

INSPECTION REPORT

ST. EDWARDS CATHOLIC SCHOOL

Coleshill

LEA area: Warwickshire

Unique reference number: 125707

Headteacher: Mrs. G. M. Owen

Reporting inspector: Mr. A.V. Calderbank
7979

Dates of inspection: 26 – 28 March 2001

Inspection number: 186768

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Packington Lane
Coleshill
Birmingham

Postcode: B46 3EJ

Telephone number: 01675 463249

Fax number: 01675 463249

Appropriate authority: Governing Body

Name of chair of governors: Mrs. J. Smith

Date of previous inspection: 22 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7979	Mr. A. V. Calderbank	Registered inspector	Science; Art and design Design and technology;	The school's results and achievements;
9952	Mrs. L. Brock	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
2465	Mr. G.J. Yates	Team inspector	Mathematics; Information and communication technology; English as an additional language; Special educational needs	How well is the school led and managed?
11922	Mrs. J.M. Watkins	Team inspector	The Foundation Stage; History; Geography; Equal opportunities	How well are pupils taught?
23319	Mr. V.J. Leary	Team inspector	English; Music; Physical Education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school with 240 pupils on roll. Numbers have increased since the time of the previous inspection from 191. It caters for the needs of pupils aged four to 11 years and serves a wide catchment area including the town of Coleshill and surrounding villages. No pupils speak English as an additional language. Currently, there are 45 pupils (19%) on the register of special educational needs. This figure is well below the average for primary schools nationally. Two pupils have statements of special educational needs and are well integrated into all aspects of school life. The socio-economic background of pupils is above average. The percentage of pupils who are known to be eligible for free school meals (2.5%) is well below that found in most schools. Pupils' attainment on entry is broadly average in number recognition, reading and writing. In speaking and listening and all other areas of learning it is above average.

HOW GOOD THE SCHOOL IS

St. Edward's Catholic Primary School is a well organised and happy community. Pupils' progress is very good in English, mathematics and science and standards in these subjects are well above average by the end of Key Stage 2. Good progress is made in developing pupils' skills in information and communication technology and design and technology, resulting in above average standards. The headteacher gives the school a clear sense of direction. Pupils' attitudes to learning and the quality of teaching are good. The school has a below average income; it uses its resources very well and provides good value for money.

What the school does well

- Good quality teaching and a well organised curriculum results in pupils making very good progress in English, mathematics and science.
- Pupils' use of information and communication technology in other subjects is good.
- Information gathered about what pupils know, understand and can do is used very well to help them make progress in literacy and numeracy.
- The school benefits from the good leadership and management of the headteacher and the senior management team who share a strong commitment to improve standards.
- Children behave well and are friendly and polite.
- The school is a caring community and relationships are very good.
- Spiritual and moral development is strongly promoted. Pupils have a very good understanding of right and wrong.

What could be improved

- The involvement of curriculum co-ordinators in monitoring standards and the quality of learning in subjects other than literacy and numeracy.
- The use the school makes of assessment information in subjects other than English and mathematics.
- The presentation and display of pupils' work in some classes.
- Safety arrangements with regard to access to the pond area before and after school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected last in January 1996. Since then it has made very good progress, maintaining its strengths and successfully dealing with its areas of weakness. Standards of attainment have improved significantly in English, mathematics, science, information and communication technology and design and technology. Higher attaining pupils are sufficiently challenged and the school's national test results at the end of both key stages reflect the high standards they now achieve. A school development plan has been put in place that sets out clear aims and objectives for improving standards even further. The role of the governing body, senior management team and subject coordinators is well defined. However, coordinators in subjects other than English and mathematics are

not sufficiently involved in monitoring standards and the quality of learning in their subjects. Standards in art and design have improved and are similar to those found in most schools. Since the time of the last inspection, the school has moved to different premises and issues related to the conditions prevailing in the old school building have been successfully resolved. Resources have improved in most subject areas. They are very good in information and communication technology but there are still deficiencies in science provision and suitable physical education equipment for younger children. The governing body has regained control over the management of the school's finances.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	A	A	A*	A*
mathematics	A*	A	A*	A
science	A	A*	A*	A

Key

well above average A

above average B

Average C

below average D

well below average E

In English, mathematics and science the table shows that standards are very high and in the top five per cent of all schools in the country. When standards are compared with similar schools they are very high in English and well above average in mathematics and science. The school has recently won an excellence award from the Department for Education and Employment because of its high results in the 2000 National Curriculum Tests.

Inspection evidence shows that standards will be adversely affected this year by a higher than usual number of pupils with special educational needs in the current Year 2 and Year 6 classes. However, the percentage of pupils in line to attain the expected standards in the end of Key Stage 2 tests in English, mathematics and science is still well above average. The targets set by the school in English and mathematics for 78% of pupils to achieve level 4 and above are too low and are very likely to be exceeded.

