

INSPECTION REPORT

St Joseph's Catholic Primary School

Bromley Kent

LEA area: Bromley

Unique reference number: 101651

Acting Headteacher: Mr Mark Gale

Lead inspector: Hazel Callaghan

Dates of inspection: 16 to 19 May 2005

Inspection number: 267824

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 Roman Catholic
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 203

School address: Plaistow Lane
Bromley
Kent
Postcode: BR1 3JQ

Telephone number: 020 84601976
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Appropriate authority: Governing body
Name of chair of Mrs Kim Insley
governors:

Date of previous 19-May-2003
inspection:

CHARACTERISTICS OF THE SCHOOL

St Joseph's is an average-sized primary school having 203 boys and girls on roll. It is a voluntary aided Roman Catholic primary school and admits pupils from across the local Roman Catholic parish. Most pupils are from committed Catholic families, but some non-Catholic children are admitted when there are places available. At the previous inspection, children were judged to have above average standards on entry to the school. This continues to be the case. The proportion of pupils eligible for free school meals is below the national average. The number of pupils moving in and out of the school at other times than is usual is below average. Some children come from families that have other home languages than English, although their knowledge of English is strong and this does not affect their learning. There are two pupils in the school who are in the early stages of learning English as an additional language. The proportion of pupils identified as having special educational needs is below average. Their needs, however, are varied. Pupils have been identified as having moderate learning difficulties, social, emotional and behavioural difficulties, speech and language difficulties, physical disabilities and children who have difficulties within the autistic spectrum. The proportion of pupils having a statement of special educational needs is broadly average. There are two children who are from the travelling community. At the last inspection, St Joseph's was judged as having Serious Weaknesses. Since that time there have been significant changes in staff. For the last year the school has been led by two acting headteachers. This term, the headteacher designate has been working with the school for part of every week prior to formally taking up his post in September.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Foundation Stage, science, art and design, geography, special educational needs
9163	Geoffrey Humphrey	Lay inspector	
22191	Stephen Lake	Team inspector	Mathematics, information and communication technology, design technology, physical education
15023	Ali Haouas	Team inspector	English, English as an additional language, music, history, personal, social and health education and citizenship.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a fast improving school that now provides a **good education** for its pupils. Pupils achieve well because of good teaching. The leadership provided by the senior management team is strong. They have built an effective staff team that are committed to further raising standards. The school is providing good value for money.

The school's main strengths and weaknesses are:

- Strong leadership and very clear vision for the future development of the school;
- Standards in English and mathematics are well above average in Year 6;
- Pupils' achievement is good in Years 1 and 2 and in Years 5 and 6, and is the result of effective teaching;
- Pupils do not achieve well enough in information and communication technology (ICT) because the provision is unsatisfactory;
- Relationships throughout the school are very good and the pastoral care of pupils is also very good;
- Although improved, the quality and use of assessment are still inconsistent;
- Aspects of the accommodation are unsatisfactory.

The clear leadership provided by the two acting headteachers, the deputy headteacher and the chair of governors has ensured that the school has made good improvement since its last inspection when it was judged as having Serious Weaknesses. There are now no serious concerns as the weaknesses in leadership and management and the quality of the curriculum have been addressed. The future headteacher is already having a significant impact in enabling this good progress to continue.

STANDARDS ACHIEVED

Achievement has improved in Years 3-6 and **is now good** overall. In the last year, many pupils in Years 5 and 6 have made very good achievement from below average standards. In Year 6, pupils are now attaining well above average standards in English and mathematics. Standards in science are above average. This is a big improvement on those attained in the 2004 National Curriculum tests in comparison to all schools and similar schools.

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

Standards in Year 2 have been in the top 5 per cent of schools in reading and writing for the last two years. This is the result of children's very good achievement. Pupils in the current Years 1 and 2 continue to achieve well. Standards are not as high in Year 2 currently because there is a higher proportion of pupils with special educational needs in the class. Standards in reading and writing are, however, well above average. In mathematics and

science, standards are above average. Children enter school with standards that are generally above average except in their personal and social development and in their physical and creative development, which are broadly average. Children make good achievement in their communication, language and literacy. Their speaking and listening skills and early writing skills are well above average by the time they enter Year 1. Children's personal, social and emotional development, their knowledge and understanding of the world and mathematical developments are above average. In their physical and creative development, standards remain broadly average. There was insufficient time to gather enough evidence on standards in all other subjects, but from the evidence obtained standards have been generally maintained in Year 2 and have improved in Year 6 since the previous inspection.

Pupils' attitudes and behaviour are **very good**. The provision for pupils' personal, spiritual, moral, social and cultural development is **good** with moral development being **very good**. Attendance is broadly average.

QUALITY OF EDUCATION

The curriculum is **satisfactory** overall. This is an improvement, but the provision for ICT is unsatisfactory because there are weaknesses in the equipment, resources and time given to teaching in Years 3-6. Teaching and learning are **good** overall. Teachers' subject knowledge is good and effective strategies are used to stimulate pupils' interest and learning. Teaching assistants are often well utilised and their expertise supports pupils of all abilities. The provision for pupils with special educational needs is good and effectively strengthened by the special educational needs co-ordinator. Pupils' care, welfare and health and safety are good overall. Pastoral care is very good. Pupils feel well cared for and secure. The Catholic ethos underpins the life of the school.

LEADERSHIP AND MANAGEMENT

Leadership is **good**. Management strategies are **satisfactory**. Governance is **satisfactory**. Leadership provided by the two acting headteachers, the deputy headteacher and the chair of governors is **good**. The school has worked hard in the last year to improve standards and to address the concerns in the last report. The strong teamwork and clear vision for the future development of the school provided by the current acting headteacher with the future headteacher are moving the school forward at a fast rate. Management structures have improved, but need time to develop and consolidate. Subject leaders are enthusiastic and give a good lead, but their roles and responsibilities are not yet fully effective. The governors are now working together and improving their understanding of how best to support the school and to monitor its effectiveness. The weaknesses in ICT are recognised and are being addressed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Partnership with parents is much improved and is now good. Parents are supportive of the staff and the new leadership. They support their children's learning well. Pupils enjoy school and feel their views are respected.

IMPROVEMENTS NEEDED

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

- Improve the provision for information and communication technology (ICT) so it meets statutory requirements, standards rise and pupils achieve well;
- Further develop the range, quality and use of assessment;

- As a matter of urgency, governors should seek advice on ways to improve the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are now **above average** in Year 2 and **well above average** at the end of Year 6. Achievement is **good** overall. Achievement in Years 5 and 6 is **very good**.

