

# INSPECTION REPORT

## **CHRIST THE KING CATHOLIC PRIMARY SCHOOL**

Bramley

LEA area: Leeds

Unique reference number: 108023

Headteacher: Mr M G Kromer

Acting Headteacher: Mrs M C Ball

Lead inspector: Miss K Manning

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> July 2004

Inspection number: 255809

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Aided  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 176

School address: Kings Approach  
Bramley  
Leeds  
West Yorkshire  
Postcode: LS13 2DX

Telephone number: 0113 2146106  
Fax number: 0113 2575409

Appropriate authority: The governing body  
Name of chair of Fr. Patrick Wall  
governors:

Date of previous June 1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Christ the King Catholic Primary is an average sized, voluntary aided, primary school, which serves the local and wider Catholic community. Most pupils are from Catholic families who have chosen the school because of its religious affiliation. Although the majority of pupils come from British families there are more pupils from minority ethnic families than in most other schools. Two of these pupils speak English as an additional language. There are 163 pupils in classes from reception to Year 6 and a further 26 children attend the nursery, mornings or afternoons. When they start in the nursery, children's attainments vary considerably but most have the skills and knowledge expected for their age, particularly in language and in their personal and social development. The proportion of pupils who have a statement of special educational needs is below average, though 20 pupils have been identified by the school as having special educational needs linked to learning, physical or emotional difficulties. This proportion is about the same as the national average. A small number of pupils have been identified as gifted or talented. The proportion of pupils that join after the reception class is lower than the national average.

The school is involved in the Excellence in Cities project and works with its 'family of schools' to co-ordinate the curriculum. It also works in partnership with Intake High School on projects involving art, drama and music. In 2002, the school received a School Achievement Award because of its improved results in national tests. The headteacher was absent at the time of the inspection and the deputy headteacher was leading and managing the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2026 7	Miss Manning	K Lead inspector	Foundation Stage
			English as an additional language
			Mathematics
			Information and communication technology
			Geography
			History
			Music
9511	Mrs Longfield	A Lay inspector	
1151 0	Mr K Oglesby	Team inspector	Special educational needs
			English
			Science
			Art and design
			Design and technology
			Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** where teaching is mostly good and pupils achieve well. Pupils benefit from a satisfactory curriculum and good links with the Church, community and parents. They have very positive attitudes to learning and behave very well, so there have been no exclusions in the last year. Leadership and management are satisfactory overall, though the acting headteacher is leading the school well in the absence of the headteacher. The school achieves this at a slightly higher than average cost and provides sound value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in mathematics and consequently, standards are well above those expected by the end of Year 6.
- Standards in English and science are above those expected for pupils' age.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils have very positive attitudes to learning and generally behave very well.
- The care provided for pupils is very good and reflects the warm ethos and Catholic nature of the school.
- Though good overall, there are weaknesses to the teaching that mean a small amount of it is unsatisfactory.
- There are weaknesses to the way that improvements and developments are planned that prevent the leadership and management of the school from being better than satisfactory overall.

The school has improved at a steady rate since the previous inspection. Most of the key issues identified in the previous report in 1998 have been tackled successfully, though there is still work to do to improve the school's planning for development. There continues to be some teaching that is unsatisfactory.

### STANDARDS ACHIEVED

**Overall, pupils achieve well.** In the Foundation Stage, children achieve well and exceed many of the early goals in their personal, social and emotional development, communication, language and literacy and mathematics by the end of reception class. In other areas of learning they reach the goals expected. In Years 1 and 2 and between Years 3 to 6, pupils achieve well in English and science and standards are above those expected for their ages. They achieve very well in mathematics, where standards are above those expected by the end of Year 2 and well above by the end of Year 6. Pupils achieve steadily in information and communication technology and standards match those expected for their age.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	B
mathematics	B	A	A	A
science	B	B	B	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' personal qualities, including their spiritual, moral, social and cultural development are very good.** They have very good attitudes to learning and behave very well in lessons and around the school. Attendance is well above average and pupils arrive at school on time.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are mostly good though they vary from unsatisfactory to excellent.** Throughout the school, teachers have a good knowledge of the subjects they teach and generally ensure that pupils of all abilities are challenged well. However, teaching is unsatisfactory when teachers' planning and organisation are not good enough and when discipline is ineffective. The school's procedures for assessment are good overall, but better in English, mathematics and information and communication technology than in science. A wide range of after school activities and educational outings enrich the curriculum and there are good links with the Church, other schools and the community. The resources and accommodation are good. Pupils are cared for very well and the links with parents are good. This is a school with a very calm and friendly ethos where all pupils are valued.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory overall.** There are weaknesses to the school's planning for development that prevent it from being better. Co-ordinators manage their curriculum responsibilities well, but are not sufficiently involved in determining priorities that affect the whole school. Governors do a sound job on behalf of the school and fulfil all of their statutory responsibilities. However, they also are not sufficiently involved in the school's operational planning. The acting headteacher has led and managed the school well in the absence of the headteacher. Good teaching helps pupils who have special educational needs or who speak English as an additional language overcome their barriers to learning well.

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

Most parents have positive views of the school and are happy with what it provides. They are involved well in their children's learning and their views are taken into consideration by the school. Pupils talk enthusiastically about their favourite lessons and activities and their enjoyment of school is reflected in their attitudes and behaviour. Through the school council they have a good say in decisions that affect them and pupils take this responsibility very seriously.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching that is currently unsatisfactory.
- Ensure that governors and staff are fully involved in setting priorities for development and that the school's plans for the long-term future give a clear and realistic picture of what needs to be done to improve provision.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement in the Foundation Stage and in Years 1 and 2 is good. In Years 3 to 6, though pupils achieve well over time, their achievement is particularly good in Year 6. Boys and girls achieve equally well. Pupils who have special educational needs or speak English as an additional language also achieve well. By the end of the reception year, most children exceed the goals that they are expected to reach in personal, social and emotional development, communication, language and literacy and mathematics. They reach the goals expected in their knowledge and understanding of the world, and in creative and physical development. Standards in English and science are above average by the end of Years 2 and 6. In mathematics, standards are above those expected by the end of Year 2 and well above by the end of Year 6. Standards in information and communication technology match those expected for pupils' age.

#### Main strengths and weaknesses

- The school's results are rising faster than the national trend.
- Standards in information and communication technology have risen since the previous inspection.
- Pupils achieve very well in mathematics.
- Very good teaching in Year 6 enables pupils to achieve very well.