Standards in information and communication technology and design and technology are higher than those found in most schools by the end of Key Stage 2. In those aspects of music inspected, standards were average. It was not possible to make a judgement about standards in physical education because no Year 6 lessons could be observed during the inspection. In all other subjects inspected standards are average.

Children under five make good progress overall and are expected to attain the nationally expected standards by the time they start Year 1. A significant minority will exceed these expectations.

By the end of Key Stage 1 standards are above those found in most schools in English, mathematics, science and information and communication technology. In all other subjects standards are average except in physical education, where it was not possible to make a judgement because no lessons were observed in Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are proud of their school and enjoy everything it has to offer. Most display mature attitudes.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and around school.
Personal development and relationships	Good. Staff work hard to develop a caring community. Relationships are very good. Pupils undertake a wide range of duties sensibly.
Attendance	Good. The school does all it can to encourage parents not to take children on holiday during term time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

During the week of the inspection no unsatisfactory teaching was observed. The quality of teaching was at least good in 66% of lessons. It was at least very good in 23% of lessons.

Teachers plan their lessons well and have a very good grasp of the National Literacy and Numeracy Strategies. Other strengths throughout the school include the teaching of knowledge in science and the teaching and application of skills in information and communication technology. However, in some classes not enough attention is given to how pupils' work is presented. Pupils in need of additional help with their learning receive good support from classroom assistants.

The quality of learning is good overall. During literacy and numeracy lessons, pupils are taught basic skills thoroughly and respond enthusiastically to some challenging tasks. As a result, pupils of all attainment levels make good progress. However, in science the oldest pupils are not provided with sufficient opportunities to set up and carry out their own investigations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school places a strong and very effective emphasis upon the teaching of English, mathematics and science. Homework successfully reinforces what children are learning in class.
Provision for pupils with special educational needs	Good. There are good systems in place to ensure that pupils with special educational needs are quickly identified and appropriate support provided.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is very good. Assemblies provide good opportunities for spiritual growth. There is a strong focus on moral and social development which contributes very effectively to the personal development of pupils within the school's Catholic ethos.

How well the school cares for its pupils	Good procedures are in place to ensure the health, welfare and safety of all pupils. Staff know pupils very well and provide a caring, supportive and orderly environment in which pupils flourish. Procedures for assessing pupils' work are very good in English and mathematics and the information gathered is used very effectively. However, in all other subjects information about pupils' achievements is not being fully used to help teachers plan future work.
--	--

Parents are kept very well informed about school events and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives the school a clear sense of direction that is focused on raising standards. She is very well supported by the senior management team. Their efforts have had a very positive effect upon pupils' achievements. Curriculum co-ordinators have been given increased responsibility in managing their subjects but most are not yet sufficiently involved in the monitoring of the quality of teaching and learning.
How well the governors fulfil their responsibilities	The governing body fulfils all its legal responsibilities. The governors are effectively involved in all aspects of school life. They are well led by the chairperson who visits on a regular basis and knows the school well.
The school's evaluation of its performance	The school is very good at evaluating its performance in English and mathematics and this results in improved standards.
The strategic use of resources	Time, money, people and specific grants are used well.

The school is appropriately staffed and generally satisfactorily resourced. However, science equipment for both key stages and physical education equipment for younger children is unsatisfactory. Within the school grounds, an unfenced garden area contains a pond with easy access and is a safety hazard. The school building is kept clean. Principles of best value are applied well on all purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children's progress is good. The school is well led and managed. Teaching is good. Children like school. Children are expected to work hard. Children are helped to become mature and responsible. Behaviour is good 	<ul style="list-style-type: none"> The information about how children are progressing. The amount of homework children receive. The working relationship the school has with its parents. The range of activities outside lessons.