Main strengths and weaknesses

- Children in the Foundation Stage make a good start in their education, especially in communication, language and literacy.
- Standards in English and mathematics are well above average by the end of Year 2 and Year 6.
- Pupils make good progress in their learning.
- Standards and achievement in ICT in Years 3-6 are not good enough.
- Standards have improved in Years 3-6 across most subjects because of improved teaching and planning.

Commentary

1. Children enter school with standards that are generally above average, except in their personal and social development and in their physical and creative development, which are broadly average. Children make good achievement in their communication, language and literacy skills. Their speaking and listening skills and early writing skills are well above average by the time they enter Year 1. Children's personal, social and emotional development, their knowledge and understanding of the world and mathematical developments are above average. In their physical and creative development, standards remain broadly average. Overall, children in the Foundation Stage achieve well because they are well prepared for more formal learning when they enter Year 1.
2. Standards in Year 2 have been well maintained since the previous inspection. They fluctuate a little from year to year depending on the number of pupils with special educational needs. In the 2004 National Curriculum tests, standards in reading and writing were in the top 5 per cent of schools. Pupils' achievement was very good. In mathematics, in the 2004 tests, standards were well above average and teachers' assessment judged standards in science to be above average. There was a high proportion of pupils attaining the higher than expected standards of Level 3 in English, mathematics and science. Good achievement has been maintained this year even though standards are not quite as high due to the greater number of pupils with special educational needs in Year 2. In English, standards are well above average this year. Standards in mathematics and science are above average overall.

Key Stage 1

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

Standards in:	School results	National results
reading	18.7 (19.3)	15.8 (15.7)
writing	17.7 (18.4)	14.6 (14.6)
mathematics	18.3 (18.2)	16.2 (16.3)

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

- Standards in Year 6 dipped after the previous inspection. In the 2004 National Curriculum tests, pupils attained average standards in English, mathematics and science. Compared with similar schools (those that had attained similar standards when the pupils were in Year 2), standards were average in English and mathematics. The declining trend has been halted. Clear leadership and a focus on improving both teaching and standards are having an impact on raising standards, especially in Years 5 and 6. Pupils' achievement is now very good in the oldest two classes and in some aspects, such as science, is very good in Year 6. Standards are now well above average in English and mathematics and above average in science.

Key Stage 2

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

Standards in:	School results	National results
English	27.0 (29.0)	26.9 (26.8)
mathematics	27.3 (29.3)	27.0 (26.8)
science	29.3 (29.5)	28.6 (28.6)

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

- Standards in ICT have declined in Year 6 since the previous inspection. In Year 2, standards have been maintained at broadly average, but they are below average in the oldest class. Within the elements of ICT taught, attainment is average and pupils achieve satisfactorily, but insufficient time is given to teaching in Years 3-6 and pupils' learning does not have time to consolidate or improve, consequently, achievement is unsatisfactory overall. In the other subjects, insufficient evidence was available to give clear judgements on standards in Year 2 and in Year 6. From the lessons observed and from the work seen, standards have improved since the previous inspection in Years 3 and 6 because teachers' subject knowledge has improved and curricular planning now ensures that all required elements are taught. There was sufficient evidence in geography from lessons and pupils' past work to provide a clear judgement and standards are broadly average. Pupils' work in art and design around the school is also of an average standard with some lively and vivid examples from older pupils in Years 5 and 6.
- The proportion of pupils with special educational needs is below average, but they have a wide range of difficulties and needs. These pupils make good progress towards their individualised targets because of the good levels of knowledgeable support they receive and pupils achieve well. There is only a very small number of pupils in the early stages of learning English as an additional language. In the Foundation Stage, children are immersed in English and supported well and so very good progress is made. In Years 3-6, less support is available and progress is only satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. The school's provision for pupils' spiritual, social and cultural development is **good** with moral development being **very good**. Attendance is **satisfactory** and punctuality **good**.

Main strengths and weaknesses

- Pupils have very positive attitudes to work and learning that help them to do well.
- The school's values and ethos set a clear and supportive context for pupils' moral development.

- Relationships are very good and have a positive impact on pupils' achievement.

Commentary

6. In the majority of lessons, pupils of all ages show very positive attitudes to their work. They listen attentively, maintain concentration and have very good working habits. Pupils respond well when encouraged to work collaboratively. They mix very well and enjoy harmonious relationships with classmates and adults throughout the school. Pupils from ethnic minority backgrounds are well integrated and participate on an equal footing in all activities on offer.
7. Good opportunities to support pupils' spiritual development are provided within the Catholic ethos of the school. Many of the themes in the personal, social and health education programme are used effectively to enable pupils to reflect on their own experiences and to help them make the right choices. Many show good levels of confidence when expressing feelings and thoughts. Assemblies for hymn practice are used well and pupils respond with enthusiasm and show zest when singing.
8. Pupils have a very good understanding of right and wrong, which is promoted from a very early age. They benefit from the very good role-models set by the adults in school. All pupils are very aware of the class and school rules and this helps the school to be a very orderly community. Staff work well together to reinforce good behaviour consistently. The majority of pupils respond well to the high expectations the staff have of them. This is an improved picture since the last inspection. There have been no exclusions in the last school year. Older pupils support the youngest and act as good role-models. The response of all members of staff to any poor behaviour is managed in accordance with school policies in a consistent way. Pupils are given tasks both in class and around the school with the older ones often taking initiative, for instance in raising money for charities.
9. Opportunities are used well to develop pupils' awareness of other cultures, for instance in geography and history. The school draws well on the resources of its diverse Catholic community and has established good links with Uganda and Kenya. A number of cultural events have been used recently to develop pupils' insights into Japanese culture by organising a Japanese day and a Black Awareness Week. However, the school does not draw sufficiently on pupils' own linguistic and cultural backgrounds. The annual residential journey for pupils in Year 6 is used well to develop pupils' sense of responsibility and maturity.
10. Attendance is satisfactory, being slightly above the national average, and punctuality is good. The school has rigorous systems for maintaining satisfactory levels of attendance and good punctuality.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data:	0.0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The curriculum is **satisfactory**. Welfare, support and guidance are **good**. Links with parents are **good**. Links with the community and with other schools are **satisfactory**.

Teaching and learning

Teaching and learning are **good** overall. Teaching and learning are **satisfactory** in the Foundation Stage. In Years 1 and 2, and in Years 5 and 6, teaching is often **very good**.

Main strengths and weaknesses

- Teachers have high expectations for pupils' learning in Years 1 and 2 and in Years 5 and 6.
- The teaching of writing is good in the Foundation Stage.
- Teachers' subject knowledge has improved.
- The support for pupils with special educational needs is good.
- Information from assessment is not used consistently to make teaching more effective and improve pupils' learning.