#### Commentary

1 The results of national tests in reading and mathematics for pupils at the end of Year 2 in 2003 showed a substantial improvement over the previous year. That improvement has continued in 2004, with a greater proportion of pupils achieving a higher level in reading and writing. The proportion achieving a higher level in mathematics has fallen, but this year, all pupils have reached the expected level. In Year 6, the high quality of teaching in that class has resulted in the number of pupils attaining a higher level in English more than doubling. It has remained about the same in mathematics but fallen substantially in science where the leadership and management is not as strong as in the other two subjects. The marked rise in standards helped the school gain an Achievement Award in 2002.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	17.3 (15.6)	15.7 (15.8)
writing	16.6 (15.5)	14.6 (14.4)
mathematics	17.2 (16.1)	16.3 (16.5)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	27.8 (28.9)	26.8 (27.0)
mathematics	29.1 (29.1)	26.8 (26.7)

science	29.6 (29.7)	28.6 (28.3)
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*There were 32 pupils in the year group. Figures in brackets are for the previous year*

2 Good leadership and management of the curriculum, improvements to resources and training for teachers have helped raise standards in information and communication technology, so that they now match those expected for pupils' ages. This is largely because pupils now get regular and frequent opportunities to learn and develop basic information and communication technology skills during their weekly sessions in the computer suite. Good teaching by a well-qualified teaching assistant has had a significant impact on standards.

3 When pupils start school their mathematical knowledge and understanding is broadly typical for their age. When they leave, most are working at a level that is beyond what is expected for their age and standards in mathematics are well above average. This year, all pupils, including those who have special educational needs reached the level expected by the end of Year 2. Only one of the pupils in Year 6 failed to reach the expected level and more than half achieved a higher level. This represents very good achievement for pupils of all abilities. While this is partly the result of good teaching throughout the school it reflects the exceptionally good teaching in Year 6.

4 Teaching is strongest in Year 6, where it is consistently very good and often excellent. It is characterised by a thorough command of the subjects of the National Curriculum, exceptionally detailed marking and assessment and a pace that leaves pupils gasping for breath. This teaching has a marked impact on standards in the school and in particular on the school's results in national tests in English, mathematics and science. Pupils respond to the quality of teaching by putting everything they have into lessons; they work very hard and say that they enjoy their work. It is a measure of the strength of the teaching that pupils talked confidently of the levels they expected to achieve in national tests and could also say what they needed to improve to reach their personal best targets.

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. They have very good attitudes to learning. Pupils behave very well in lessons and around the school and there were no exclusions in the last year. Attendance is well above average and pupils arrive at school on time.

### **Main strengths and weaknesses**

- The school's provision for spiritual, moral, social and cultural development is a strength of the school.
- In general there are very good relationships between pupils and adults.
- Pupils enjoy coming to school, consequently the attendance is well above the national average.

### **Commentary**

5 The very effective way that staff promote pupils' spiritual, moral, social and cultural development is one of the strengths of the school. Pupils' spiritual development is part of the strong Catholic ethos of the school and pervades all of its work. The stories and focus points of assemblies are often strong reminders of moral and spiritual issues but appeal to the age and maturity of pupils. For example, children in Years 1 and 2, made sensible and relevant suggestions about what should be included in morning prayers. Assemblies always include

time for reflection and the candles, music and scents used provide a calming atmosphere, where pupils can take the time to think about what they have heard. The impact of the effectiveness of assemblies was evident in discussions with pupils who remembered many of the stories and parables that they had been told.

6 Pupils relate well to each other and with other adults in the school. They respond to the school's provision and expectations and the strong community ethos. This is evident in the mature way the school council discusses school issues and in the manner that pupils in Year 6 exercise the responsibilities that they undertake. Adults provide good role models and show respect and concern for individual pupils. Pupils are encouraged to think of others less fortunate than themselves and they hold fund raising events supporting children's charities such as 'Children in Need'.

7 Pupils are provided with plenty of opportunities to discover their own local culture in history and to develop an understanding of the multi-cultural nature of society. They have the opportunity to visit the national museums in the area in support of their work on World War II and Victorian times.

8 Pupils listen attentively and enjoy their learning. When lessons are lively and interesting, they respond appropriately and enjoy their work across the curriculum. This is equally applicable to pupils who have special educational needs and those who the school has identified as being gifted and talented. A good example was in a Year 6 English lesson when the class were discussing types of poetry and the use of metaphors. These pupils were very keen and enthusiastic and enjoyed their work which led to better progress being made than would otherwise be the case. Throughout the school it is evident that pupils very clearly know the difference between right and wrong. As a result, overall pupils behave very well, but in just a few lessons pupils' behaviour deteriorates when they stop listening and become bored with the lesson. The majority of parents and pupils believe that children behave well. Bullying is not a problem at the school.

9 Pupils enjoy coming to school. The school has a very effective system to monitor absence and promotes the importance of regular attendance very well. As a result, pupils are punctual and attendance is well above the national average.

## Attendance

### *Attendance in the latest complete reporting year (96.3%)*

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Strengths lie in the predominantly good teaching and the school's effective partnership with parents, other schools and the community, which all play a significant part in enriching the curriculum and promoting pupils' learning.

## Teaching and learning

The quality of teaching is good overall, though it varies from unsatisfactory to excellent. This means that, while it is also good overall, pupils' learning depends on the quality of the teaching. The quality of assessment is good overall.

### **Main strengths and weaknesses**

- A small proportion of teaching continues to be unsatisfactory.
- There is good teaching in the Foundation Stage, so that children get off to a good start.
- Teaching is strongest in the Year 6 class and pupils achieve very well in this year.
- Teaching of information and communication technology in the computer suite is good, but teachers do not provide pupils with sufficient opportunities to use their skills in other lessons.
- Effective procedures for assessing pupils' progress in English, mathematics and information and communication technology have helped raise standards in these subjects. Assessment in science is satisfactory.

## Commentary

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	3 (10%)	17 (55%)	7 (23%)	2 (6%)	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.*

10 Unsatisfactory teaching was identified in the previous report. Since then the headteacher has monitored the teaching more closely and is aware of these weaknesses. However, strategies aimed at improving the situation have not been entirely effective and there continues to be a small amount of unsatisfactory teaching. This happens when there are weaknesses to the planning and organisation of lessons and when teachers' strategies for maintaining pupils' interest are ineffective. In a small number of lessons teachers had not planned work that challenged or motivated pupils or that met their specific educational needs. As a result, a number of pupils lose interest in the lesson, discipline lapses and the teacher has to repeat simple instructions aimed at restoring good behaviour, such as 'please put your pens down' several times before all pupils follow them. When these strategies fail to have an effect, the result is that lessons stop and start as the teacher tries to regain the class's attention to admonish pupils who are not working at a fast enough pace. This happened in a guided reading lesson in a junior class when the links between each part of the activity were unclear and pupils were unsure of the purpose of the work. As a result, learning was slow and pupils did not achieve as much as could reasonably be expected. Eradicating this remains a key priority for school development.

