

# INSPECTION REPORT

## **ST JOSEPH'S ROMAN CATHOLIC PRIMARY SCHOOL**

Pickering

LEA area: North Yorkshire

Unique reference number: 121654

Headteacher: Mr S John

Lead inspector: Mrs M Gough

Dates of inspection: 5th – 8th July 2004

Inspection number: 257762

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	88
School address:	Swainsea Lane Pickering North Yorkshire
Postcode:	YO18 8AR
Telephone number:	01751 473102
Fax number:	01751 477091
Appropriate authority:	The Governing Body
Name of chair of governors:	Father Bill East
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is a voluntary aided Roman Catholic School, situated in the town of Pickering in North Yorkshire. In the past few years the school has received a number of awards, including the Basic Skills Quality Mark, the Investors in People Award, two School Achievement Awards and a Quality Mark for its work with pupils with special educational needs. There are currently eighty-eight pupils on roll organised into four classes. Almost all pupils are of white ethnicity and no pupil has English as an additional language. Seventeen pupils are on the school's special educational needs register. This represents 19% of the total population of the school and is about average. Three pupils have Statements of Special Educational Needs. In the last academic year one pupil joined the school other than at the usual time of first admission, and ten pupils left the school other than at the usual time of transfer. The attainment of the current Reception children when they started school was below average overall. This is typically the picture, although because the cohorts are small, the attainment on entry of the pupils can vary quite considerably from year to year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Mathematics, science, art and design, design and technology, music, personal, social and health education and citizenship
15181	Mrs M Hackney	Lay inspector	
8263	Mrs M Forsman	Team inspector	Foundation Stage, English, information and communication technology, history, geography, physical education, special educational needs

The inspection contractor was:

Altecq Education Limited  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school that provides a **good** quality of education for all pupils. Pupils of all ages and abilities achieve well from their different starting points. Teaching and learning are good throughout the school, and teaching has some very good features. The headteacher provides good leadership for the school, and has been very successful in his first year of headship in building up a very strong team spirit amongst staff, and in fostering a very positive and warm ethos. Overall the leadership and management of the school are good. The school provides good value for money.

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

- Teaching is good, enabling pupils of all abilities to achieve well in most subjects.
- The achievement of Key Stage 1 pupils in science is satisfactory, but could be better.
- Pupils have very positive attitudes to school, and their behaviour is very good.
- Overall the leadership and management of the school are good, but the monitoring role of co-ordinators is at the early stages of development, and some monitoring lacks rigour.
- The time given to English and mathematics limits the amount of time available for some other subjects of the curriculum.
- The school provides a very good range of additional activities to extend pupils' learning.
- This is a very caring school and systems for ensuring the pupils' health, welfare and safety are well established.
- Parents are very pleased with the school, and the school's links with parents, the community and other schools are very good.
- The Governing Body is very good, and plays a very active role in the life and work of the school.
- Assessment is used well to monitor pupils' personal and academic development.

The school has improved **well** since the last inspection, and has undergone many changes. All of the staff, including the headteacher have been appointed since the last inspection. The issues identified in the last report have all been successfully addressed, and the school has been particularly successful in the way in which it has improved the provision for information and communication technology. The school has grown in size, and is very popular.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	D	D
Mathematics	E	A*	C	C
Science	C	A*	D	D

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

Pupils of all ages and abilities achieve **well** from their different starting points. The attainment of groups of pupils varies significantly year by year. Currently the attainment of pupils at the end of the Foundation Stage is at the expected level, the attainment of pupils at the end of Key Stage 1 is below the expected level, and the attainment of pupils at the end of Key Stage 2 is above the expected level.

The national test results over the last three years demonstrates the significant variation that occurs from year to year because of variations in the natural ability of the groups of pupils entered for the tests. Typically the groups of pupils in each year group are small, and the performance of one pupil can therefore have a significant impact on the overall results. The 2003 results show that pupils' attainment is below the national average in English and science, and average in mathematics. Based on their prior attainment, the pupils' performance is below average in English and science, and average in mathematics. There were high levels of pupil mobility within this small group of pupils, and this explains why the results show that pupils did not make the expected progress between the end of Key Stage 1 and the end of Key Stage 2 in English and science. The inspection findings indicate that the attainment of the current Year 6 pupils is above national expectations in English, mathematics and science. The school's assessment information shows that the current Year 6 pupils have achieved well during their time in school, and have reached the standards of which they are capable.

The results of the national end of Key Stage 1 tests for 2003 show that the pupils' attainment is below average in reading and writing, and above average in mathematics. The teacher assessments for science show that pupils' attainment is below average. As in Key Stage 2, the results vary significantly year by year depending on the natural ability of the groups of pupils. The current group of Year 2 pupils contains a high percentage of lower attaining pupils, and the inspection findings indicate that their attainment is below national expectations in English, mathematics and science. The Year 2 pupils have achieved well in English and mathematics from a low starting point, but although satisfactory, their achievement in science could be even better.

In information and communication technology, pupils' attainment is above national expectations at the end of Key Stage 2 and in line with national expectations at the end of Key Stage 1. In music, physical education and history, standards are at the nationally expected level at the end of both key stages, and pupils achieve satisfactorily in these subjects.

By the end of the Foundation Stage, the children's attainment is above the nationally expected level in personal, social and emotional development, and at the expected level in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. The children achieve well across all areas of learning.

Pupils of all ages and abilities have very positive attitudes to work and school. Pupils' behaviour is very good. Attendance is good. Pupils' spiritual, moral, social and cultural development is **good** overall. Their social and moral development is very good.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education for all pupils. Teaching and learning are **good** throughout the school, and have some very good features. Teachers provide good levels of challenge for higher attaining pupils, and use support staff very effectively to ensure that lower attaining pupils have the additional help they need. Assessment is good overall, and the school's tracking system allows the careful monitoring of pupils' academic and personal development. The curriculum is satisfactory, but too much of the available time is

given to English and mathematics resulting in too little time for some other subjects. The way in which the school enriches the statutory curriculum is very good. The accommodation and resources are satisfactory overall. The school provides very good levels of care, guidance and support for all pupils, and has satisfactory systems for seeking the pupils' views about school. Links with parents, the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school are **good**. The headteacher provides good leadership for the school, and has been very successful in his first year of headship in building up a very strong team spirit amongst staff, and in fostering a very positive and warm ethos. Key staff work hard to fulfil their many responsibilities, and their collective leadership and management are good, but their monitoring sometimes lacks rigour. The Governing Body is very good. Governors are supportive, fully involved, and very effective in the way in which they perform their role of 'critical friend' to the headteacher.

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

Parents are exceptionally pleased with all aspects of the school's life and work, and are very supportive. They are very appreciative of the way in which the school keeps them informed and welcomes them into the school. Pupils of all ages have very positive views of school, but older pupils would like to have more input into some of the decisions that are taken.