Commentary

11. Teaching and learning in Years 1 and 2 were judged as a strength of the school at the previous inspection and have been well maintained. Teaching is good overall and lessons are frequently very good, resulting in pupils' effective learning. Teaching in Years 3-6 has improved since the previous inspection when it was judged as unsatisfactory in many subjects. This was because teachers' subject knowledge was not secure and insufficient time was given to teaching so aspects of the curriculum were not covered. This is no longer the case. Teachers have attended in-service training and the balance of time is now appropriate. In Years 5 and 6, teaching is frequently very good. In one lesson observed, teaching was excellent. In the best lessons, expectations for pupils' concentration and achievement are high and pupils respond well to the interesting activities that challenge their thinking. Lessons move at a good pace and teachers use effective strategies to develop pupils' good understanding. Teachers generally have high expectations for pupils' good behaviour and consequently pupils attend well. Pupils are involved in evaluating their own work and progress. Pupils in Year 6 in particular have a good understanding of what they need to do to improve and consequently their own expectations are good.
12. Overall, teaching and children's learning are satisfactory in the Foundation Stage. The teaching of writing, however, is good, as is the teacher's effective development of children's confident and clear speech. The teacher motivates children's interest in books and the desire to write. Relationships in the reception class are very good. Children respond very well to the teacher, showing her the similar respect and consideration that she shows to them. Activities stimulate children's interest and they are eager to try things out and to learn new things.
13. In the three unsatisfactory lessons observed, pupils' learning was not sufficiently effective. In one lesson, the accommodation for gymnastics in the hall reduced pupils' easy movement and impeded the opportunities for them to participate. Too much time was spent in pupils sitting and watching. In the other two lessons, there was

insufficient clear focus on what pupils were to learn by the end of the lesson. The structure of the lessons did not support pupils' good learning and little was achieved.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.9)	7 (20)	15 (43)	9 (26)	3 (8.6)	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.

14. The teaching and learning of pupils with special educational needs are good. Pupils' needs have been effectively identified by the special educational needs co-ordinator with the successful use of outside agencies. Their specialist knowledge enables the school to identify effective programmes of support that enable pupils to achieve well. Teaching assistants have been well trained and provide sensitive and knowledgeable support for all pupils, but especially those with special educational needs. Pupils with statements of special educational needs have a complex range of difficulties that are understood and effective support is provided so that most pupils play a positive part in class discussions and successfully complete their tasks.

15. The procedures for assessing and monitoring pupils' standards and achievement are satisfactory, but the information is not used consistently and does not sufficiently ensure pupils' learning is promoted well in some lessons. The procedures for assessing children's attainment and progress are satisfactory in the Foundation Stage. Observations of what children know and can do are made regularly and this information builds into the required Foundation Stage Profile for each child. The information from these observations is not used sufficiently to inform the planning so activities build effectively on what children already know and can do. The information is not used to develop targets for what children need to learn next.

16. In English and mathematics, assessment procedures are good and the information is used well by teachers to adapt their lesson planning so activities build effectively on past learning. In some classes, the grouping of pupils into appropriate ability groups with tasks that are well matched to their needs results in good achievement. Information on pupils' attainment and progress in English, mathematics and science has only recently been collated and monitored to ensure good progress is being made. This continues to be a significant focus of development for the senior management team. Pupils' individual targets in English and mathematics are being developed, but are not consistently used to support pupils' understanding of how they can improve. Where teachers use pupils' targets effectively, as in Year 1 and Year 6, it ensures pupils have greater expectations for their own achievement. In other subjects, teachers satisfactorily assess pupils' work and progress against the learning objectives for the unit of work, but information on pupils' skills development is not as yet sufficiently recorded. This has also been identified by the school as an aspect for future improvement. Teachers' marking is usually supportive and encourages pupils to make better progress. Teachers' comments on the areas that could be improved are inconsistently employed and so many pupils do not have the knowledge of how they can make their work better.

The curriculum

The overall quality of the curriculum is **satisfactory** with satisfactory opportunities for enrichment. Accommodation is **unsatisfactory**.

Main strengths and weaknesses

- The organisation and planning of the curriculum have improved since the last inspection.
- Provision for pupils with special educational needs is good and enables them to achieve well.
- Provision for ICT does not meet statutory requirements.
- Weaknesses in the accommodation have a negative impact on pupils' learning.

Commentary

17. The curriculum for children in the reception class is satisfactory. The class teacher and teaching assistant work as a good team and provide a satisfactory balance of opportunities for children to learn through play and teacher initiated tasks. The curriculum for pupils in Years 1 and 2 is good and has been effectively maintained since the previous inspection. The school's curriculum for pupils in Years 3-6 has improved and all subjects now meet statutory requirements with the exception of information and communication technology, which remains unsatisfactory in the oldest classes. This is mainly due to a shortage of computers to cater for all pupils. The weaknesses highlighted in the last report with regard to time allocation to subjects other than English, mathematics and science have been addressed and overall the curriculum is now satisfactorily broad and balanced. The school has invested effectively in the training of staff. Statutory requirements for sex relationships education and drugs education are also met. In most subjects, planning has improved and there is a clear framework to ensure the pupils develop knowledge, skills and understanding over time. This often makes good use of national guidance and is increasingly linked to assessment opportunities. The school recognises that further improvements are needed so there are more regular effective links between subjects and in promoting a more creative and stimulating curriculum.
18. The school provides well for the majority of its pupils, including those who are of a different ethnic background. Support for the very few pupils in the early stages of acquiring English is not always effective, with one pupil not receiving adequate support by the class teacher. Pupils who have the potential to achieve above average standards are challenged to succeed. The school does not formally identify those pupils who are gifted or talented and consequently they are not sufficiently challenged in their areas of expertise. The needs of pupils with special educational needs, however, are effectively identified and targets for their future progress and learning are well planned. This enables them to access the curriculum that is appropriate to them and achieve well.
19. The school offers pupils a satisfactory range of activities to extend their learning outside the school day. Clubs in dance, mixed football coaching and extra instrumental music are well attended. The school receives a number of visitors, such as artists, and organises a range of cultural events such as a Japanese day, a Black Awareness week and visits to support pupils' learning in subjects such as geography and science. These activities, together with the annual residential journey, add to opportunities

offered to pupils and help in developing their personal and social skills.