11 Teaching that is mostly good ensures that children in the Foundation Stage get off to a fine start, particularly in their personal development and in communication, language and literacy and mathematics. The main reason for this is that the reception teacher plans all of the work for children in nursery and reception class. Having a thorough knowledge of how young children learn enables her to do this well and the curriculum moves seamlessly from the first 'stepping stones' that are taught in the nursery, to the early goals taught in the reception class and on to the first levels of the National Curriculum. Though this works well, it means that the reception teacher has a heavy workload, especially when little time is available for sharing the planning with the nursery nurses who are responsible for much of the teaching in the nursery. This is one of the key reasons why children achieve well in the important areas of learning and steadily in others.

12 Pupils in Year 6 benefit substantially from teaching that is consistently very good. It is in this class that the pace and challenge of lessons are most marked and where pupils of all abilities are pushed to achieve their full potential. Pupils in Year 6 respond very positively in lessons and said that they enjoy all of their work and look forward to school. One of the main strengths of the teaching lies in the depth of knowledge that the teacher has of English, mathematics and science. This was evident in the clear, logical explanations given about converting fractions and decimals to percentages in a mathematics lesson, which enabled pupils of all abilities to do this accurately. It is also evident in the scientific language used and repeated by pupils in their written accounts of experiments and tests.

13 Since the previous inspection, teachers have taken advantage of substantial training in information and communication technology and this has helped improve the quality of teaching, so that it is now satisfactory overall. Though most teachers are now competent at using the

school's information and communication technology, not all make sufficient use of the computers that are in classes. They rely heavily on the good teaching provided by a teaching assistant who works with all classes in the computer suite to develop pupils' basic skills and knowledge. Having limited opportunities to practise their skills in lessons is the key reason why pupils achieve steadily and not at a faster rate.

14 The school has effective procedures for assessing pupils' attainment and progress in English and mathematics and these are mostly used well by teachers. For example, the co-ordinators for English and mathematics analyse the results of national tests in order to identify gaps in teaching and learning and share this information with other teachers. This has helped to raise standards in both subjects in recent years. In science, where tests are not analysed in the same systematic way, standards have fallen this year. In information and communication technology, the simple system for matching pupils' attainment against the National Curriculum is effective and gives a clear view of what pupils know and can do. Teachers' marking in English and mathematics is generally good though it is strongest in Years 2 and 6, where pupils are left in no doubt about what they need to do to improve and what they need to do to achieve the targets that they have in each subject. The school's procedures for assessing and recording the attainment and progress of pupils who have special educational needs are also good and used effectively to pitch work at the right level. This is a key factor in why these pupils achieve well and sometimes do very well to reach the level expected for their age, despite the problems they have to overcome.

### **The curriculum**

The curriculum is satisfactory and is enriched by a good range of extra activities. It meets the needs of pupils who have special educational needs, who speak English as an additional language and who are gifted and talented, equally well. The accommodation and resources are good and meet the needs of the curriculum.

### **Main strengths and weaknesses**

- The curriculum is enriched by the opportunities that pupils have to work with renowned authors.
- The school's provision for pupils' personal, social and health education has improved and is now good.
- Teachers ensure that all pupils have equal access to the curriculum.

### **Commentary**

15 Parents and pupils say that they are happy with the curriculum that the school provides. Most pupils enjoy every subject; in fact some had difficulty saying which was their favourite. The school has made steady improvements since the last inspection. The balance of time spent on each subject has been reviewed and now meets requirements. Teachers use some logical links between subjects to help learning and to make the best use of time. Long term planning was also an issue last time; there are now appropriate schemes of work for all subjects.

16 The school is proud of its reputation as a place where children learn to love reading. An important part of the provision is the number of visits by best-selling authors. There are strong links with two local book clubs, so when a school visit is not possible, classes travel to other venues to meet writers. The icing on the cake is the annual trip to London, when a few pupils are invited to the children's book award ceremony. All this not only promotes very

positive attitudes to literature, but helps pupils to improve the range and quality of their own writing.

17 Teachers have pulled together the existing good practice in personal, social and health education by adopting a useful local programme. This ensures that pupils think about all aspects of personal development, lifestyles and relationships in ways that are relevant to their understanding. Central to this work is the weekly *circle time* in each class. During these, adults and pupils share ideas and experiences in a safe, supportive atmosphere. The school has invested well in training for staff and more is planned. These sessions are popular. They play a very important part in guiding pupils towards the very mature and responsible attitudes that many of them show by the end of Year 6.

18 The school is an inclusive one and adults work hard to see that all pupils have equal access to what it offers. Provision for pupils who have specific learning needs, such as those with special educational needs, is good. As a result, these pupils and those who speak English as an additional language, achieve well against the targets set for them. They benefit from the calm and orderly atmosphere and well-managed routines. Teachers and teaching assistants provide support and guidance that is usually well matched to pupils' needs. There is increasing provision for pupils who are gifted and talented.

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

The school provides very good care for the pupils. They are provided with good, support, advice and guidance and the school involves them well in its work.

### **Main strengths and weaknesses**

- There are very good procedures in place for child protection and for promoting pupils' well-being, health and safety.
- Adults knowledge of the pupils ensures that every pupil is encouraged to achieve to the best of their ability.
- There is an effective school council with representatives from most year groups.

### **Commentary**

19 The school has a suitable policy for child protection and all staff are aware of their responsibilities. There are very good health and safety procedures in place. Fire drills are carried out regularly. Teachers are conscientious in their supervision of pupils in their class. There are good arrangements for administering first aid and dealing with accidents or sickness. There is an ethos of care, order and structure that is evident in all of the school's work.

20 Pupils' personal development is monitored informally through the class teacher's knowledge of each member of their class. Academic achievement, good attitudes and behaviour are acknowledged throughout the school with each class having its own reward system, culminating in the weekly merit assemblies. There are home visits for parents before their children enter the nursery.

21 The school council has representatives from Years 4, 5 and 6, and has made an impact on the life of the school because pupils are confident that council members will discuss their concerns and that the headteacher will take action as necessary. For example, an

effective system of 'buddies' at lunchtime has been introduced at the suggestion of the school council to help pupils who maybe feeling sad or upset.

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

The school's partnership with parents is effective and helps them play a valuable role in their children's learning. Links with other schools and with the community and Church are also effective and have a positive impact on the curriculum, teaching and pupils' learning.

### **Main strengths and weaknesses**

- Links with other schools have improved and pupils now benefit considerably from the close ties with a local secondary school.
- The school's strong links with the parish and Church are evident in all its work.
- Extensive links with the local and wider community broaden pupils' horizons.

### **Commentary**

22 As part of its involvement with the national Excellence in Cities initiative, the school has strengthened its links with other local schools. Teachers from a nearby secondary school that specialises in the performing arts have taught dance, drama and music in each of the last three terms in lessons and clubs. This has benefited pupils, who have improved their skills in each area and have gained confidence and pleasure from the work. Teachers have also benefited from working alongside experts and this has helped improve the quality of teaching in these subjects. Pupils said that they have enjoyed the work tremendously and boys and girls were equally enthusiastic. The investment in this partnership has paid off for the school and has enriched the creative curriculum significantly.