The inspectors support parents' positive views of the school. Inspectors are of the view that the school makes every attempt to involve parents in their children's education. Three formal consultation evenings are held every year. Parents are kept well informed about how their children are progressing and are made to feel welcome when they approach the school with any problems. There is a good range of out of school clubs. Homework is sufficient and successfully reinforces the work being done in class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Since the school was last inspected in January 1996 standards have improved in English, mathematics, science, information and communication technology, art and design and design and technology at Key Stage 2. Higher attaining pupils are being successfully challenged. The school has recently won an excellence award from the Department for Education and Employment because of its high results in the 2000 National Curriculum tests. Inspection evidence shows that standards will be affected this year by a higher number of pupils with special educational needs in the current Years 2 and 6. However, the proportion of pupils likely to reach the nationally expected levels in English, mathematics and science is still well above average by the end of Key Stage 2. The targets set by the school in English and mathematics for 78% of pupils to achieve level 4 and above were not realistic and are very likely to be exceeded.
- 2 Children's attainment when starting school is broadly average in number recognition, reading and writing. It is above average in speaking and listening and in the other areas of learning, which are assessed on entry. Children make good progress in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They make satisfactory progress in physical and creative development. By the time they start Year 1, almost all are expected to attain the expected learning goals of the Foundation Stage. A significant minority will exceed these expectations.
- 3 In the 2000 reading and writing tests for seven-year-olds taken at the end of Key Stage 1 the percentage of pupils reaching Level 2 and above was well above the national average. Standards dipped slightly in 2000 when compared to similar schools across the country but were still above average. The decline was due to a higher proportion of pupils with special educational needs in the year group. Teacher's assessment in speaking and listening show standards to be very high. Over the past three years the performance of boys has been better than the girls in reading and writing but the difference has not been significant.
- 4 Inspection evidence shows that pupils are currently making good progress in English during Key Stage 1 and standards are above average in reading and writing. Speaking and listening skills are very high. There has been a significant improvement since the previous inspection findings when standards were found to be generally in line with the national average.
- 5 By the age of seven, pupils read with understanding and can predict with reasonable accuracy 'what will happen next'. Higher attaining pupils know the difference between 'fiction' and 'non fiction' whilst even those with lower attainment put expression into their reading. Pupils' writing shows increasing independence and by the age of seven is good. Most write stories and accounts made up of sequences of ideas and some are very creative and produce well-structured extended pieces of writing. Pupils are confident speakers and have a good range of vocabulary which they use well during discussions.
- 6 In the 2000 national tests in English at the end of Key Stage 2 the performance of pupils was very high in comparison with the national average and the average for

similar schools. Standards have remained consistently at least well above average over the past four years. Taking the three years 1998 to 2000 together girls performed better than boys.

- 7 Inspection evidence shows that pupils are making good progress during Key Stage 2 and standards are well above average. By the age of eleven, most pupils read a range of texts fluently and accurately and with good understanding. Pupils of all attainments have developed very good independent research skills and know how to find information in reference books. Attainment in writing is well above average. Pupils write for different purposes and can use a wide range of styles. They write poems, book reviews, character portraits, letters and scientific and historical accounts. Higher attaining pupils use paragraphs, correct punctuation, complex grammatical structures and high quality vocabulary to enrich their writing. Pupils are confident and articulate speakers. They listen well and can sustain a point of view in discussions.
- 8 Pupils use their language and literacy skills well in other areas of the curriculum. They have good opportunities in geography, history and religious education to discuss ideas, to read for information and to write in a variety of forms. In mathematics and science there are some good examples of technical vocabulary being used. However, there are inconsistencies throughout the school with regard to the quality of pupils' handwriting and the presentation of their work.
- 9 In the 2000 National Curriculum tests in mathematics taken at the end of Key Stage 1 the proportion of pupils attaining the nationally expected standard was well above average and above that found in similar schools. Results over the last three years have been consistently well above average. Most pupils are currently making good progress in Key Stage 1 and standards are above average. By the age of seven pupils have developed good problem-solving skills and are very keen to use their number skills. Many pupils can count in fives and tens forwards and backwards to one hundred. They have a good grasp of odd and even numbers. Higher attainers can add two-digit numbers mentally. A large majority of pupils recognise a number of two-dimensional shapes, understand simple fractions and can double and halve numbers accurately.
- 10 Attainment in mathematics at the end of Key Stage 2 is well above average and pupils are making good progress. In the 2000 tests for eleven-year-olds in mathematics the percentage of pupils attaining at the expected level 4 and the higher level 5 was very high. When the school's results are compared with those found in similar schools they are well above average. Over the last three years the school's results have been high. There is no significant difference in the performance of boys and girls. By the end of Key Stage 2 pupils are confident in applying their number skills. They effectively use their knowledge of number to mentally work out problems. Most pupils have a good knowledge and understanding of fractions and the use of the four number operations in a range of mathematical contexts.
- 11 The National Numeracy Strategy has been successfully introduced. The pace of work is good overall and all pupils are being appropriately challenged. Daily mental work is having a positive effect upon pupils' calculation strategies and rapid recall skills. Pupils are provided with good opportunities to use their mathematical skills in a range of subjects. For example, in recording data in science and producing graphs to represent the results or in drawing shapes in information and communication technology lessons.