## **IMPROVEMENTS NEEDED**

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

- develop the curriculum so that the available time is used more imaginatively, and so that all subjects have enough time for the National Curriculum Programmes of Study to be covered in enough depth;
- ensure that subject leaders are more focused and rigorous when monitoring aspects of the school's work so that further improvement can take place;
- give more emphasis to science in Key Stage 1.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils of all ages and abilities achieve **well**. The attainment of groups of pupils varies significantly year by year. Currently the attainment of pupils at the end of the Foundation Stage is at the expected level, the attainment of pupils at the end of Key Stage 1 is below the expected level, and the attainment of pupils at the end of Key Stage 2 is above the expected level.

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

- Overall pupils achieve well from their different starting points.
- Although satisfactory, the achievement of Key Stage 1 pupils in science could be even better.
- Standards in information and communication technology are above national expectations at the end of Key Stage 2, and higher attaining pupils reach very high standards in their work.
- The school is effective in the way in which it supports pupils with special educational needs and in the way in which it stretches and challenges higher attaining pupils.
- Pupils make good use of literacy and numeracy skills across the curriculum, and very good use of information and communication technology skills.

#### **Commentary**

1. Because the year groups are often very small, the performance of individual pupils can make a significant difference to the overall picture of attainment year by year. This makes it very difficult to use the national test results to draw meaningful conclusions about trends in attainment over time. The school keeps very detailed records of pupils' attainment in English and mathematics, and uses this information very well to demonstrate how pupils of all abilities achieve well as they move through the school. Very good use of classroom support enables pupils with special educational needs and lower attaining pupils to receive additional help with their learning, and to achieve their individual targets. Teachers are skilled in extending the higher attaining pupils, especially in the upper part of Key Stage 2, where some very challenging work is provided for the highest attaining pupils.
2. The school has made a good effort to provide regular and frequent opportunities for pupils to use and apply skills of literacy and numeracy in their work across the curriculum, and as a result, pupils use these skills well in a number of different contexts. Their use of information and communication technology across the curriculum is very good, especially in Key Stage 2 where pupils are very clear about the use of information and communication technology as a vehicle for learning.

#### **Foundation Stage**

3. The attainment of the children when they join the Reception class varies year by year. The attainment of the current group of Reception children when they started school was below average overall. The children have achieved well in their first year in school, and are on course to attain the expected level for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Their attainment in

personal, social and emotional development is above the expected level. Early reading, writing and number skills are taught well.

## Key Stage 1

### Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	15.0 (16.8)	15.7 (15.8)
Writing	13.7 (16.6)	14.6 (14.4)
Mathematics	17.3 (18.5)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

- On the basis of the 2003 end of Key Stage 1 national test results, pupils' attainment in reading and writing is below average, and their attainment in mathematics is above average. In comparison with similar schools, the pupils' performance is average in reading and writing and well above average in mathematics. Based on the teacher assessments, the pupils' attainment in science is below the national average. These results are lower than those of previous years because the group of pupils contained a high proportion of pupils with special educational needs, and few higher attaining pupils. Assessment data confirms that the pupils achieved well from their different starting points.
- The inspection findings show that standards for the current Year 2 group of pupils are below national expectations in English, mathematics and science. In English and mathematics the pupils achieve well, but in science, although their achievement is satisfactory, it could be better. In information and communication technology, the pupils achieve well, and attain the national expectations. In music, physical education and history, the pupils' attainment is in line with national expectations, and their achievement is satisfactory.

## Key Stage 2

### Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	26.5 (28.8)	26.8 (27.0)
Mathematics	27.0 (31.2)	26.8 (26.7)
Science	28.1 (31.8)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

- The 2003 national test results show that pupils' attainment is below the national average in English and science and in line with the national average in mathematics. These results are the lowest for some time, and reflect the high percentage of pupils in the group who had special educational needs. Based on their prior attainment, the pupils' performance is below average in English and science, and average in mathematics. There were high levels of pupil mobility within this small group of pupils, and this explains why the results show that pupils did not make the expected progress between the end of Key Stage 1 and the end of Key Stage 2 in English and science.

7. The inspection findings indicate that the attainment of the current group of Year 6 pupils is above national expectations in English, mathematics and science, and that pupils of all abilities achieve well. Standards in information and communication technology are above national expectations, and the work of a small number of higher attaining pupils is at a particularly high level. In music, physical education and history, pupils' attainment is at the expected level, and their achievement is satisfactory.

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

Pupils of all ages and abilities have **very positive** attitudes to work and school. Pupils' behaviour is **very good**. Attendance is **good**. Pupils' spiritual, moral, social and cultural development is **good** overall. Their social and moral development is **very good**.

### **Main strengths and weaknesses**

- Pupils of all ages are very enthusiastic about their learning and respond very well in lessons.
- Pupils are kind and caring, and there is a real family atmosphere in the school.
- Behaviour is very good, and older pupils show good levels of self-discipline.
- There are particular strengths in pupils' social and moral development.
- Pupils are very keen to come to school and their attendance is good.
- Older Key Stage 2 pupils are sensible and mature and are eager to take responsibility.
- Pupils do not always take enough pride in the presentation of their written work.

### **Commentary**

8. Pupils have very positive attitudes to school and to work. They eagerly participate in lessons, and are very responsive in discussions. They have very good levels of concentration, and produce good amounts of work, although they do not always take enough care with the presentation of their written work which is sometimes untidy. Pupils are kind and supportive of one another, and work very well in small groups and pairs, listening with attention to the views and opinions of others. Pupils show good levels of independence in their learning, and by the time they leave school at the age of eleven, many pupils are capable and mature, and very keen to take responsibility.
9. Pupils' behaviour at work and at play is very good. From an early age, teachers set very high expectations of how pupils should behave towards one another. Pupils respond well, and are keen to follow the school rules, and to show respect and tolerance for the views of others. Older pupils set a very good example for younger pupils, and demonstrate good levels of self-discipline, making sensible choices and decisions for themselves. There have been no racial incidents in the school, and pupils and parents agree that bullying is not a problem. Pupils are confident that any incident of misbehaviour would be quickly dealt with by staff, and know that bullying and harassment are not tolerated. There have been no exclusions in the school.
10. The pupils' spiritual, moral, social and cultural development is good overall, and there are particular strengths in the pupils' social and moral development which is very good. Teachers provide opportunities for pupils to reflect on their lives, and aspects of the world in which they live, and pupils are confident about sharing their feelings with one another. The pupils' cultural development is good, and was very effectively enhanced through the 'multi-cultural' theme day that took place in the spring term. Opportunities for the pupils to work on a range of different art activities linked to other cultures gave them a very positive appreciation of different traditions and customs. Social and moral development are very effectively promoted through the daily life of the school, and the

high expectations of staff. Pupils have a very good understanding of the need for societies to abide by rules, and for individuals within a community to consider the needs of others. They make a clear distinction between right and wrong.