23 The school is an important part of the local parish community and the Catholic nature of the school pervades all of its work, clearly evident in its warm, caring ethos and in the relationships between adults and pupils. Assemblies are times when messages of morality and Christianity are shared in a peaceful and contemplative atmosphere. Pupils are respectful of their relevance as a time of worship but enthusiastic about joining in with their favourite hymns or the school prayer. The school and parish are very much in harmony, with the local priest being a frequent visitor to the school and Chair of the governing body. At special times during the year pupils perform concerts for members of the community and many parents and pupils worship in the parish church. The positive effect that this has on the school is evident in parents' views that the school's provision for their children's spiritual, moral and social development is particularly good.

24 The school has sought to develop stronger links with the local and wider community because teachers and governors feel that this is an important part of pupils' personal and social development. Teachers make good use of educational visits within the local community to promote pupils learning in history and geography. These are often the activities that pupils talk about with most enthusiasm. For example, the immediate vicinity of the school is used for traffic surveys and work on architecture and, once again, pupils say that this is the sort of work that they best enjoy. The school has forged productive links with local businesses who support the school-parish fair. Parents, the community and pupils all benefit from this link and the social interactions it brings about. A relatively small number of adults from the community, including parents attend a weekly computer course, which takes place in the computer suite. The school's links extend to the Sudan and pupils write letters to children in a school there and are looking forward to a talk given by a parent who has worked in that country.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads the school well. Senior staff manage the curriculum well, however, there are some weaknesses to the leadership and management that make it satisfactory overall. Governors do a sound job on behalf of the school and fulfil all of their statutory requirements. Barriers to learning, such as having special educational needs or speaking English as an additional language have an adverse impact on standards, but are generally overcome through good teaching.

### **Main strengths and weaknesses**

- The school is without a clear focus for future development.
- Co-ordinators lead and manage the curriculum well, but do not have sufficient involvement in the overall leadership or management of the school.
- The acting headteacher is leading and managing the school well in the absence of the headteacher.
- Systems for monitoring the quality of teaching and learning have improved since the previous inspection and are now effective.
- Governors do not play a big enough part in determining the school's key priorities for development.

### **Commentary**

25 The main reason why leadership and management are satisfactory, rather than good, is that the school's approach to operational planning is not sufficiently realistic to be fully effective. The result is that most staff have few opportunities to contribute to school improvement other than keeping abreast of their subjects. For example, whole-school priorities are not identified and there is a lack of focus to the leadership and management of the school. Though priorities, such as setting in place a school council are appropriate, targets aimed at improving staff morale by reducing teachers' involvement in decisions and planning that affect the whole school have not been successful. Neither has the idea of a 'holding' plan to give staff a year when changes are kept to a minimum. This is also evident in the way that the senior management team were unaware of some of the staffing and financial problems that the school and governors have to tackle in the near future. Co-ordinators have minimal involvement in setting priorities for school improvement and are not fully aware of issues about staffing and the budget. As a result, their views of what can or should be done are sometimes unrealistic.

26 Co-ordinators of English, mathematics and information and communication technology lead their subjects well. In English and mathematics, co-ordinators have analysed the school's data and the results of national tests in order to identify gaps in teaching and learning and in doing so have helped raise standards. With clear guidance from the co-ordinator, the school's provision for information and communication technology has improved since the previous inspection and standards have risen as a result. In each of these subjects, co-ordinators have a clear idea of the strengths of provision and know what needs doing to continue to develop and raise standards. However, although co-ordinators have evaluated provision and in most subjects produced a plan of how to tackle the main priorities, these plans have not formed any part of the school's long-term strategic planning. All of this has a marked effect on staff morale, which the headteacher had identified as a key priority in the school's plan for improvement. However, rather than alleviating stress and raising staff morale, a small number of staff feel that they do not have a part to play in determining the school's future.

27 The acting headteacher has done a good job of leading and managing the school while the headteacher has been absent. Parents are happy with her work and said that they feel the school has continued to run smoothly under her direction. For example, in the last term she has dealt effectively with staffing issues while still ensuring that pupils in Year 2 did not suffer by having temporary teachers. This is evident in the results of this year's national tests, which show that more pupils have achieved a higher level in reading and writing. The acting headteacher has also shown good leadership skills in the way that she has brought the senior management team together to discuss and tackle issues of deployment and the heavy workload of some staff. However, in the short time that the acting headteacher has been in post it has not been possible to revise or amend the school's operational planning, though the school and the Local Education Authority recognise this as a key priority for next year.

28 As a response to criticisms in the previous report, the headteacher introduced a more rigorous and systematic programme for monitoring the quality of teaching and learning. In the past two years, the headteacher has observed all staff teaching on at least one occasion. The focus for each observation was shared with teachers and they were made aware of their strengths and areas for development at the end of each lesson. It is a measure of its improved effectiveness that these observations identified similar weaknesses in teaching highlighted by the inspection. Though the headteacher used the findings to deploy staff according to their strengths, the monitoring has not been fully successful in eradicating unsatisfactory teaching.

29 Governors ensure that the school fulfils statutory requirements satisfactorily, such as having and implementing a race equality policy and promoting equality of opportunity for all. They are very much committed to ensuring that standards are maintained and that the school ethos continues to reflect its Catholic nature. To this end they involve themselves in setting and revising policies and have a clear view of the school's strengths and weaknesses. However, they are not sufficiently involved in determining the school's priorities for development and this is something that prevents their governance from being more effective.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	527,606	Balance from previous year	18220
Total expenditure	554,184	Balance carried forward to the next	-8,358
Expenditure per pupil	2,530		

30 The school's expenditure on teachers is higher than in most other schools. This is why the school has a deficit budget for next year. Given that a small amount of the teaching is unsatisfactory governors and the acting headteacher are aware that this is not good value for money.

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

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

31 The Foundation Stage has changed since the previous inspection. It now includes children of nursery age, who are taught by qualified nursery nurses under the direction of the reception class teacher. For most of the day, nursery and reception class children are taught separately but there are occasions when they work and play together. The two children who are at an early stage of learning to speak English are both in the nursery. Each day they work with a teaching assistant on programmes designed specifically to encourage them to speak English.

32 Overall, the teaching is good and teaching assistants and nursery nurses make a significant contribution to this. Good teaching ensures that children achieve well and exceed the early goals that they are expected to reach in personal, social and emotional development, communication language and literacy and mathematics. Teaching that is satisfactory enables children to achieve steadily in knowledge and understanding of the world, creative and physical development and, by the end of reception, most children reach the early goals in these areas of learning. Though the co-ordinator does a good job of leading and managing the curriculum on a day-to-day basis, the lack of a clear plan for school improvement means that she has insufficient knowledge of staffing and budgetary issues to set realistic targets for development. This prevents the leadership and management from being better than satisfactory.