20. Accommodation in the school is unsatisfactory. Teachers plan activities well to overcome weaknesses in the accommodation, but are not able to deliver the full range of gymnastic activity because the hall is too small, or meet the full requirements of the ICT curriculum. The computer suite is too small and classes have to be split. There are insufficient computers and other necessary resources in the school. This reduces the time pupils have and impacts on the balance of the curriculum as well as on standards. Recreational space is too small for the number on roll and the library is too small to accommodate a full class of pupils at any one time. The outside area for the reception class has been improved and is being used as well as possible given its limitations. There is no external covered area and this restricts the use of this outside teaching space.

Care, guidance and support

The standard of pastoral care is **very good**. The welfare, support and guidance provided are **good**. Relationships throughout the school are **very good**.

Main strengths and weaknesses

- Pupils feel safe, secure and well cared for.
- Arrangements for child protection, and health and safety are good.
- There are very good relationships and mutual trust between pupils and adults.
- Pupils' views and opinions are valued.
- Induction arrangements when children join the reception class are good.

Commentary

21. The pastoral care provided by the school is very good. The school has created a caring environment in which pupils feel safe and secure and where they are able to concentrate on their work and achieve to the best of their ability. The personal guidance pupils are given is very good. The importance that the school places on the spiritual, emotional and physical well-being of its pupils is reflected in all policies and practices. Academic guidance is satisfactory overall. The school is developing assessment and monitoring systems that will provide pupils with even better information to help them with their learning and achievement.
22. The induction arrangements when pupils join the reception class are good. New arrivals are well supported while they settle into the routine of school life. There is very good awareness of the needs of vulnerable pupils and their families. The arrangements for child protection are very good. The deputy headteacher is the nominated child-protection officer and all staff are now well trained and vigilant. They are better informed than they were at the time of the previous inspection. There are very good links with social services and other external agencies and children who are known to be potentially vulnerable are very well monitored and supported. Pupils with special educational needs have clear targets for their future learning that recognise their difficulties and the small steps often needed to enable them to achieve. Those pupils with statements of need are regularly assessed and their progress and needs identified as part of the annual review process. The special educational needs co-ordinator monitors pupils' progress well and supports pupils, parents and staff so that effective progress is made. Older pupils of all abilities are encouraged to evaluate their own progress and to recognise what they need to do to improve.

23. There are very good arrangements for ensuring that the school is a healthy and safe place. There is good provision for first aid. Risk assessments are rigorous and the implementation of the school health and safety policy is monitored by governors on both the resources and standards committees. The school also draws upon the professional expertise of the local education authority to audit health and safety policies and procedures. Pupils are well supervised and taught to use school equipment safely.
24. Relationships throughout the school are very good. Pupils say that they are confident that should they have any personal concerns, or need to seek help, all members of staff will listen and respond to their needs. The school council meets regularly with a senior teacher and exercises a significant influence on school rules, environment, and play and leisure facilities. Overall, the welfare and pastoral support afforded to pupils has been very well maintained since the previous inspection.

Partnership with parents, other schools and the community

The partnership with parents is **good**. The links with the local Catholic community are **very good** and the outreach into the wider community and with other schools and colleges is **satisfactory**.

Main strengths and weaknesses

- The school is currently working hard to involve parents more closely in their children's learning.
- Parents have positive views about the school.
- There are strong links with the local Catholic Church.
- There is a lack of clarity in the individual attainment judgements in some annual progress reports.

Commentary

25. The school is working diligently to establish a close relationship with parents and to encourage them to participate in their children's learning. As a result, there is a good and improving partnership with effective two-way communications that ensures parents' views and opinions are noted and any concerns dealt with quickly. Through the pre-inspection questionnaires and the meeting with inspectors, parents expressed high levels of satisfaction with the quality of care and standards of education now being provided by the school.
26. The special educational needs co-ordinator has worked hard to develop the confidence of parents who have children with special educational needs and to give them good levels of support. Good levels of communication with the families of these pupils have been initiated and are sensitively and effectively maintained. Parents are fully informed and involved in the review of their child's progress and needs so that a firm partnership has been created.
27. The annual progress reports provide an overview of pupils' personal and academic development with a clear indication of progress and individual effort. The reports also provide an opportunity for pupils to reflect on their years work and write a brief self-evaluation statement. In some of the reports seen, there was a lack of clarity in the reporting of attainment. In these reports, the attainment judgements were generic rather than being specifically focused on the individual pupil. The school accepts that greater clarity in the reporting of individual pupils' attainment is required. The termly consultation evenings are well attended and in addition there are many opportunities

for parents to consult with staff informally. The current reports, together with the consultation evenings, provide parents with satisfactory information on the progress their children are making and how they might help them to improve.

28. The school runs curriculum workshops to ensure that parents have the understanding necessary to support their children's learning. A weekly newsletter includes additional information on the curriculum, current topic work and diaries forthcoming school events and activities. There is a very supportive parent, teacher and friends of the school association that organises social and very successful fundraising events. The school has very close links with the local Catholic Church and congregation, but there is limited outreach into the wider community beyond this. Overall, the links with the local community are satisfactory.
29. During the period in which the school has had two acting headteachers and the part-time presence of the headteacher designate, there has been limited engagement with other local primary schools. There are developing relationships with some of the receiving secondary schools and pupils are well supported during the transition from Year 6 into Year 7. The school has developed a good partnership with the adjacent College and now uses some of the sports facilities. Throughout this period of change, some additional support from teachers from other schools has been arranged through the education authority. Overall, the current links with other schools and colleges are judged to be satisfactory.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The leadership of the acting headteacher is **good**. Management is **satisfactory** and the governors fulfil their responsibilities **satisfactorily**.

Main strengths and weaknesses

- The good leadership of the acting headteacher, the deputy headteacher and the senior management team is a key factor in the improvements taking place.
- Leadership of English, mathematics, science and special educational needs is good.
- Leadership and management of ICT are unsatisfactory.
- The vision for improvement shared by the acting headteacher, head designate and the senior management team is very good.
- The chair of governors provides very good leadership.

Commentary

30. The good quality leadership and management are due to a very close working relationship between the acting headteachers and the senior management team. Over the last year, the school has had two acting headteachers and a new deputy headteacher. The deputy headteacher has worked very closely with the acting headteachers and the good teamwork is a key factor in the improvements that have taken place. The senior management team has a strengthened role and provides the vital link between the acting headteacher and the other teachers that enables effective changes to be made. It is very early in the process to see the effect of some of the changes, but management is clearly satisfactory at this point and continuing to improve. Improvement since the last inspection is good.
31. At present, the head designate, who takes up his full-time post in September, is working in the school for two days a week. He has a very clear educational vision and

is working closely with the acting headteacher and senior management team, who share the same vision. This commitment to improvement and the very good teamwork are key factors in the continuing improvements.