11. Attendance for the current academic year is good. The rate of whole-school attendance has improved in the past year reflecting the success of the initiatives the school has put in place to monitor and follow up absence. Pupils are punctual enabling a prompt start to lessons.

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

Authorised absence		Unauthorised absence	
School data:	5.4	School data:	0.0
National data:	5.4	National data:	0.5

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. Teaching and assessment are **good** overall. The curriculum is **satisfactory** and is **very well** extended and enriched by a wide range of additional learning opportunities. Accommodation and resources are satisfactory overall. The school provides **very good** levels of care, support and guidance for pupils, and the way in which it seeks the views of the pupils is **satisfactory**. **Very good** links have been established with the parents, other schools and the community.

#### Teaching and learning

Teaching, learning and assessment are **good** throughout the school.

#### Main strengths and weaknesses

- Teachers use resources very well to enliven their teaching.
- Teachers provide good opportunities for pupils to use literacy and numeracy across the curriculum, and very good opportunities for them to use information and communication technology.
- Support staff are very well deployed to work with small groups of pupils.
- Relationships between pupils and staff are excellent, and as a result, pupils are very confident in their learning.
- Teachers match work closely to the needs of individual pupils and take good account of individual education plans when planning work for pupils with special educational needs.
- Assessment systems are good, and very good use is made of assessment information to track and monitor pupils' personal and academic progress.
- Teachers do not have high enough expectations of the presentation of pupils' work.

## Commentary

### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	10	12	4			

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

12. Teaching is good throughout the school and has some very good features. Teaching is better than it was at the time of the last inspection.
13. The teaching of the Foundation Stage children is good. There is a good balance of activities that the children choose themselves and those that are led by an adult. Towards the end of the year, lessons become more formal so that the children are well prepared for their transfer to Year 1, but prior to this, much of their learning comes from the good range of structured play activities to which they have ongoing access. Good teaching of early reading, writing and number skills gives the children a good grounding in these important areas. Very good emphasis is placed on teaching all aspects of personal, social and emotional development, enabling the children to quickly settle into school life, and to become independent, confident and enthusiastic learners.
14. Throughout the school, teachers make good use of resources to enhance their teaching and to enliven pupils' learning. Resources are used particularly well in introductory sessions to capture the pupils' interest and attention. In many lessons, teachers provide very good opportunities for pupils to use computers and other information and communication technology to support their learning. As a result, pupils see information and communication technology very much as a tool for learning. Teachers are also successful in the way in which they encourage pupils to use their literacy and numeracy skills in their work in other areas, and there are many good opportunities in all classes for pupils to use their research skills, and to make estimates and record measurements.
15. Relationships between adults and pupils are excellent, and are based on very high levels of mutual respect and trust. As a result, pupils are confident about giving answers, expressing their personal views and tackling new areas of learning. Teachers and support staff give very good levels of encouragement to the pupils as they work, helping the lower attaining pupils to master their difficulties, and extending the higher attaining pupils so that they are fully challenged. Support staff are used very well to work with individual pupils and groups of pupils, and provide sensitive and unobtrusive support for those pupils who have special educational needs.
16. Lessons are often well paced, and pupils work well, producing good amounts of work in the time given. However, pupils do not always take enough care with the presentation of their written work, and teachers do not always demand a high enough standard of presentation. Work is marked on a regular basis, but comments do not always show pupils how they can improve their work further. Work is generally well matched to the needs of individual pupils, and teachers cope well with the demands of teaching mixed age classes. Teachers make good use of the individual education plans of pupils with special educational needs to ensure that work closely reflects their individual targets.
17. The school has good assessment systems in place for all subjects, and teachers make very good use of assessment information to highlight whole-school strengths and

weaknesses, and to track pupils' academic and personal development. Teachers set individual targets for pupils in literacy and numeracy, and the regular review of progress towards these targets helps pupils to gain a good understanding of the extent of their learning. The termly assessments in English, mathematics and science which are recorded in the 'Blue Book', provide each pupil with an ongoing record of their work in these subjects, and provide good evidence of the achievement of individual pupils.

## The curriculum

Overall the curriculum for pupils in Key Stage 1 and Key Stage 2 is **satisfactory**. The curriculum for the Foundation Stage children is **good**. The school **very effectively** enriches and extends the statutory curriculum. The accommodation is **satisfactory**. Learning resources are **good** overall.

## Main strengths and weaknesses

- A good amount of time is given to English and mathematics but this limits the amount of time that is available for other subjects.
- The school provides a very good range of extra-curricular activities and a very good range of educational visits.
- The provision for pupils with special educational needs is good.
- The termly 'theme' days very effectively enrich pupils' learning and successfully promote their personal, social and cultural development.
- Although the topics in Key Stage 1 provide a good context for most of the pupils' learning, there is not enough focus within the topics on science.

## Commentary

18. The curriculum for the Foundation Stage children is good, and reflects the national guidance for this age group. Planning takes full account of the Early Learning Goals in each area of learning, and there is a good balance of formal and 'free-choice' activities. The children's learning is enhanced by a variety of visitors and visits. The school has good strategies for the early identification of children with special educational needs enabling them to have immediate support.
19. In Key Stage 1 and Key Stage 2, the national strategies for literacy and numeracy are implemented well, together with a suitable range of booster and intervention initiatives. The breadth of the curriculum for Key Stage 1 and Key Stage 2 pupils is satisfactory overall, although because of the generous amount of time that is given to English and mathematics, too little time is given to some of the other subjects. As a result, some of the Programmes of Study in the foundation subjects are not covered in enough depth. Much of the learning of Key Stage 1 pupils derives from the termly theme or topic. Whilst this practice is in the main successful, not enough focus is given to science, and as a result the pupils' achievement, although satisfactory, is not as good as it could be.
20. The school is very effective in the way in which it enriches and extends the pupils' learning through a wide range of extra-curricular activities and visits to places of interest. Pupils of all ages benefit from taking part in many additional art, music and sports activities, some of which are led by outside agencies. The recent introduction of a residential visit for Year 6 pupils was a great success and provided good opportunities for the pupils to take part in adventurous activities and to develop their personal and social skills. Since his appointment, the headteacher has introduced 'theme' days on a termly basis, each of which have a different focus. The activities

provided have significantly enhanced the pupils' cultural and social development and have enriched their learning in art and music.

21. The school makes good provision for pupils with special educational needs and has recently received a Quality Mark for this aspect of its work. Teachers use individual education plans well when planning work for pupils, and very good classroom support enables pupils with special educational needs to take a full and active part in all activities. Parents and pupils are fully involved in the setting of targets in individual education plans, and the school effectively monitors the pupils' progress and achievements.
22. The accommodation is satisfactory overall, but the school hall is very small for the number of pupils and restricts the scope of teaching and learning in subjects such as physical education. The school has adequate grounds with well-defined areas for games and includes quiet areas of garden. The outdoor play area for the Foundation Stage is adequate and is used regularly. Learning resources are good overall, and there are no significant shortages.

### Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **very good** support, advice and guidance. The school's arrangements for seeking the views of pupils are satisfactory.

### Main strengths and weaknesses

- All pupils are highly valued and are very well cared for in a happy and safe learning environment.
- Very good procedures are in place to ensure the thorough monitoring of matters of health and safety.
- The school has very good systems for monitoring and tracking pupils' personal development.
- Excellent relationships between adults and pupils create a very positive and caring ethos.
- Pupils with special educational needs are very well supported in class enabling them to achieve well, and to take a full part in school life.
- The school has very good systems for ensuring the pupils' transfer to the next stage of their education.
- Formal opportunities for pupils to play a leading role in the organisation of the school are too limited.

### Commentary

23. The school provides a very caring and happy learning environment where pupils' safety and well-being are paramount. All pupils are very well supported by staff who know them and many of their families very well. Adults act as very good role models who are committed to the work of the school and the care of the pupils. Parents are very pleased with the high level of care and support their children receive from staff. The staff and governors follow very good procedures to ensure that all health and safety issues and risk assessments are regularly monitored and dealt with promptly. Child Protection procedures are good, and all staff are well informed about their responsibilities. Pupils have excellent and very trusting relationships with their teachers and learning support assistants, and are confident about sharing their concerns, worries or moments of joy. The school's arrangements for assessing pupils'

progress each term and agreeing targets for academic and personal development are very well established. The careful monitoring of pupils' progress enables the school to provide very good and timely support for pupils who are experiencing difficulties.

24. Pupils with special educational needs receive very good support in class, and their individual education plans are reviewed regularly by teachers and the special needs co-ordinator. The very good support enables pupils with special educational needs to make good progress towards their individual targets and for them to take a full part in all school activities. The school is highly effective in ensuring that pupils with special educational needs have full access to all support agencies and works very closely with other schools to extend the provision.
25. Induction arrangements are good in the Reception class, and as a result, the children settle down very quickly. The school's very close links with the secondary school to which most pupils transfer, and the very good arrangements made for pupils in Year 6 ensure a very smooth transition into secondary education.
26. The school encourages older pupils to undertake special tasks such as serving lunch to younger pupils and taking care of them in the playground. They offer their help willingly and pupils in Year 5 and Year 6 value their responsibility for updating the school's website and helping to organise a prayer group. Through personal and social education pupils in all classes are able to share their views and staff are ready to listen to what they have to say. However, some older pupils feel that they would like a stronger voice in the organisation of the school and a more formal mechanism for putting forwards their ideas and opinions.

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

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

### **Main strengths and weaknesses**

- There are exceptionally high levels of parental satisfaction.
- Regular good quality newsletters and curriculum information keep parents well informed.
- Reports of pupils' progress do not always show pupils and their parents the next steps forward.
- The procedures for involving parents in the life and work of the school, and for seeking and acting upon their views are excellent.
- The Friends of St Joseph's provide very active social and financial support for the school.
- The very strong links with the community and other schools enrich the curriculum and opportunities for learning.
- The school provides a good range of courses for adults.

### **Commentary**

27. Parents are very pleased with what the school has to offer, and appreciate the warm welcome that is always extended to them by the headteacher and staff. Many parents are very supportive of the school's aims, and are pleased by the way in which the school regards them as joint educators of their children. Parents strongly agree that the school regularly seeks and acts upon their views, and they are very satisfied that any problems are dealt with promptly and effectively. Parents feel well informed about

activities and changes in organisation through the weekly newsletters, informal discussions, and curriculum information including ways in which they can help at home. Parents of pupils with special educational needs are involved well with the drawing up of individual education plans and target setting. Although parents feel they are well informed about their child's progress, the inspection findings indicate that reports of pupils' progress, although satisfactory, do not always give sufficiently clear guidance about how the pupils can move forward in their learning.

28. A group of parents helps regularly in classrooms and many more assist with educational visits and fund-raising events. The school has successfully organised a SHARE Family Learning Programme for parents of pupils in Year 1 and Year 2, and this has resulted in a large number of parents attending and providing quality support for their children in language and numeracy activities. The Friends of St Joseph's is an active and enthusiastic group of parents and members of the community who raise considerable funds in support of the school. This additional funding has provided pupils with a range of additional learning resources and activities.
29. The school's links with the community are very good and are a significant strength. The headteacher is committed to developing a wider partnership with the community and to promoting the school in the local media. There are very strong links with the church and pupils take part in Christmas and Easter performances for parents and members of the parish and local community. The parish priest is a constant visitor in school where he supports teachers, and leads assemblies and other activities. Members of the community are regular visitors, and help the school by listening to pupils read. The school maintains a parish directory of skills which draws on volunteers from the parish to talk to pupils and enrich the curriculum. The school's website provides a very good community link with a range of topics about the work of the school, links with the church and tourist information. Pupils benefit from the opportunity to take part in a very good range of musical events such as their involvement in the Ryedale Community Opera and variety show at a local theatre. Pupils regularly visit the elderly residents of a nearby care home to sing and perform country dancing and drama. Social events organised by the Friends of St Joseph's are very well supported by the community and provide a further very good link with the school.
30. The school has a very good partnership with other schools and colleges which provides pupils with a range of extended opportunities for learning. Joint projects with pupils from the local secondary school and infant school have been very successful in promoting the pupils' personal and social development. Excellent links with a local special school have enabled the school to take part in a 'dual placement' initiative for pupils with specific complex needs. The school has a very good working relationship with the local Further and Higher Education Colleges, and regularly takes students on placement. The headteacher has formed a successful working party with a small group of other local primary headteachers for shared liaison and training sessions.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. The leadership and management of the headteacher and key staff are **good**, and the leadership and management of the Governing Body are **very good**.

## Main strengths and weaknesses

- The new headteacher has made a very good start in building up a very strong team spirit amongst staff, and in setting out a clear agenda for further improvement.
- The Governing Body is very effective and has a very good understanding of the school's strengths and weaknesses.
- Co-ordinators have willingly taken on a number of subject responsibilities which they fulfil well.
- The monitoring role of co-ordinators is not always sufficiently rigorous and analytical.
- The school is very effective in the way in which it identifies and removes barriers to the pupils' learning.
- The school's finances are well managed, and the Governing Body is particularly active in fund-raising for new building work.
- The headteacher's regular class teaching commitment reduces the opportunities for him to plan and carry out projects that involve his intensive input.
- The school makes very good use of information and communication technology to support its management systems and procedures.