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

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

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

- Children achieve well because promoting their personal development is planned into all activities.
- Staff forge very warm relationships with children and as a result, children are confident and happy in school.

#### **Commentary**

33 This area of learning is taught well by all staff and consequently most children exceed the early goals by the end of reception. Nursery and reception class children are taught in the same way. Staff praise and encourage children to be independent whenever possible. This has a good effect on children's behaviour and attitudes. Nursery children show an increasing independence in choosing and carrying out activities and share or take turns on equipment such as wheeled toys. Children in the reception class are highly motivated to learn and concentrate on tasks or activities for substantial periods. For example, some children enjoyed making musical instruments so much that they had a second go.

34 Staff respond to children's learning needs and their interests and, as a result, the relationships between adults and children are warm and friendly. With good leadership and management from the reception teacher, staff provide activities that combine what children want to do with what they need to do to make progress. This is successful because the activities are interesting to children. For example, children in the nursery enjoyed holding and smelling a toy lemon when it was their turn to talk about how they felt and were generally quiet when others spoke. Staff always ensure that children who speak English as an additional

language understand instructions so these children are always fully included in all nursery activities. In the reception class, children develop positive attitudes to learning because the activities often take the form of games. They understand that they have to follow the rules if the game is to work and are careful to do so.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The Foundation Stage area reflects the importance of language through the many signs, books and displays in the classroom.
- Communication, language and literacy are incorporated in activities in all areas of learning.
- Good provision for children who speak English as an additional language enables them to achieve well.

### **Commentary**

35 With clear direction from the reception teacher, staff have succeeded in making the Foundation Stage an attractive and lively place to learn about language and literacy. There are quiet areas where children can sit on comfy cushions to read books of their choice or listen to stories on tape. Children in the nursery and reception classes use these frequently and there are stories to suit the tastes of both groups. Boys and girls are encouraged to read and write as part of their imaginative play and to look for words and letters that they know on displays. Children in the nursery pointed out signs for storing aprons. Those in the reception class read instructions for using equipment and the teacher's writing on a display of Chinese objects and pictures.

36 One of the main reasons why most children exceed the early goals that they are expected to reach by the end of the reception, is that this area of learning is taught well. Speaking and listening and reading and writing are part of many activities in all areas of learning. For example, children in the nursery are constantly encouraged to talk about what they are doing and to engage in conversation with adults. By the time they are in the reception class, children listen attentively to stories and initiate conversations with adults and other children. The most able children read simple sentences and know how to use picture and letter clues to read unfamiliar words. When talking about books they refer to the title and author and know the names of the characters in their favourite stories. Most children write short words or phrases independently and have a go at spelling words as they sound. For example, when exploring texture, one child described a fluffy material as 'ffly'.

37 Children who speak English as an additional language are taught well and consequently they learn quickly. The school receives a small amount of funding, which enables them to employ a teaching assistant to work with each pupil several times a week. Children have a planned programme of activities aimed at helping them to speak and listen to English language. The programme is working well and the children involved enjoy the extra attention they get and benefit substantially from the extra teaching.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because they learn through playing mathematical games and number rhymes.

- Good teaching of number and counting ensures that most children exceed the early goals that they are expected to reach by the end of reception.
- Staff provide many opportunities for children to use mathematical language in their everyday activities.

## Commentary

38 One of the strengths of the teaching is that much of the mathematics is taught through games, which make learning fun. For example, children in the reception class thoroughly enjoyed playing a dice game with an adult and because it was challenging, quickly worked out the sums of numbers they needed to win. This reinforced their mental arithmetic skills at the same time as it helped them recognise patterns and relationships in number. Children also learn about number through singing and joining in with action rhymes and songs such as 'Five Little Speckled Frogs'. From this, children in the nursery learn about the concept of taking away so that when they come to do this in a more formal situation in the reception class they have already grasped the basic mathematical idea. The way that children learn through play is one of the key reasons why they achieve well.

39 Staff are good at teaching number and counting. Numbers are part of the everyday life of the Foundation Stage. Children in the nursery count how many objects in the sand, they work out how many children in line or a group and count to ten accurately. In the reception class, children count the dots on dominoes and work in numbers up to twelve. By the end of the year, the most able work out sums to 20 and also do this with money. Most children have begun to record their counting and number work and are working towards the first level of the National Curriculum.

40 In the nursery and reception class, staff use the appropriate mathematical language to describe number, shape and position. This starts in the nursery when staff use terms such as 'behind', 'through' and 'above' to describe children's movements on the large, soft play apparatus. In the reception class, staff use phrases such as 'that number is more than' or 'less than' to help children grasp the mathematical concepts of place value. Through sorting activities children in the nursery learn to recognise simple two-dimensional shapes such as circles and triangles, while older children in the reception class extend their vocabulary and knowledge of shapes to include some three-dimensional shapes such as cubes.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Staff encourage children to find things out for themselves and consequently children ask questions and have enquiring minds.
- Children learn about the world from stories and imaginative play.
- Practical activities help children gain skills in information and communication technology.

## Commentary

41 Though the activities seen during the inspection were taught well teaching is, on the whole satisfactory and the school's records show that children reach many of the early goals that they are expected to reach by the end of the reception. One of the good features of

teaching is that staff provide a suitable range of interesting activities to explore and learn about the world of nature and science. For example, in the nursery, children learned about air by blowing bubbles and looked on in delight when their bubbles rose into the sky and then popped. Children in the reception class said that they had found out about bones and healthy bodies by looking at pictures and books. They were keen to name the major parts of the body and explain how they differ in animals and humans.

42 Staff set up interesting opportunities for children to learn through imaginative play. These are successful because the adults direct and become involved in the play, leading children into new situations and vocabulary. For example, with prompting from a nursery nurse, children in the nursery took on the role of crowd control as they played at being fire fighters. A child whose first language is not English, learned new vocabulary and was able to practise it in this play session. In the reception class, children learn about other religions and cultures from stories and know about the significance of Easter and Christmas to Christians.

43 Information and communication technology is put to good use to reinforce children's learning in other areas. For example, when programming a floor robot to reach an object from one of the countries they have been studying, groups of children had to think about how far the robot needed to travel and whether it should turn left or right. With careful and timely prompting from the teaching assistant they managed this well and were thrilled with their results. Children in nursery and reception class say that they enjoy working with computers and they respond by behaving well and listening intently to directions.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Satisfactory teaching ensures children are given appropriate opportunities to develop their physical skills indoors and outside.

### **Commentary**

44 Staff provide plenty of opportunities for children to develop physical skills by playing outside on the large apparatus and wheeled toys, and nursery children spend a lot of time outdoors when the weather is fair enough. However, the area outdoors is fairly small and this limits the scope of what teachers can offer to children. Indoors, children benefit from having a good-sized hall where they can run around without bumping into one another. Children in the reception class learned about Indian dancing in one lesson and showed that they could remember a short sequence of movements and gestures. They enjoyed performing the dance for one another and tried their best to keep in time with the music. As a result, children achieve satisfactorily and most reach the goals that they are expected to reach by the end of reception.