32. The good leadership in English, mathematics and science has resulted in improving standards of attainment in these subjects. Other subject leaders are now managing their subjects well, except for ICT. Although some improvements in the provision for ICT have been made since the previous inspection, too little has been achieved until very recently. Consequently, improvements in this subject lag behind other subjects.
33. The leadership and management of the provision for pupils with special educational needs are good. Changes in headship of the school created a number of difficulties in the provision, which have been effectively overcome by the special educational needs co-ordinator. The needs of the pupils and their families are considered paramount, and successful strategies have been introduced to support the children and to develop the confidence and partnership of parents. Teaching assistants have been encouraged and provided with training and good levels of support. Their work is effectively monitored so that pupils' needs are recognised and further supported. Teachers' greater understanding of pupils' needs has also been successfully developed so that work in the classroom better meets pupils' learning needs.
34. Governance is now satisfactory. At the time of the last inspection, however, governance was judged to be unsatisfactory. Since that time, a number of governors have changed and many are new to their roles. A key factor has been the support of the local education authority, which identified the need to recruit an experienced person to support the governors in their role. The new chair of governors is very experienced and is providing very good leadership and a clear view to school strategic planning. The local education authority has also enabled the head designate to work with the school for two days a week. This is enabling everyone to work together to produce the school improvement plan for the next year.
35. The governors now have a better knowledge of the strengths and weaknesses of the school and are working as a team to develop a better understanding of the needs of the school. The governing body has identified link governors for subjects and all visits by governors are now effectively planned. Notes on visits are collated using a standard pro-forma and this is enabling governors to build up a good understanding of the school. Weaknesses in the provision for ICT have been recognised by the governors and are being addressed. Financial planning is now based upon an assessment of the strengths and weaknesses of the school and although the budget is planned to run at a small deficit for several years, this has been planned satisfactorily with the support of the local education authority. Taking all things into consideration, the school now provides good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	569,661
Total expenditure	558,361
Expenditure per pupil	2756

Balances (£)	
Balance from previous year	1,119
Balance carried forward to the next	12,419

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is satisfactory overall. It is good in the aspects of children's personal, social and emotional development and in communication, language and literacy. Children enter school with above average attainment in language development, mathematics and knowledge and understanding of the world. In other aspects, standards are broadly average. Achievement is satisfactory overall. The teaching of communication, language and literacy is good and in this aspect children achieve well. The procedures for assessing children's attainment and progress are satisfactory. Observations of what children know and can do are made regularly and this information builds into the required Foundation Stage Profile for each child. The information from these observations are not used sufficiently to inform the planning so activities build effectively on what children already know and can do. The information is not used to develop targets for what children need to learn next. Leadership of the Foundation Stage has recently changed so it more effectively supports the teacher. Leadership and management are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's confidence and self-esteem are developed well.
- Children's interest and eagerness to learn are well promoted.
- Children do not have sufficient opportunities to plan their own work and to organise their activities.

Commentary

36. Children achieve well in this aspect of their learning due to very good relationships and good levels of support and care shown by the class teacher and teaching assistant. Teaching and learning are good. Children are happy in school and join in activities willingly and co-operatively. They wait patiently to take their turn and take responsibility for tidying up, and dressing and undressing themselves. Children work and play collaboratively, benefiting from a wide variety of activities planned to develop increasing co-operation. As a result, children become more involved and confident, often willingly taking responsibility for their own learning. Positive attitudes and confidence provide children with a very good start to their wider education. They show interest in their activities and readily settle to work, showing good levels of concentration. A satisfactory range of activities is available from which children can choose, but there are insufficient opportunities for children to plan their tasks over time so they learn to organise themselves and develop greater independence. The time given for children to develop their own ideas is often short and so opportunities to evaluate, revise and improve their game/model/picture are not available. Children are very aware of the feelings of others and show great care for each other and the adults in the class. They give praise and compliments. There are regular opportunities to participate in prayers and moments of reflection and to develop a growing awareness of people of other cultures. By the time children enter Year 1, their standards in personal, social and emotional development are above those expected.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are articulate and confident to speak.
- The teaching of reading is not sufficiently systematic.
- Children's writing skills are well promoted and many are eager to write.

Commentary

37. Children achieve well in this aspect of their learning because of good teaching. The teacher effectively develops children's confident and clear speech so they express their ideas and opinions in small groups, and with growing confidence in whole-class discussions. The teacher respects their contributions, often asking sensitive questions to elicit more information and waiting patiently as the child phrases what they want to say. Those in the early stages of learning English are well supported. They are immersed in English and are making very good progress, often offering their answers to questions and sharing their news in whole-class situations. The teacher effectively motivates children's interest in books and the desire to write. They listen with concentration to stories they hear, asking relevant questions and sharing comments about the characters or plot. They enjoy reading their own books and have a good knowledge of letter sounds that they use to help them read new words and in their writing. The teaching of reading is satisfactory, but not sufficiently well structured, and consequently children's achievement in reading is satisfactory overall. The teaching of writing is good and children are often eager to express their ideas. One little boy, for example, could not rest until he had completed his writing about what he would take in his spaceship. Good levels of support are given to children in their writing so they feel successful. All are well launched into writing, with the less able using letter-strings, and the higher-attaining children using recognisable words. By the time children enter Year 1, all have attained the standards expected and the majority are already working within the early stages of the National Curriculum levels.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's knowledge of number and shape is well promoted.
- Children's mathematical skills are not developed systematically.

Commentary

38. Children achieve satisfactorily in this aspect of learning. Teaching is satisfactory overall with elements of good teaching observed, especially in the discussion of children's ideas. Their knowledge of number is good and many accurately count beyond 20. They have a good understanding of two- and three-dimensional shapes, recalling their names well and developing a good understanding of their properties. Children's understanding of addition and subtraction is satisfactory, but activities are not sufficiently systematically developed so that these concepts are secure. Assessments of children's knowledge and progress are regularly made, but the information is not used consistently to inform the planning of activities so that children's knowledge and understanding builds progressively. Practical activities, such as creating their own three-dimensional shapes from the teacher's direction and

predicting which shapes would roll and which would not, successful build children's greater understanding and use of mathematical language. Opportunities to explore mathematical activities individually are not as strong. The most able children are not sufficiently challenged. By the time children enter Year 1, most have attained the standards expected and many are well above average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's awareness of people and places outside their own experience is well promoted.
- Some aspects of learning are not sufficiently planned and fully extended.

