pupils to gain a deeper

understanding of local history. The varied and motivating activities, pupils' high level of interest and the resulting displays of work indicate that provision is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Due to timetable restrictions it was only possible to see a few lessons in art and design, design and technology and music and, therefore, no secure judgements can be made on the quality of teaching and learning in these subjects. Judgements made on standards and leadership are based on scrutiny of work and displays and discussions with the subject leaders.
80. In **art and design** it was only possible to see one lesson taught in the subject and, as a result, it is not possible to make a secure judgement on the quality of teaching and learning. However, from the observation of pupils' work throughout the school, it is clear that they achieve well and that standards overall are better than those expected nationally. This is largely because the subject is led and managed well by the acting deputy headteacher. There is a clear progression in learning throughout the school, with pupils building on previous skills learned. Pupils' work is displayed very well throughout the school, showing the value that the teachers put on the work. This, in turn, encourages pupils to take care over their work and present it as well as they can. By the end of Year 2 pupils have experience of using a range of media. In the Year 2 class, for example, they have looked at the designs of William Morris and used pastels and paint to produce their own designs based on the topic "Mother Nature - Designer". This helps with the pupils' spiritual development. By Year 6 pupils have produced cross-stitch patterns and have used chalk and pastels to produce good pictures of candles, showing the glow from the lights well. Throughout the school there is a good selection of high quality art work. Displayed in the hall, for example, are the pupils' outstanding, large-scale pictures in the style of Van Gogh and Clarice Cliff. In the corridors is displayed the pupils' good work based on Aboriginal art.
81. In **design and technology**, no judgement is given on teaching, as no lessons were seen, but the good quality of pupils' work suggests that they have benefited from good provision and well-organised tasks that have helped them gain skills systematically and well. The interesting range of activities provides pupils with opportunities to experiment with a wide range of materials. The range and quality of displays and samples of pupils' work from each year group indicate that pupils achieve well and standards are above those expected. Standards have improved since the previous inspection. There is good attention to planning and evaluation, so that pupils become aware of the complete process of producing items. The subject is led well by the enthusiastic co-ordinator. Literacy and numeracy are used appropriately, and information and communication technology is developed effectively; for example, pupils in Year 6 designed multi-media presentations on the safe use of tools in design and technology. The co-ordinator monitors pupils' progress and keeps a close eye on the work done in lessons. This ensures that staff have the support they need to teach all aspects of the subject and that appropriate materials are available.
82. In **music** it was not possible to see any lessons being taught during the inspection and, therefore, no judgements can be made on the quality of teaching and learning. From the limited evidence available, it would appear that standards are at levels expected nationally. Pupils sing tunefully in assemblies and are enthusiastic towards their singing. The school provides a range of music tuition through the local education authority's music service. These include violins and a steel band. The subject leader, though not a music specialist, leads satisfactorily. She recognises the limitations within the subject, but has worked hard to provide as many opportunities as possible for the pupils. The school uses a commercial scheme of work and utilises a good range of compact discs to give the pupils chances to listen to a wide variety of musical styles.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 are above those expected nationally.
- Though teaching is satisfactory overall, it is good in Year 2.
- In some lessons the pupils are too noisy.

Commentary

83. By the end of Year 6 most pupils work at an appropriate level for their age. This indicates satisfactory progress since the previous inspection. Pupils know the value of warming up their bodies before exercise and do this enthusiastically. They work well in pairs when, for example, they formulate a series of movements using symmetrical and asymmetrical balances. They take care to ensure that they make good shapes and linking movements during the sequences. In Year 2 the pupils move well, using space in the hall well during a dance lesson. They act as animals, moving about the hall lightly and giving good impressions of the ways in which different animals move. The lesson was one of a series based on "Slinki Malinky". In all three lessons observed, there was an element of noise above what is normally acceptable. This led to the teachers taking some teaching time in controlling the behaviour of pupils.
84. The quality of teaching and learning is satisfactory overall. Of the three lessons seen, two were satisfactory and one, for pupils in Year 2, was good. Where the teaching was good, the teacher had planned a good range of activities to build on previous learning and develop dance skills. She made good use of her voice to create atmosphere and encouraged the pupils to use all the space available to them. The pupils were encouraged to be critical of each other's performance, but only in a positive way. Where the quality of teaching was satisfactory, the pace of the lesson often slowed because of the need to maintain discipline within the classes.
85. The subject is led well, though the leader is at an early stage of developing the subject. The scheme of work has been reviewed and re-written and is formulated so that all elements of the physical education curriculum are covered at different times of the year. In addition to the lessons in class, the subject is used well beyond the normal school day. Each term there is a different activity arranged for the pupils for after-school clubs. These activities include dance, football, rugby and athletics. The school takes part in sporting activities with other schools in the area, notably linked to St Mary's College, the secondary school to which most pupils transfer at the end of Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION

86. Although the school provides for each class to have a discrete lesson for **personal, social and health education** each week, it was only possible to see one such lesson during the inspection week and, therefore, no judgements can be made on the quality of teaching and learning overall. However, from discussion with the acting headteacher, the results of the parents' questionnaire and observations throughout the inspection, it is clear that the school provides well for the pupils' personal, social and health education. This is based on the good levels of care inherent in the school, which are extended to ensure that this area of pupils' learning is well covered. In the weekly lessons staff plan to deal well with issues relating to this aspect of their education. Additionally, the staff work hard in science, religious education and assemblies to ensure that full levels of support are given to their pupils. The school provides sex education for the older pupils, having first agreed with parents that this is appropriate for their children. A new policy for sex education has been formulated in

conjunction with the Diocese. The sex education programme is led by the school nurse, who also works with the school to ensure that the pupils are aware of the dangers of drugs abuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
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).