45 On a small scale, children are given daily opportunities to use tools such as paintbrushes, glue sticks and scissors in creative activities and in this way the two areas of learning are very much linked. Children in the nursery are taught to hold brushes correctly in order to get the best effect when painting. Those in reception have generally mastered this skill and can do things like manipulate a computer mouse easily in order to move objects around on the screen.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Children have very positive attitudes to singing, painting and making models, because many of the activities are led by an adult.

### **Commentary**

46 Teaching assistants make a significant contribution to the satisfactory quality of teaching in this area of learning. As a result of their directing many of the creative activities involving painting and making models, most children achieve steadily and the majority reach the goals expected by the end of reception. In the nursery and reception, children are encouraged to explore colour and are taught techniques for printing and for joining materials. The quality of children's work is as a result of the help that they get and this also has a significant impact on children's attitudes to learning. For example, children in the reception class were very keen to show off the musical instruments they had made from household objects and were thrilled when they realized that they made sounds. It is a similar situation with singing and playing musical instruments; children benefit from working with an adult who helps and directs them. By the time they are in the reception class children sing many songs and have their favourites.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils make a good start with reading and writing in the youngest classes.
- Teaching is good overall and sometimes excellent, so pupils achieve well.
- Relationships are very good; this helps pupils to develop good speaking and listening skills.
- The school makes good use of pupils' literacy skills in other subjects.
- Reading has a high profile in the school. Provision is enriched by a good stock of well-chosen books and regular chances to meet leading authors.
- Some lessons in the lower junior class do not have the pace and sense of purpose seen in the other classes, so progress is slower.

#### Commentary

47 Standards are above average by the end of Year 2 and Year 6. This is similar to the judgement made at the previous inspection. Since then the school has improved the teaching of writing, increased the range of resources and made effective use of the materials and training provided by the National Literacy Strategy. As a result, standards have stayed consistently above, or well above, average in most years. In the present Year 6, about half the pupils are exceeding the level expected for 11 year-olds. In Year 2, well over a third of the pupils have reached above average standards, particularly in reading. Pupils achieve well during their time at this school. One of the main reasons is the very positive attitudes which pupils show when the teaching is good. They listen well, get involved in the lessons and work hard. All, including those with special educational needs, make good progress. Boys have often done better than girls in the national tests, but the inspection found no significant differences in enthusiasm or achievement.

48 Teaching is nearly always good, and sometimes excellent. Lessons are well planned with good materials and interesting activities. Pupils know what to do and teachers make good use of the time available. A good feature is the way teachers make sure everyone is involved. They are always building up self-esteem and making pupils believe that they can succeed. As a result pupils are alert, thinking, and trying hard to improve. Where the teaching is excellent, in Year 6, the pupils are inspired by their teacher's infectious enthusiasm and love of language and literature. The pace never drops for a moment and expectations are very high. Pupils rise to the challenge, so progress is very good in this class. In the only unsatisfactory lesson seen, in the Year 3 and 4 class, pupils were not fully involved and so learning was slow. This was due to weaknesses in the teachers' planning, organisation and discipline.

49 A strength in nearly all classes is the very good relationships that pupils have, both with adults and with each other. They know that their contributions, right or wrong, will be listened to and treated with respect. Other pupils take a lead from the teachers in this. Consequently, pupils are not afraid to try an answer or give an opinion. This willingness has a particularly positive impact on the development of pupils' speaking and listening skills. Teachers are able to make good use of discussions in pairs, groups and classes to give pupils chances to practise speaking. In Year 1, for example, the use of *talking pairs* gave pupils enough

confidence to begin their writing task by themselves. In the Year 4 and 5 class, groups worked together very well to prepare some entertaining performance poems. The result of this sort of work is that pupils leave the school able to listen carefully to what others say and talk confidently in many situations.

50 The school prides itself on its consistent success in teaching reading. Pupils do well because teachers teach the basic skills thoroughly whilst emphasising, right from the start, enjoyment, understanding and a love of good books. Authors are not merely names on a cover, because the school provides regular opportunities for pupils to meet them in school, exchange letters and even organises trips to London for award ceremonies. All this helps pupils to become informed and enthusiastic readers. Pupils in Year 2, for example, read several books by Jill Murphy and are able to compare or say why they prefer one more than the others. By the time they reach Year 6, their analysis of longer novels shows very mature insights into the subtleties of style, plot and character. So much so, that they are able to write their own gripping stories in the style of authors such as Michael Morpurgo.

51 The school is working hard to further improve the good standards in writing. The effective links with reading are working well. Teachers achieve a good balance between promoting creative flair and insisting on good standards of punctuation, spelling and handwriting. In some classes the quality of marking is also making a difference, particularly in Years 5 and 6. What pupil could fail to respond to '*I love the stillness of this piece, the way your feelings are set against the background of confusion.*' Pupils also have opportunities to comment on their own, or each other's work and this helps them to analyse and improve. '*Her story was packed with tension*' was one pupil's reaction to another writing. Teachers also use writing targets effectively as another way to show pupils what they have to do to get better. Pupils like these because they are clear and achievable.

52 Leadership and management of the curriculum is good. The school has acted on all the points made in the previous inspection report, for example, in the increased emphasis on pupils' planning, drafting, and then improving their writing. The co-ordinator makes good use of test results to identify strengths and weaknesses. These find their way into the pupils' targets. There has been some useful monitoring of lessons, though it has not been frequent enough to ensure consistency in teaching and learning.

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

53 Teachers set a good example when they explain or give instructions. They use the correct vocabulary for each subject and insist that pupils do likewise. In discussions they encourage good speaking and listening, for example, by giving pupils time to think and answer fully. Reading and writing skills are regularly developed through other subjects. Pupils record their findings in all subjects in a variety of formats, for example, when they test rucksacks in design and technology or write moving accounts of life during the Blitz.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Very good teaching in Year 6 ensures that standards are well above those expected.
- Good teaching of number and pattern help pupils achieve very well over time.

- Pupils who have special educational needs and those who are gifted or talented are given the support and challenge they need to achieve very well.
- Some aspects of the teaching are unsatisfactory.

## Commentary

54 Though teaching is good overall it is consistently very good and sometimes excellent in Year 6. This has a significant impact on pupils' learning and achievement and is one of the key reasons why more than half of the pupils in the current Year 6 class achieved a higher level in this year's national tests. The strengths of the teaching that set it apart from other classes is that the teacher has a very good knowledge of how to teach mathematics and uses this to ensure that lessons move at a fast pace and that pupils barely have time to draw breath before the next challenge. Pupils respond by trying hard with their work and many said that mathematics is their favourite subject. In Years 1 and 2, where teaching is predominantly good, pupils achieve well and standards are above those expected.