## Commentary

31. The leadership and management of the school are good overall, and all key staff work very well together to achieve the targets for improvement and development. The headteacher has been in post for less than one year, but has already set a clear agenda for improvement, and has given the school much needed stability following a period when there was no permanent headteacher. He has a clear vision for how the school can develop in the future which is shared by staff and governors, and which is encapsulated in the good quality School Improvement Plan. The headteacher has sensibly paced change during the last year, and has achieved a very good balance between his leadership role and that of classteacher, However, his regular class teaching commitment means that there is little time for him to pursue intensive projects and ideas over a period of time, and this constrains some of his development plans.
32. The headteacher has successfully developed the role of the subject co-ordinators, and staff provide good leadership for their areas of responsibility, working closely together to achieve the stated targets. However, although co-ordinators have monitored classroom practice and pupils' work, the outcomes are not sufficiently focused to bring about further improvement, and staff lack experience and training in this aspect of their work. The special educational needs co-ordinator is effective in her role, and the school has recently received a Quality Mark in recognition of its good work with pupils who have special educational needs.
33. The school has a very strong policy of inclusion which is fully reflected in practice. All pupils have equality of opportunity, and are encouraged to take a full and active part in school life. The headteacher has set up a very good tracking system which enables teachers to quickly highlight significant dips in progress which might suggest that a pupil has some difficulties with his/her learning, or some personal problems. Pupils who are highlighted in this way are carefully monitored so that if possible, any barriers to learning can be removed, and if necessary, additional support can be provided.
34. The Governing Body is well established and is very effective in the way in which it carries out its duties. Governors meet frequently to discuss school policy, and they take a full and active part in the decision making process. Governors are frequent visitors to the school, and records of formal visits provide a good basis for discussion, and raise governors' awareness of the school's work. Whilst very supportive of the

headteacher, the Governing Body performs its role of 'critical friend' very well. The Governing Body finance committee is very proactive in raising funds for building projects, and is currently looking at ways of raising money to extend the school office and staff accommodation. Good systems are in place for ensuring the cost-effectiveness of major spending decisions, and the school seeks best value when making major purchases. The carry forward figure for the current year is a little over the recommended limit set by the LEA so that the current levels of support staff can be maintained.

## Financial Information

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

Income and expenditure (£)	
Total income	295 571
Total expenditure	286 732
Expenditure per pupil	3 258

Balances (£)	
Balance from previous year	27 449
Balance carried forward to the next	36 288

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **good**.

### Main strengths and weaknesses

- Teaching is good and has very good features. As a result, children of all abilities achieve well.
- The school makes very good provision for the children's personal, social and emotional development.
- The curriculum is good and there is a good balance of activities that are directed and those that the children choose themselves.
- Excellent relationships between children and adults create a positive learning environment.
- The children have good access to a small but secure outside area.
- The children are well prepared for their transfer to Year 1.
- Links with parents are very good.

### Commentary

35. The school has one Reception class containing eight children. The children have a variety of pre-school experience, and their attainment on entry varies from year to year. Overall, the attainment of the current group of Reception children when they started school was below the expected level. During their time in the Reception year, children of all abilities achieve well. By the end of the Foundation Stage, the current group of children is on course to attain the expected level in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development, and above the expected level in personal, social and emotional development.
36. The quality of teaching and learning is good. Teachers engage children's attention very well and have very high expectations of behaviour. All adults provide very good role models for children and demonstrate sensitivity and skill in their interaction with them. All teaching is based on a very good understanding of how young children learn. The children have good access to a range of structured play activities, and towards the end of the year, they are introduced to more formal lessons to ensure that they are well prepared for their transfer to Year 1. The children have very positive attitudes to school and to work and show good levels of concentration. They are keen to learn and take a full part in all activities.
37. The Foundation Stage is well led and all staff work well together. The shared teaching is well managed, and the children benefit from having the input of teachers with different areas of expertise. The curriculum is good overall. There is appropriate provision for religious education and collective worship. Accommodation is satisfactory and the quality of resources is good. The school has developed very good links with parents, and they are kept well informed of their children's progress, and are welcomed warmly into the classroom at the start and end of the day. The improvement since the last inspection has been satisfactory.
38. The children's attainment in **personal, social and emotional development** is above the expected level by the end of the Reception year, and they achieve very well.

Teaching is very good, and adults focus very well on helping the children to become independent and confident learners. Routines are established early and are manageable for young children. The family atmosphere, which is characteristic of the school, encourages children to look after one another and to be tolerant of differences. Children show respect for each other's ideas and listen to one another.

39. In the area of **communication, language and literacy**, the children achieve well because of the consistently good teaching especially in phonics and vocabulary. Their attainment at the end of the Reception year is at the expected level. Language and literacy activities are well structured and timed so that children approach them with interest. Teachers integrate the use of the computer into lessons well, and make good use of resources to enliven the children's learning. Most of the children listen well to one another, and communicate effectively using an appropriate range of vocabulary. The majority of children write their own names and write independently with understandable spellings. Children are absorbed in the stories read by their teachers, and make good progress in reading independently. They use their phonic skills well to sound out unknown words, and show good levels of interest in the stories they read.
40. In **mathematical development**, the children achieve well from their different starting points and by the end of the Foundation Stage attain the expected level for their age. Good teaching provides considerable scope for the children to investigate number and mathematics through first-hand experience. For example during the inspection, the children estimated the number of times they could complete an activity like threading beads in one minute, carried out the actions and then compared the results. Most children are confident in counting forwards and backwards to ten and some write these numbers accurately. Higher attainers are keen to explore bigger numbers and these children are appropriately stretched and challenged. Children of all abilities have a secure understanding of shape and make comparisons of size.
41. By the end of the Foundation Stage, the attainment of children in terms of their **knowledge and understanding of the world** is at the expected level. Teaching is good overall, and a very good feature is the way in which teachers use the outside environment of the school to enhance the children's skills and understanding. Children of all abilities achieve well, and benefit from taking part in a wide range of practical activities that promote the use of their senses, and encourage careful observation. The children are confident when using information and communication technology and competently devise ways of controlling a floor robot, and use the computer with confidence. The children have a satisfactory understanding of the past.
42. By the end of the Reception year, the children attain the expected level in **physical development** and achieve well across all aspects. The quality of teaching is good overall, and some very good teaching was seen during the inspection when the children were taught the skills of bouncing a ball and bean bag on a bat. Most children have a good awareness of space and work hard to improve their performance. A good range of creative activities provides practice in fine motor skills such as cutting and stitching. Children have access to a good range of outdoor play equipment, which allows for practice in gross motor skills such as climbing, balancing and pushing.
43. In their **creative development**, the children attain the expected level by the end of the Reception year and achieve well. They have access to a good range of ongoing activities that promote their skills in art and craft, role play and music. Teaching is good, and the children are given good support without being over-directed. Children enjoy making music and during the inspection, they successfully put together the accompaniment for their new song. They produce attractive pictures of events they enjoyed such as the school summer fair using the computer. Teachers ensure that

children are offered a range of materials and textiles to explore, and encourage the children to be original in their work.