Commentary

39. Children enter reception with many and varied experiences of the world around them. Many take holidays abroad with their families and have a good range of general knowledge that comes from chatting with parents and other adults. This interest in the world they live in is well nurtured in the reception class. A Japanese group that visited the school, for example, stimulated children's interest and knowledge about Japanese food, culture and language. The school has links with a Church in Uganda and this has also stimulated activities in the reception class. Children's curiosity about themselves and how they grow is effectively stimulated and simple investigations in scientific ideas, such as sinking and floating, are also satisfactorily explored. Children's learning is effectively promoted through the use of topics that link many areas of learning, but some aspects, such as the locality around the school, although explored, are not as consistently extended through the use of small world toys and design and technology activities. Learning about the scientific world and the development of children's early awareness of past and present are also not fully extended. Computers are a regular attraction for many children. Programs are satisfactorily linked to other areas of learning and children are developing good skills of using the mouse to create pictures and simple maps. Children achieve satisfactorily in this aspect of their learning. Satisfactory teaching ensures that children's above average standards have been maintained on entry to Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Limitations in the accommodation restrict children's development in physical education.
- Children are given many opportunities to use a variety of tools and implements.

Commentary

40. On entry to reception, children show average standards in this aspect of their learning. Regular opportunities are provided for children to develop a range of games and gymnastic skills, but no formal lessons in physical education were observed during the inspection. An informal activity using the climbing frame in the playground was seen, but this was not a taught activity. Children showed satisfactory mobility, balance and control as they climbed and slid on the apparatus. Creative dance is not taught, but children are given satisfactory opportunities to enjoy and move to music as they

perform dances. The hall and playground space is limited and this restricts the children's development. Children's skills of using pens, pencils, scissors and other tools are developing satisfactorily. Many show good co-ordination and write their letters and numbers clearly and of even size. This aspect of children's learning is satisfactorily taught. By the time children transfer into Year 1, most have attained the standards expected.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Stories are used well to stimulate children's ideas.
- Opportunities to develop the skills of using paint and other materials are provided daily.
- Insufficient stimulus is given to enable children to experiment and explore their own ideas.

Commentary

41. On entry to reception, children show average standards in this aspect of their learning. Children's creativity using language is well promoted. Books and stories are used well to develop their interest in characters and language. In this aspect, children achieve well. Opportunities are regularly provided for children to use a variety of media to create pictures and models. However, there is insufficient attention given to stimulating their ideas in this aspect of their learning and consequently children are slow to show interest. When pictures and photographs are discussed and used to support these activities, children's natural creativity is released. Similarly, when the teacher models possible methods, the children quickly develop their own ideas, as was clearly seen from the rockets children made out of boxes, tubes and card. Opportunities to explore and experiment are available, but without the initial stimulus many children find difficulty in knowing how to start. The role-play area, although available for the children to use, was not a focus of their attention. Music lessons are part of the curriculum, but were not observed. Creative dance and movement are not taught, although more formal dances are. Overall, teaching in this aspect is satisfactory and the children's achievement is also satisfactory. By the time children enter Year 1, standards are broadly average.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved substantially in Years 5 and 6 compared to a year ago.
- Good teaching and learning ensure pupils' achievement is good in all aspects of the subject.
- Speaking and listening are well promoted.
- The leadership and management of the subject are having a positive impact on pupils' achievement.
- Opportunities to use ICT are not harnessed sufficiently to enhance learning in the subject.

Commentary

42. Standards have been maintained over time in Years 1 and 2, and have significantly improved in Years 5 and 6. In the 2004 National Curriculum tests, standards were in the top 5 per cent in Year 2 in both reading and writing, but were only average in Year 6. Standards of the older pupils have risen once more and the majority of pupils reach well above average standards in both Year 2 and Year 6. All pupils, including those from an ethnic minority background and those with special educational needs, make consistently good progress and achieve well against their prior attainment. Against a background of decline soon after the last inspection, improvements in the last year have been significant and are due to the improving quality of teaching which is more consistent and to the investment in training to improve assessment, planning and monitoring of provision. There is good emphasis on speaking and listening skills, reading and writing, and interventions such as booster classes, which are impacting positively on pupils' learning and motivation.
43. Overall, standards in speaking and listening are well above average in Years 2 and 6. Many pupils show good levels of confidence and speak spontaneously in response to questioning and in discussion with peers. Pupils achieve particularly well because in many classes they are encouraged and given valuable opportunities to confer with peers and answer open questions. Speaking is often modelled by the teacher, as in Year 1, where she demonstrated "recounting" a shopping expedition, using photographs which the pupils used as a model for sequencing events about their own shopping. Pupils often respond with enthusiasm when given the opportunity to work independently and draw effectively on the teaching when working collaboratively with peers.
44. Standards in reading are well above average and pupils achieve well. Reading is promoted well in the school with volunteers and parents closely involved in supporting pupils. Pupils develop a range of strategies to tackle unfamiliar words and use contextual clues to access meaning. Guided reading is used well and effectively assessed against objectives in a progressive manner and linked to different types of reading of fiction and non-fiction. The school library is very small and there is still a shortage of books to meet adequately the needs of all pupils.
45. Writing is taught well and is often based on rehearsal of oral language and on reading so that pupils gain insights in the characteristics of different types of writing. Pupils achieve well and this is clearly reflected in the wide range of writing they produce as they move up the school. Spelling strategies are regularly practised and standards are well above average.
46. Teaching and learning are good overall with many lessons seen having very good features. One lesson only was unsatisfactory. In the best teaching, lessons are very thoroughly planned and effectively structured to enable pupils to practise and develop specific skills which are rehearsed and demonstrated. Very good methods are carefully thought through to impact on learning. One good instance of this was a lesson in Year 2 where the pupils contributed their ideas about planning their own non-fiction book about an animal they have researched, using the Internet. Where teaching was unsatisfactory or less effective, this was due to the lack of clarity in what the teacher wanted the pupils to learn. Sometimes, the activities did not match the needs of pupils of different abilities. Although evident, the use of ICT is not systematically planned, with few opportunities for pupils to draft and redraft work.

47. Leadership and management of the subject are good. The recent emphasis on developing accuracy in assessment has had a clear and positive impact on overall achievement with a good start in using targets for improvements. However, some aspects of assessment, such as marking, are still inconsistent with insufficient emphasis on providing pupils with a clear indication of strengths and weaknesses and how they might improve. The contributions of the subject leader to the overall improvement in provision have been significant in spite of the short time since she has taken on this responsibility. Overall, progress since the last inspection is good.