55 One of the strengths of teaching, throughout the school, is that teachers ensure that pupils recognise patterns and relationships in number and place a very strong emphasis on teaching pupils how to use their knowledge. This starts in Year 1 when pupils are taught a wide range of methods to help them solve problems by using what they already know about numbers. In Years 3 to 6, teachers expect and encourage pupils to continue to use what they have learned about doubling, halving and multiples to calculate quickly. By the end of Year 6, pupils use this understanding of pattern in their work on decimals and fractions and this is one of the main reasons why most are working at a higher level than expected for their age. For example, in an excellent lesson pupils converted fractions, decimals and percentages quickly and accurately because they recognized the patterns in each one. Though lower attaining pupils took longer to do this and were not always as accurate, they understood the concepts well enough to be successful and keep up in the class bingo game.

56 A key feature in the provision, which stems from the good leadership and management of the curriculum, is that the vast majority of lessons are carefully planned to meet the needs of pupils of all abilities. In all classes, teachers ensure that pupils who have special educational needs are given work that is pitched at the right level. For example, in a well-taught lesson, lower attaining pupils in Year 2 were set the task of calculating change from 20 pence while higher attaining pupils had to add the cost of two articles and then calculate change from 40 pence. As they were doing the same sort of work, pupils who had special educational needs were fully included in the lesson and succeeded at their own level. When pupils have specific mathematical difficulties they are given extra support by working in small groups, often with a teaching assistant to help them. In addition to the help given to pupils who have special educational needs the school makes good provision for the most able mathematicians. They are given extra tuition by the support teacher when they are set difficult problems to solve. These sessions work well because the tasks are interesting. For example, one task involved a lottery win and ways to spend money, which instigated a lot of discussion. The work that pupils are expected to do stretches their ability to think logically and sequentially and requires them to describe the mathematics by using symbols and diagrams. The only weakness to these sessions is that occasionally the teacher gives them clues too early in the problem solving process and they do not have to think hard enough or to work as a group to solve the problem. However, pupils said that they enjoy the sessions because they are a small group and the work is fun to do.

57 On a day-to-day basis, the co-ordinator leads and manages the curriculum well. Test results are analysed rigorously in order to identify gaps in teaching and learning. Though the

monitoring of teaching has identified some weaknesses to the teaching the leadership and management has not been strong enough to remedy the situation. In a very small number of lessons, when work fails to challenge or motivate pupils and discipline is not strong enough to keep them on task, pupils' learning is slow and they achieve little. Though this does not prevent standards from being well above those expected by the end of Year 6, it means that pupils have to make up for lost ground in other lessons or year groups.

### **Mathematics across the curriculum**

58 Pupils put their mathematics knowledge to good use in other subjects. In Years 1 and 2, they communicate scientific findings as simple charts and graphs and measure in grams, litres and centimetres. In Years 3 to 6, pupils use their knowledge of co-ordinates to locate places on Ordnance Survey maps and they use negative numbers to describe temperature.

### **SCIENCE**

Provision in science is **good**.

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

- Teaching is good overall and outstanding in Year 6. As a result, all pupils achieve well.
- The recent change to specialist teaching in some classes is not yet working well.
- Teachers strike a good balance between teaching scientific facts and developing pupils' ability to investigate.
- Pupils' good speaking and literacy skills are used well to help them to understand scientific ideas.

## Commentary

59 Standards by the end of Year 6 are above average. This is an improvement since the last inspection, when they were judged average. Since then standards have stayed above, or well above average, in most years. Last year, almost half of the pupils in Year 6 achieved higher than the expected level in the national tests. In the current Year 6, even more are working at this level. The main reasons for this positive picture are the pupils' very good attitudes to learning, their impressive ability to think, discuss and write, and some inspiring teaching in Year 6. Standards in Year 2 have also improved and are now above average.

60 The school has very recently introduced some specialist teaching for about half the classes. This is because the science co-ordinator does not have responsibility for teaching a class. It is too early to make a secure judgement on how well this is working. This is largely because a small amount of the teaching is unsatisfactory. In one part-lesson, for example, the pupils did not have enough to do and so did not behave well. Another lesson was satisfactory but the class was confused at one point by the teacher's explanation, and so learning slowed.

61 Where teaching is, or has been, done by the class teachers there are several strengths. There is a good emphasis in all classes on developing pupils' investigation skills. For example, in the work on circuits in Year 2, pupils are encouraged to ask questions such as 'what would happen if...' and think about further tests. In Year 5, pupils are expected to justify their predictions or conclusions and evaluate evidence from their tests. As a result, by Year 6 they can analyse results logically and devise their own experiments to confirm a hypothesis or clear up any mysteries. However, alongside the practical work, teachers make sure that pupils build up a good store of knowledge about science. From the start, teachers expect pupils to use and understand the correct vocabulary. In Year 2, for example, pupils are able to explain terms such as friction and gravity, or name some parts of a plant and explain their function. The curriculum in Year 6 includes some good units of work to revise pupils' knowledge and understanding. They enjoy these and think they help them to do themselves justice in the tests.

62 All teachers make good use of pupils' literacy strengths in science. From the beginning they encourage pupils to use their own words to explain what they did, and why. This helps them to understand and remember. By Year 6 the pupils' recording is of a very high standard, full of detail and thoughtful observation. It is matched by some outstanding marking. This helps pupils to improve by saying clearly what has been done well and what might come next; for example, 'a re-test is needed here to check your strange results'. A very useful feature is the way the teacher remembers and refers to what pupils said in the oral parts of the lesson. 'You made a very good contribution when we were planning the test.'

63 Leadership and management of the curriculum is satisfactory but is not as strong as in English or mathematics. The curriculum is well-organised and satisfactory assessment procedures are in place. However there has been little evaluation of what is working well or what might be improved. Data, or pupils' answers in the national tests are not analysed and there has been no recent monitoring of lessons so strengths and weaknesses in teaching have not been identified.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- The quality of teaching has improved since the previous inspection and teaching assistants make a significant contribution to this.
- Teachers are not yet using information and communication technology sufficiently in a small number of lessons.
- Good leadership and management of the curriculum are key factors in why provision has improved.
- The activities planned for pupils help them learn information and communication technology skills alongside learning in other subjects.

## **Commentary**

64 Since the previous inspection all staff have had substantial training in information and communication technology and the school has made effective use of government funding for this purpose. As a result, teachers are now competent at using computers, are familiar with the school's software and teaching in general is satisfactory. However, much of the teaching is carried out by a very competent teaching assistant, who works with pupils from all classes in the computer suite. This teaching is good and has had a significant impact on standards so that they now match those expected for pupils' age. This is largely because she knows what skills and work each class has covered and is able to adapt her teaching from one day to the next to take full account of pupils' achievement in previous lessons.