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

### **English**

Provision for English is **good**.

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

- Pupils of all ages and abilities achieve well.
- Pupils have very positive attitudes to the subject and show a great interest in reading.
- Very good use is made of support staff to work with lower attaining pupils.
- Good use is made of assessment to track and monitor pupils' progress and attainment.
- Overall the subject is well led and managed, although the monitoring role of the co-ordinator is under-developed.
- Pupils do not always take enough pride in the presentation of their written work.
- Information and communication technology is used very well to support pupils' learning.

#### **Commentary**

44. On the basis of the 2003 end of Key Stage 1 national tests, pupils' attainment is below the national average in reading and writing, and average in comparison with similar schools. The 2003 end of Key Stage 2 results show that pupils' attainment is below the national average and below average on the basis of prior attainment. It is not possible to make a reliable judgement about the improvement in standards since the time of the last inspection, or trends over time, as in both key stages the results fluctuate from year to year depending on the natural ability of the groups of pupils, the percentage of pupils with special educational needs and in Key Stage 2, high levels of pupil mobility. Because the groups of pupils entered for the tests are often small, the performance of an individual pupil can skew the results significantly.
45. The inspection findings indicate that the attainment of the current group of Year 2 pupils is below national expectations and that the attainment of the current group of Year 6 pupils is above national expectations. Pupils of all ages and abilities achieve well from their different starting points, and achieve the standards of which they are capable. Throughout the school there are strengths in pupils' speaking and listening skills. Pupils of all ages and abilities are very enthusiastic about reading, and older Key Stage 2 pupils show a real love of literature and a willingness to talk in detail about the books they have read. Pupils' handwriting skills are generally satisfactory, but pupils do not always take enough care with the presentation of their written work.
46. The quality of teaching and learning is good and some very good teaching was seen during the inspection. The most effective teaching is characterised by high expectations of what the pupils are going to achieve, good management of interesting and challenging sessions and excellent relationships with pupils. In both key stages information and communication technology is used very well to support pupils' learning. Teaching assistants are knowledgeable and are very well deployed to work with individuals and groups of pupils. Pupils have very positive attitudes to work, and are keen to take part in class discussions and to ask questions. Older pupils

conscientiously complete homework tasks, and have a good understanding of the strengths and weaknesses in their learning.

47. The leadership and management of the subject are good overall. The co-ordinator has a good overview of the subject and makes very good use of assessment information to highlight whole-school areas of development. The practice of observing lessons is still relatively new to the co-ordinator and is not yet sufficiently rigorous. The school makes good use of the range of additional support programmes which provide an additional boost to pupils' learning. Marking in most cases is meaningful, encouraging and offers useful ways forward. There has been good overall improvement since the last inspection in terms of developing the subject and in making better use of assessment to inform planning.

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

48. Pupils' use of language and literacy in other subjects is good. Pupils use research skills in many subjects. Speaking and listening skills are promoted well through regular class and group discussions.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Throughout the school pupils achieve well.
- There are strengths in the pupils' knowledge and understanding of number, but weaknesses in their ability to solve open-ended and extended problems.
- In Key Stage 1, pupils' mental arithmetic skills are slow.
- The co-ordinator provides good leadership and management.
- Very good use is made of assessment data to pinpoint areas for whole-school development.
- The presentation of pupils' work is not good enough.
- Pupils throughout the school make very good use of information and communication technology to support their learning.
- Lower attaining pupils are well supported, and higher attaining pupils are very well challenged, especially in the upper part of Key Stage 2.

### **Commentary**

49. On the basis of the 2003 end of Key Stage 2 tests, pupils' attainment in mathematics is in line with the national average and average based on their prior attainment. The end of Key Stage 1 national test results for 2003 show that pupils' attainment is above the national average, and well above average in comparison with similar schools. The results in both key stages are very variable from year to year because the groups of pupils entered for the tests are small, and the performance of individual pupils can therefore have a significant impact on the overall results. Although it is difficult to judge the extent to which standards have improved since the last inspection because of the variations in the natural ability of the groups of pupils entered for the tests, the overall provision has improved well, and the quality of teaching and leadership are better than they were.

50. The inspection findings show that the attainment of the current group of Year 2 pupils is below national expectations, and that the attainment of the current group of Year 6 pupils is above national expectations. Pupils of all abilities achieve well and make steady and good progress as they move through the school. The school focuses well on basic number skills, and pupils throughout the school competently use a variety of methods when making calculations. Teachers have worked hard and successfully in the last year to improve pupils' problem solving skills, and pupils are now much more confident when approaching word problems. However, there are too few opportunities for pupils to solve open-ended and extended problems, and this is a weaker aspect of learning for all but the highest attaining pupils.
51. The quality of teaching and learning is good throughout the school. Lessons are well paced, and introductory mental arithmetic sessions are often lively and animated. Teachers use a good variety of resources very well to enhance teaching and learning, and where teaching is at its best, go to great lengths to make lessons exciting and challenging for pupils of all abilities. Support staff are used very well to work with groups of pupils, and individuals who need additional help with their learning. Teachers have a good subject knowledge, and in the upper part of Key Stage 2 especially, use this expertise very well to really stretch the highest attaining pupils who are working well beyond the expected level in some aspects of their work. In all classes, work is well matched to the needs of individual pupils, and targets from individual education plans are used well when planning work for pupils with special educational needs. Pupils have very positive attitudes to work and take a full and active part in lessons. They concentrate well and produce good amounts of work, but do not always take enough pride in the presentation of their written work. Teachers provide very good opportunities for pupils to use information and communication technology to support their learning in mathematics, and as a result, pupils of all ages have a very good understanding of the capacity of computers as tools for learning.
52. The co-ordinator provides good leadership for the subject, and has been instrumental in improving provision over recent years. Very good use is made of assessment information to highlight whole-school strengths and weaknesses, and to target areas for development. The co-ordinator provides good support for colleagues, and has systematically built up a good range of resources to support teaching and learning. The co-ordinator has carried out a good amount of monitoring of classroom practice and has sampled pupils' work. However, although some useful issues have been picked up, the monitoring overall is insufficiently rigorous to bring about further improvement.

### **Mathematics across the curriculum**

53. Pupils make good use of mathematics in their work in other subjects. They use graphs and charts well to record results, and have good opportunities to take and record measurements and to make estimates.

## **SCIENCE**

Provision in science is **satisfactory** overall.

### **Main strengths and weaknesses**

- Key Stage 2 pupils achieve well.
- In Key Stage 1, science is taught through a topic, and does not receive the focus it needs to enable pupils to achieve the higher Level 3 by the end of the key stage.