Language and literacy across the curriculum

48. Teachers plan a satisfactory range of activities to enable pupils to apply literacy skills in other subjects, with good examples in history and geography. There are also good examples of writing in science and the use of video in making oral presentations in geography. However, the school acknowledged that this is an area needing further development with the scope to plan more systematically and to highlight these skills more explicitly to pupils.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 6 are well above average and pupils achieve well.
- The subject is led well.
- The quality of teaching is good overall and very good in Years 5 and 6.
- ICT is not used enough to support learning.

Commentary

49. At the time of the previous inspection, standards were well above average in mathematics in Year 2 and above average in Year 6. Standards declined in Year 6 after the inspection to only average in the 2004 National Curriculum tests. They have now risen again.
50. By the end of Year 2, standards are above average and they are now well above average at the end of Year 6. The last inspection found that more able pupils were not achieving well enough and that there was a significant difference in the attainment of boys and girls. These issues have been addressed. All pupils, including those with special educational needs, are achieving well during their time in this school.
51. The significant improvement in standards is due to several factors. Most important of these is the fact that the subject is led well. The knowledgeable subject leader has analysed the strengths and weaknesses in the subject well. Detailed assessments are used to set challenging targets for pupils. This challenge and good quality teaching are resulting in good learning and hence leading to good achievement. The best achievement is in Years 1 and 2 and in Years 5 and 6. The use of assessment information is not consistent throughout the school as strategies have not been in place long enough to be fully effective. The subject leader is aware of this and intends to improve the present satisfactory management of the subject in the following year by ensuring that all teachers implement the changes that she has introduced.
52. Many teachers make a good effort to use ICT effectively to support learning in mathematics. Teachers make use of spreadsheets to present information and some

use programmes to teach aspects such as symmetry, but these strategies are limited by the shortage of ICT resources. As a result, despite the best efforts of some teachers, ICT is not used effectively enough to support learning in mathematics.

Mathematics across the curriculum

53. In some subjects, mathematics is used effectively and teaching in these subjects supports learning in mathematics. For example, in presenting data in food technology and geography or analysing results in science investigations. In some subjects, however, mathematics could be integrated more effectively, for example in history and physical education. Nevertheless, the use of mathematics across the curriculum is satisfactory.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 and Year 5. In Year 6, achievement is very good.
- There is an improved focus on developing pupils' knowledge through investigation.
- Assessment procedures are thorough, but the information is not used consistently to inform teachers' planning.

Commentary

54. Standards in Year 6 are above average. This is an improvement on the standards attained in the National Curriculum tests in 2004. They are not as high as those seen during the previous inspection because the school has gone through a difficult period when there was little overall leadership or direction given to staff both generally and in science. Standards are rising now and pupils are making good achievement. The achievement of pupils in Year 6 is very good as they started the year with below average standards. This impressive progress is due to very good teaching, clear objectives and the successful motivation of pupils to improve. Much has been achieved in less than a year, but pupils' knowledge is a little thin in some aspects of the subject and they find difficulties in using what they know to solve problems. A good proportion, however, are working within Level 5 and they may attain well above average standards in the National Curriculum tests taken this term.
55. Pupils in Year 2 are attaining above average standards this year. This is not as good as in previous years because there is a higher proportion of pupils with special educational needs in the class than is usual. Achievement is good, however, and pupils of all abilities are making good progress since entering Year 1 due to effective teaching.
56. Teaching and learning are good, but not consistent through the school. Teaching and learning in Years 1 and 2 were judged as good at the previous inspection and continue to be so. Consistent standards that are well above average in Year 2 confirm this. However, evidence of pupils' past attainment shows a significant dip in standards and progress in Years 3, 4 and 5 over the last few years. This has been recognised by the school and a focus has been put on improving teaching and so raising standards. The subject leader, working closely with the teacher in Year 6, has identified weaknesses in the teaching and aspects of pupils' learning that need to be addressed. A particular focus has been given to improving opportunities for pupils to investigate and in developing the skills of planning their own experiments. This was seen well illustrated in the Year 5 class where pupils were considering how to investigate the effect of

exercise on their pulse rate. Through the school, teachers' planning is now well structured and effective methods are used to promote pupils' good understanding. Pupils enjoy their activities and are developing an interest and curiosity about science. Teachers' high expectations for pupils' good behaviour and attitudes to work enable all pupils to work sensibly, even when enthusiastic about their investigations. Pupils' good writing skills are used effectively in science and pupils are given varied opportunities in most classes to record their ideas and findings. Those teachers who have interactive whiteboards use them well as a teaching resource, but pupils do not use the ICT sufficiently in their own work except as a form of research.

57. Procedures for assessing pupils' standards are thorough and data is now being collected so that pupils' progress is monitored and under-achievement identified. In some classes, teachers use this information successfully to adapt their planning so that it meets the needs of pupils more effectively. In Year 6, the teacher uses the information to help pupils understand their own strengths and weaknesses in science, and targets are set so that pupils know how to improve. This process is not used consistently through the school.
58. Leadership of science is good. Guidance and support are provided for staff and there is a clear purpose to raise standards. Opportunities to monitor teaching and the effectiveness of the pupils' learning are still being developed and so management is satisfactory overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is unsatisfactory.

Main strengths and weaknesses

- Standards at the end of Year 6 are below average and achievement is unsatisfactory due to unsatisfactory resources.
- Improvement since the last inspection is unsatisfactory.
- Leadership and management of ICT are unsatisfactory.
- Teaching assistants are used effectively to support teaching and learning.
- ICT is used well to support pupils with special educational needs.

Commentary

59. At the time of the last inspection, standards were judged to be average in Year 2 and Year 6. Standards have declined since that time and are now below average. Achievement by the end of Year 6 is now unsatisfactory. Standards in Year 2 have been maintained and are broadly average and pupils achieve satisfactorily through Years 1 and 2. The main reason for the unsatisfactory standards is the unsatisfactory level of resources. The school does not have all of the equipment necessary to teach all of the National Curriculum programmes of study. In particular, there is not enough equipment or software to teach the control elements of ICT effectively. A good effort is being made to address this issue by organising the residential visit for pupils in Year 6 around this element of ICT. However, although this will improve provision for some pupils, not all go on the residential visit and consequently some pupils will miss out on this part of the curriculum. The second major problem with resources is that the ratio of computers to pupils is well below the national average. This limits the amount of time that pupils can spend using computers and therefore pupils do not have enough opportunities to practise and consolidate the skills taught.