65 One of the reasons why teaching is not better is that teachers are not using information and communication technology often enough in lessons in the classroom. Though all classes have one or two computers, they are sometimes left idle for significant parts of the day or are used to provide supporting activities for pupils who have special educational needs. Although these activities are effective for these few pupils, the majority do not get enough chances to reinforce and practise the skills they have learned in the computer suite. In addition, limited resources mean that teachers are unable to use information and communication technology as a teaching strategy. The school intends to remedy this situation with the purchase of interactive whiteboards and projectors.

66 Good leadership and management of the curriculum have ensured that it now includes all those elements that were lacking at the time of the previous inspection. Consequently, pupils in Year 6 talked enthusiastically about using the computer to control lights on models and to record data about temperature and light, though they said that this was 'difficult' work. They said that they enjoy working on computers and are proud to have created bedroom designs that won the school an award in a national competition. Having access to computers is something that pupils of all ages enjoy and they work diligently under the supervision and guidance of the teaching assistant.

67 A strength of the teaching is the way that pupils learn information and communication technology skills alongside the learning that they do in other subjects. This works well because pupils can see a purpose to their learning and it is a key factor in why pupils achieve steadily. For example, from Year 1 onwards pupils use computers to generate graphs because they know that this is easier to do than draw them manually and that they can show the same data in a variety of ways quickly by using a computer. Pupils in Years 3 to 6 know that searching for information about history, geography or religions on the Internet or a CD ROM has advantages over looking through books because there is more information available.

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

68 Pupils put their information and communication technology skills to good use in other subjects because the curriculum is planned so that this happens naturally. Throughout the

school, pupils use word processing to draft and publish text and they use art programs to create designs or illustrate their work. In Year 6, pupils use digital cameras as a means of recording the design and making of slippers in design and technology and in their personal and social education pupils used computers to create road safety signs.

## **HUMANITIES**

69 The school has a religious character and consequently religious education was inspected and reported on separately. Geography and history were sampled by looking at displays and pupils books and by talking with them about their work.

70 In **geography**, pupils in Year 2 used simple geographical terms, such as ‘the place where the land meets the sea’ to describe the seaside. They are aware of localities beyond their own and talked of mountains, lakes, rocks and fjords, which they remembered about Norway. The younger children said that they like following the travels of Barnaby Bear. Older pupils compare physical and man-made features of the places they study. They talked briefly about a village in India, and the major rivers in Europe. They know how to read maps using a key and symbols and have created route directions from Bramley to Haworth, where they went on an educational outing. Pupils said that the best part of geography was studying France as part of Europe week working and researching facts on the Internet. The work in pupils’ books is well illustrated and shows that the curriculum is suitably broad.

71 In discussions about their work in **history**, pupils in Years 1 and 2 were keen to tell what they knew of famous people and events from the past and spoke at length about Guy Fawkes, Grace Darling, Samuale Pepys and Florence Nightingale. Older pupils demonstrated factual knowledge and understanding of aspects of history of Britain and other countries, such as, Victorian, Tudor, Roman Britain, local studies and life in ancient Egypt. As they get older pupils use a widening vocabulary. For example, pupils in Year 3 used the terms ‘canopic jars’ and hieroglyphics when explaining Egyptian culture. Pupils in Year 4 wrote interesting accounts of famous people in Tudor times, including the ‘man and myth’ sides to Sir Francis Drake. Pupils said that they particularly enjoy the visits to museums which help bring the idea of child labour, school and life in Victorian times to life.

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

72 Art and design, music and design and technology and physical education were sampled by looking at displays and pupils books and by talking with them about their work. A small number of music lessons were seen.

73 It is evident from the teachers’ records and pupils’ work that **art and design** is given due time and importance. Pupils have chances to use a good range of materials, tools and techniques. They are learning about, and using ideas from, other artists such as Turner, Monet and Kandinsky. Pupils in Year 2 for example, make some good designs in the style of William Morris. Some use computers to extend this work. Most classes use a sketchbook regularly. This is used well in the infant classes to collect examples of line, pattern, texture and colour, for example, after a visit to a sculpture park. However, in some of the junior classes, this is used less seriously as a tool. The books fill up with casual drawings, including a repetitive cartoon style that does not develop observation skills. At best they are used in a much more challenging way, for example, when pupils in Year 5 work out how to use perspective in a street scene. The curriculum is enhanced by a range of visits to see works of art and a practising artist regularly works with classes and groups.

74 In **design and technology**, pupils have a clear idea of the processes of designing, making and evaluating their work. Pupils in Years 1 and 2 use simple pictures and diagrams to plan their work. Older pupils add clear labels and information about materials and size to their diagrams. In Year 4, for example, pupils include ideas on which features of their pop-up books might appeal to younger classes. Pupils' models usually show a reasonable quality of finish. Their skills in testing and evaluating products improve steadily as they move up the school. For example, in Year 1 pupils write a sentence or two about how they might improve their houses. However, by Year 6 they can write detailed accounts of the difficulties they came across, and the solutions they tried, in making musical instruments. Pupils enjoy their lessons and said that they are generally pleased with the models they make.

75 Pupils are often taught **music** by the co-ordinator and they benefit from the school having a separate music room, where a wide range of instruments from around the world is displayed. Pupils also benefit from the school's involvement with Intake High School, which provides teaching in drama, music and dance. Pupils said that the clubs and lessons taught by teachers from the High School are 'great'. In addition to this, pupils who wish to can have lessons in drums, acoustic or electric guitar and other instruments and there is a recorder club that meets regularly after school. Music plays an important part in assemblies and in the life of the school and pupils said that they really enjoy the concerts and performances at Christmas and the end of term. Last year the co-ordinator took a group of pupils to a recorder workshop at a local centre and they later performed for about 250 pupils from other Leeds schools. Pupils from the school have also sung with Leeds Youth Orchestra.

76 **Physical education** is popular with boys and girls and pupils are taught all the required parts of the National Curriculum. They enjoy their visits to the swimming pool and think they are making good progress. There are a small number of clubs. Most classes have a weekly lesson. This falls short of the recommended two hours per week, but the school tries to compensate with some extra lessons and events. For example they have some chances to learn from experts, such as a secondary school dance specialist, or coaches from Leeds United Football Club. There is a promising new link with a local leisure centre, which should give pupils more opportunities like this.

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

77 The school's provision for promoting pupils' personal, social and health education was sampled and only a small number of lessons were seen.

78 Pupils' personal and social development is promoted in everything that the school provides and does and through the very close relationships that teachers forge with pupils. The Catholic nature of the school is evident in its everyday activities and pupils are encouraged to follow the moral guidance of the Christian Church. Throughout the school, teachers have high expectations of how pupils should act and work. Pupils respond to these by acting in a mature fashion and behaving in a friendly manner to other boys and girls and the school is just small enough for everyone to know most everyone else. Regular visitors to the school help pupils make decisions about healthy lifestyles and drugs awareness and sex and relationship education is part of the curriculum for the oldest pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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