- Throughout the school pupils have good investigative skills.
- In Key Stage 2, there are very good levels of challenge for higher attaining pupils.
- Good systems are in place for tracking pupils' progress and attainment as they move through the school.
- Pupils do not always take enough care with the presentation of their written work.
- Information and communication technology is used very well as a tool to support pupils' learning.

## Commentary

54. The 2003 teacher assessments for Key Stage 1 show that pupils' attainment is below average. The results of the 2003 end of Key Stage 2 national tests show that pupils' attainment is below the national average. Based on their prior attainment the pupils' performance was below average, reflecting the high levels of mobility in this group, and the increase in the number of pupils with special educational needs between the end of Key Stage 1 and the end of Key Stage 2. Because the groups of pupils in each year are very small, it is not possible to make accurate judgements about trends over time, because the performance of one or two pupils can significantly distort the overall results. Overall, improvement since the last inspection has been satisfactory.
55. The inspection findings show that pupils' attainment is below national expectations for the current group of Year 2 pupils, and above national expectations for the current group of Year 6 pupils. The achievement of Key Stage 1 pupils is satisfactory, but could be better. Science is taught as part of the termly topic, and whilst this gives a good context for the pupils' learning, there is too much jumping from one science area to another, with the result that pupils do not have time to build up a cohesive picture of the individual areas of the science curriculum. As a result, too few pupils attain the higher levels in science, although some are capable of doing so. In Key Stage 2, pupils achieve well overall, and their achievement in the upper part of the key stage is often very good. Very good levels of challenge are provided for higher attaining pupils in Year 5 and Year 6, enabling a small number of pupils to work at a level that is well beyond that expected for their age. In both key stages there are strengths in the way in which pupils carry out investigations and seek answers to problems.
56. No science lessons were taught in Key Stage 1 during the period of the inspection, but the evidence from pupils' work, and discussions with pupils indicates that teaching is satisfactory overall. Activities capture the pupils' interest, and they are keen to talk about how they set about the given tasks. However, there is sometimes too much emphasis placed on the theme from which the science work derives, and the activities sometimes lack a real scientific focus. The teaching in Key Stage 2 is good overall, and has some very good features in the upper part of the key stage where the pupils are fully stretched by very challenging and stimulating activities. Throughout the school teachers provide many good opportunities for pupils to find information for themselves, and information and communication technology is used very well as a tool for learning as pupils conduct research or use sensors. Pupils of all ages and abilities have very positive attitudes to science and Key Stage 2 pupils work very well together in small groups and pairs, sharing ideas and resources. Pupils in the upper part of Key Stage 2 have very good levels of confidence in their ability to solve scientific problems, and enthusiastically welcome the challenge that some of the more open-ended investigations require. Pupils in both key stages do not always give enough attention to the presentation of their written work, and as a result, at times it is untidy.
57. The co-ordinator provides satisfactory leadership for science, but because he is new to the role, has not yet identified and addressed the shortcomings in the science

curriculum in Key Stage 1. He provides good support for colleagues, and has introduced good assessment procedures to ensure that pupils' progress and attainment can be tracked as they move through the school. Very good analysis of Key Stage 2 test data has led to the identification of priorities for whole-school development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for Information and communication technology is **good**.

### **Main strengths and weaknesses**

- The school has made very good improvement since the last inspection in improving resources so that standards can be raised.
- Information and communication technology is used very well to support pupils' learning across the curriculum.
- Pupils achieve well overall. Their achievement in the upper part of Key Stage 2 is very good.
- The school has a dynamic website that is very well maintained by Year 6 pupils.
- The subject is well led and managed by an enthusiastic co-ordinator.
- Pupils with special educational needs receive very good support enabling them to achieve well.

### **Commentary**

58. Standards at the end of Key Stage 1 are in line with national expectations and standards are above national expectations at the end of Key Stage 2. There are strengths in the way in which pupils combine applications and in their appreciation of information and communication technology as a tool for learning. The school has made very good improvement since the last inspection in terms of resources, and as a result, standards have improved well, and pupils of all abilities now achieve well. Because of very good teaching, upper Key Stage 2 pupils achieve very well, and higher attaining pupils reach very high standards in their work. Pupils with special educational needs receive very good support enabling them to achieve well and to fully access the information and communication technology that is available to them.
59. Key Stage 1 pupils show good levels of confidence in using information and communication technology and move easily between menus and applications. They are familiar with the resources available through the school website and use them frequently. With support from their teachers they use digital cameras to record activities. Key Stage 2 pupils are competent in the use of a wide variety of word-processing, graphic and data handling programmes. They use databases to complete complex searches with specific criteria, and compile reports which incorporate pictures. Higher attaining pupils in Year 6 have produced an animation with music using procedures they have written themselves. Year 6 pupils independently maintain the school's website and undertake tasks such as selecting and labelling digital photographs and making hyperlinks. Pupils throughout the school have a very good appreciation of the potential of information and communication technology and are confident in applying their skills to new situations.
60. The quality of teaching and learning is good overall. No direct teaching of information and communication technology was seen during the inspection in Key Stage 1, but evidence of teaching was gathered from the scrutiny of pupils' work and discussions

with them. Teaching is very good in the upper part of Key Stage 2. Teachers have a good subject knowledge and this is reflected in the confidence with which they present activities. They provide a good range of stimulating activities that capture the pupils' attention and interest. Classroom organisation is effective, enabling maximum use of the class based computers and laptops. Pupils have very positive attitudes to learning and show very good levels of confidence when they tackle and explore new ideas.

61. The leadership and management of the subject are good. The co-ordinator has a clear vision of the way forward for information and communication technology in this school and is ensuring that despite the lack of space pupils have the opportunities to achieve well. The school has introduced good systems for tracking pupils' progress and attainment but these are largely new and are not yet having their maximum impact on improving standards. The purchase of class based laptops and overhead data projectors has made whole class teaching possible. The ratio of computers to pupils is now better than the national average. The school's website is a major asset in its partnership with parents. It provides not only the basic information about the school but also examples of pupils' work, accounts and images of recent events and links to useful sites. Parents appreciate the section on methods used for calculations in numeracy lessons and the illustrations taken from pupils' own work.

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

62. The use of information and communication technology across the curriculum is very good overall. Teachers provide frequent opportunities for the pupils to use information and communication technology to support their learning across the curriculum, and set a very good example for pupils in the way in which they themselves use information and communication technology to enhance their teaching.

## **HUMANITIES**

**Religious education** was inspected by an independent inspector appointed by the Diocese. The inspection focused on the inspection of **history**. Little work was seen in **geography**, and it is therefore not possible to make a judgement about the overall provision. However, too little time is allocated to the subject in most classes, and especially in Key Stage 2, and this reduces the opportunities for pupils to study topics in depth.