60. The computer suite is located in the entrance hall of the school. This creates several problems. The passage of people through this area disrupts teaching and makes it difficult to ensure that pupils learn effectively. The area used is quite small and does not allow for more than half a class at a time to work there. This limits the amount of time that pupils can spend even further and, taken together with the low number of computers, is the most important factor limiting learning.
61. Teaching and learning are satisfactory in Years 1 and 2, but unsatisfactory overall in Years 3 to 6 due to the lack of teaching time. The quality of teaching is often good in the small group sessions and for short periods of time the pupils learn well within the elements of ICT taught, attainment is average and pupils achieve satisfactorily. Teachers make good use of teaching assistants to support learning in ICT. In many lessons, the teaching assistant takes a group out of the classroom to work in the computer suite. The quality of teaching provided in these sessions is good and pupils learn well, but the fact that the sessions have to be so short, and subject to interruption, limits pupils' achievement.
62. ICT is used well to support the learning of pupils with special educational needs. For example, pupils who find difficulty in writing type their work onto the computer. This is then printed out and corrected with the help of a teaching assistant. All of the pupils with special educational needs have good access to computers.
63. Improvement since the last inspection is unsatisfactory as too little has been done to ensure that pupils have sufficient access to computers and standards have fallen. The quality of leadership and management is unsatisfactory. The subject leader does not have a good understanding of her role. Discussions show that too little was done to support the subject leader after the last inspection and it is only in the last few months that enough help and advice have been given. The senior management team and the governors are aware of the issues in information and communication technology and the subject is now the main priority on the school improvement plan.

ICT across the curriculum

64. Many teachers use the interactive whiteboards effectively as a teaching resource and are making a good effort to use ICT in other areas of the curriculum, for example, in Year 1 design and technology, pupils have used computers to present the results of a survey on their favourite ice-cream. However, insufficient time is given to ICT and the planning of ICT across the curriculum is underdeveloped.

HUMANITIES

Religious education is subject to a Section 23 inspection as the school is of Catholic denomination.

Geography

65. Only three lessons were observed. From these observations and from evidence of pupils' work, it can be seen that provision for geography has improved since the previous inspection when the subject was judged as unsatisfactory in Years 3-6. At that time, the subject was not taught systematically and pupils' knowledge and skills were not developed sufficiently well. Standards have risen in Years 3-6. Evidence of pupils' past work and their learning in lessons shows standards to be broadly average by the end of Year 6. In the lessons observed, teaching and learning were satisfactory. Resources were used very well in one lesson when a visiting teacher shared her knowledge of India with pupils studying the village of Chembakoli. Pupils' knowledge is

also extended effectively through the use of fieldtrips. The subject leader for geography is enthusiastic, but her role and responsibilities have not been sufficiently developed and knowledge of standards and teaching is superficial at present. This is the case for all subject leaders in the subjects outside English, mathematics and science as teachers have not had either the training or opportunity to develop their management skills. This concern is being rectified by the senior management team. Procedures for assessing pupils' standards and progress are developing. Strategies for assessment are satisfactory, but are not used sufficiently to monitor the progression of pupils' skills development.

66. No lessons were seen in **history**. It is therefore not possible to form an overall judgement about provision. However, there is clear evidence that the programmes of study are covered appropriately. This is an improvement since the previous inspection, especially in Years 3-6, which were judged as unsatisfactory. There are good opportunities provided to use the subject to promote literacy skills and the curriculum is enhanced by a good programme of visits to add interest and excitement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

67. No lessons were observed in art and design, but evidence of pupils' work around the school shows a satisfactorily broad curriculum. Standards of the work on display were generally average, but there is some exciting and vivid work around the school, especially from Years 5 and 6. The subject leader for art and design is enthusiastic and talented. She supports staff and promotes art and design effectively through the school. Her role and responsibilities have not been sufficiently developed and insufficient time has been given as yet to monitoring standards and teaching of the subject. Strategies for assessment are satisfactory, but are not used sufficiently to monitor the progression of pupils' skills development.

Design and technology

68. Two lessons were observed in design and technology in Years 1 and 2 and these observations, together with examination of pupils' work, scrutiny of photographic records and discussion with pupils, indicates that standards are satisfactory at the end of Years 2 and 6. Pupils achieve satisfactorily. This is an improvement from the findings of the previous inspection, which found that standards in design and technology were unsatisfactory at the end of Year 6. In the lessons observed, teaching and learning were good and pupils achieved well. The subject is led and managed satisfactorily. The key issue of the last inspection has been addressed satisfactorily and the knowledgeable subject leader has ensured that the National Curriculum programmes of study are covered. A start has been made on producing photographic portfolios of pupils' work as an aid to assessment. This is in the early stages of development and as yet the portfolio is not annotated or levels of attainment shown. The subject leader is aware of the need to improve further the assessment procedures in this subject. Pupils clearly enjoy this subject and show good attitudes to learning in design and technology. When interviewed about their work, they are enthusiastic and discuss the procedures used and the ways in which their work could be improved.

Music

69. No lessons were seen in music. It is not therefore possible to make a firm judgement about provision. The provision for music is strengthened by instrumental tuition in guitar, trumpet, piano, clarinet and flute which is provided and taught by a group of peripatetic teachers during and outside school hours. Hymn singing is practised regularly and the pupils seen in one assembly sang with zest and enthusiasm.

Physical Education

70. Four lessons were observed in physical education through the school, two in games, one in dance and one in gymnastics. Additional evidence was obtained through discussion with pupils. As only part of the curriculum was observed, it is not possible to give an overall judgement on standards or overall provision in physical education. In those aspects observed, attainment was average. In the last inspection, attainment in Years 3-6 was judged to be unsatisfactory as many elements of the National Curriculum were not covered. Much of this was due to limited resources. The observations show that standards have improved satisfactorily since the last inspection and there is evidence of a broad curriculum. Effective links have been made with the adjacent college and pupils use their swimming pool and their field for games. This addresses several issues from the previous inspection. The hall, however, remains a significant problem as it is too small for a whole class to participate safely in gymnastics.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Three lessons were seen in this area of the school's work. From this evidence and from discussions with the co-ordinator and pupils, it is judged that provision for this aspect of pupils' education is satisfactory. This is, however, a significant part of the school's work. The programme for personal, social and health education is linked with religious education and plays a critical role in reinforcing the distinctive ethos of the school. The personal, social and health education programme encourages pupils to observe good standards of hygiene and gives them an understanding of the value of pursuing a healthy lifestyle. It includes work on sex, drugs and opportunities to discuss important issues. In the direct teaching seen, pupils are enabled to reflect on the choices they make with good opportunities for discussion in pairs and with the teacher. However, in one lesson, teaching was unsatisfactory because the approach and methods used to investigate the topic were not effective and pupils failed to develop their understanding.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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