### **History**

The provision for history is satisfactory.

### **Main strengths and weaknesses**

- Not enough time is allocated to the subject, and as a result, only a limited range of topics is covered.
- Although pupils have a good understanding of how to find historical evidence, their sense of chronology and breadth of experience are weaker aspects of their learning.
- The school makes very good use of visits to enhance pupils' learning.
- Pupils show good levels of enthusiasm and perseverance in producing their own projects.

## Commentary

63. Pupils' attainment is in line with national expectations at the end of both key stages. Pupils of all ages achieve satisfactorily overall. There has been satisfactory improvement since the last inspection.
64. As pupils move through the school they acquire a satisfactory understanding of the notion of change. They learn how to find information about events in the past, and by the end of Key Stage 2 understand that some sources of evidence are more reliable than others, making a clear distinction between primary and secondary evidence. Pupils have some good opportunities to collect first-hand evidence for themselves, through interviewing members of their families, or visits to places of local historic interest. There are some weaknesses in the pupils' sense of chronology, and in the breadth of their historical knowledge, mainly because of the lack of time given to the subject.
65. The quality of teaching and learning is satisfactory overall. Teachers place good emphasis on the pupils learning historical skills of enquiry, and use visits and visiting speakers very well to enhance the pupils' learning. Teachers forge some good links between history and other subjects, and this helps to provide a good context for pupils' learning. Pupils have positive attitudes to history, and particularly enjoy carrying out enquiry activities where they enjoy the thrill of finding things out for themselves and producing their own projects.
66. The co-ordinator provides satisfactory leadership for the subject, and has developed a clear action plan which shows how the subject will be developed further when it becomes a priority for whole-school development. Some good work has been done in terms of developing a cohesive cycle of work to cater for the mixed age classes and to ensure that there is no undue repetition of topics, and in developing good assessment systems to track pupils' progress and attainment. The co-ordinator has been instrumental in ensuring that staff make very good use of the local area to support their teaching, and to enliven pupils' learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **music** and **physical education**. **Art and design** and **design and technology** were not inspected in depth. However, the work on display, and discussions with pupils indicate that standards are at least at the nationally expected level in art and design and in design and technology, and that good standards are attained in some aspects of these subjects. Currently not enough time is given to either art and design or design and technology and, although the blocking of time means that projects are covered at a good level of depth, not enough projects are undertaken during the course of the year, and pupils do not have enough breadth of experience.

### Music

The provision for music is **satisfactory**.

### Main strengths and weaknesses

- Not enough time is given to music in some classes, and pupils' breadth of experience is therefore limited.
- The school provides a very good range of additional music experiences which enhance the pupils' learning and contribute very well to the life of the school.

- The subject is well led and managed.
- Resources are good and are well maintained and organised.
- Information and communication technology is used well to support pupils' learning.

### **Commentary**

67. The pupils' attainment is in line with national expectations at the end of both key stages, and this represents good improvement since the last inspection when standards and provision were unsatisfactory. Pupils throughout the school achieve satisfactorily, and make steady progress as they move through the school. In both key stages pupils cover all elements of the National Curriculum Programmes of Study, but the lack of time in some classes means that some activities are rushed, and that the range of learning opportunities is limited. The profile of music in the school has improved well since the last inspection, and pupils have frequent opportunities to take part in a wide range of extra-curricular activities that enrich their learning, and which very effectively enhance their personal and social development.
68. As they move through the school, pupils take part in a wide range of singing activities which they thoroughly enjoy. However, although the quality of singing is satisfactory, not enough is done in the way of part singing, and in this aspect, pupils could be stretched further. Pupils' composing skills develop satisfactorily, and by the time they leave school at the age of eleven, they use a wide variety of instruments imaginatively to create different sounds and effects. Pupils enjoy listening to music, and to the compositions of one another, and older pupils pick out different features of note.
69. The quality of teaching is satisfactory overall, and some very good teaching was seen in the upper part of Key Stage 2 during the inspection. Teachers often promote creativity well by encouraging the pupils to work independently on their compositions but do not always focus enough on the systematic coverage of key skills. Good use is made of information and communication technology to support pupils' learning, and pupils use and programme electric keyboards with confidence. Pupils have good attitudes to music and work very well together in small groups. Many enjoy performing.
70. The subject is well led and managed, and the co-ordinator is well aware of the further work that is needed to move the subject forward further. Improved resources are having a positive impact on teaching and learning, and are sufficient to enable whole class groups to take part in composing activities. Good assessment systems have been developed to track pupils' progress and attainment, but these are new and their impact is not yet evident.

### **Physical education**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes and work very well together.
- Teaching is good and pupils achieve well in individual lessons.
- The school makes very good use of outside expertise to enhance pupils' learning.
- Pupils are encouraged to take part in a wide range of extra-curricular activities.
- The subject is well led and managed.

## **Commentary**

71. Standards at the end of both key stages are in line with national expectations in the range of activities seen during the inspection, and in swimming. The aspects seen during the inspection included games skills and swimming. In these aspects of the physical education curriculum the pupils achieve well and attain the standards of which they are capable. Key Stage 2 pupils benefit from the expertise of professional football coaches, and respond well to their high expectations. By the time they leave school at the age of eleven, most pupils can swim the expected twenty-five metres. The school introduced a residential visit for the oldest pupils for the first time this year which has given them the opportunity to experience adventurous outdoor activities.
72. The quality of teaching and learning is good in both key stages. Teaching is purposeful and effective. Teachers manage pupils well and lessons proceed at a good pace. Good use is made of pupil and teacher demonstration to help pupils to improve the standard of their performance, and where the best teaching occurs, teachers encourage pupils to evaluate their own learning and that of others. Pupils have very positive attitudes and work well together in pairs and small groups. They listen closely to the advice of their teachers and older pupils especially are keen to improve their work.
73. The leadership and management of the subject are good. The co-ordinator has worked hard to ensure that the school provides a broad range of activities that is very well supplemented by a very good variety of extra-curricular activities. Despite the constraints of the small hall, pupils have regular physical education lessons, and make full use of the extensive outside facilities. The school has introduced good procedures for tracking pupils' progress in the foundation subjects such as physical education. The improvement in provision since the last inspection has been good.

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

74. The school provides a good programme of personal, social, and health education, and this aspect of its work has a high priority. Lessons focus on a good and wide range of important issues that are well matched to the pupils' levels of maturity. Excellent relationships between pupils and adults ensure that pupils feel confident about sharing and exploring their ideas and concerns, knowing that their views will be valued, and treated with sensitivity. Teachers make good use of stories as a starting point in lessons, and these capture the pupils' interest and focus their thinking. In addition to the formal programme of lessons, teachers and support staff use incidental opportunities that arise during the course of the day very effectively to promote pupils' personal, social and health education.

## 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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