- 12 The 2000 end of Key Stage 1 teacher assessments in science, all the pupils achieved at least the nationally expected level and nearly half exceeded this. The school's results were very high in comparison with the national average and with similar schools. Inspection evidence shows that pupils make good progress during Key Stage 1 and standards are above average. Pupils building well on their skills through effectively planned units of work. By the age of seven they have a good knowledge and understanding of the topics covered and what makes a test fair.
- 13 In the Year 2000 National Curriculum tests in science at the end of Key Stage 2, all pupils attained the expected Level 4 or above. These results were very high in comparison with the national average and well above the average for similar schools. Taking the previous three years 1998 to 2000 together, the performance of pupils has been well above the national average. Over the same period of time girls have performed better than the boys but the difference has not been significant. Inspection evidence shows that standards of attainment are well above average and that pupils are making good progress. The school places a strong emphasis on the direct teaching of scientific information and all pupils benefit from this approach. As a result, by the time they leave school pupils have a good grounding in scientific knowledge and enjoy discussing the work they have done. However, the oldest pupils are not provided with sufficient opportunities to set up and carry out their own experiments though they have the necessary skills.
- 14 The previous inspection report found information and communication technology to be a strength of the school and this continues to be the case. Throughout the school, pupils make good progress and attainment is above average by the end of both key stages. By the age of eleven pupils demonstrate high levels of skill in word processing and in the application of data handling. By the age of seven they compose sentences making accurate use of command keys and import clip art images into their writing.
- 15 The last time the school was inspected, standards in art were found to be average in both key stages. Standards have improved and are now similar to those found in most schools and all pupils make satisfactory progress. By the age of seven pupils are able to record their ideas with confidence and display a developing ability to represent what they see and feel. They can work with a range of suitable media including pencils, paints, clay and crayon. During Key Stage 2 pupils are provided with appropriate opportunities to refine their skills. Particularly well developed are the skills of observational drawings. However, there are insufficient opportunities for pupils to develop an awareness of art from other cultures and the works famous artists.
- 16 By the end of Key Stage 1, standards of attainment in design and technology are similar to those found in most schools. Pupils make satisfactory progress in the acquisition of a satisfactory range of joining and assembling skills. They competently make things out of different materials including card and fabric. They can use tools safely to cut and join. Since the previous inspection standards have improved in Key Stage 2. Pupils now make good progress and achieve standards that are above average. By the age of eleven, they have a good knowledge of the use and properties of different materials. Pupils can make products that accurately reflect the original design and are taught to evaluate their work.
- 17 Pupils make satisfactory progress in geography and history throughout both key stages and by the age of seven and eleven pupils have the knowledge, skills and understanding expected for their age in both subjects. Good use is made of

information and communication technology to support pupils' work.

- 18 Pupils' standards of achievement in music are similar to those found in most schools by the end of Key Stage 1. This represents satisfactory progress. In those aspects of music inspected in Key Stage 2 standards are average. A significant number of boys and girls from Years 1 to 6, learn recorders, woodwind, string and brass instruments. Their attainment is good. Pupils in both key stages make sound progress in the aspects of physical education which could be inspected. They extend their skills in a good range of activities. It was not possible to make overall judgements about standards in physical education because no lessons were seen in Years 2 and 6.
- 19 Pupils with special educational needs make good progress, and are suitably challenged. The school is very aware of pupils' strengths and weaknesses through its very thorough assessment and testing procedures in English and mathematics. Teachers use the results in these subjects to plan appropriate work for the pupils and make sure that they receive the necessary support to successfully complete the activities. As a result the pupils achieve standards in line with their capabilities. Some pupils have been identified by the school as being gifted or talented. Challenging teaching ensures that they achieve well, with some being able to attain standards more commonly associated with much older pupils.

Pupils' attitudes, values and personal development

- 20 The attitudes, behaviour and personal development of pupils, including those with special educational needs are good. The good behaviour found at the time of the previous inspection has been maintained and at lunchtime, has been improved.
- 21 The under-fives have good attitudes to their work. Children settle quickly into the encouraging and supportive atmosphere of the reception class. They respond well to the expectations of the adults who work with them and enjoy exploring new learning. Most listen attentively to adults and to each other. Children understand the need to take turns and share equipment which they do amicably. Ideas of right and wrong are established very early and children have a clear understanding of what is acceptable behaviour and comply with the standards set.
- 22 Pupils in both key stages have good attitudes to learning and to being members of the school community. They are enthusiastic, interested in their work, concentrate well and respond promptly to their teachers. Most are able to work independently, co-operate within a group or collaborate on a task when required. This was seen in a Year 2 geography lesson when pupils compared and contrasted life in Mexico with that of Britain. They worked in pairs and groups to devise questions they would ask if they met a Mexican family. There is mutual respect between adults and pupils. Relationships are very good and pupils have a regard for one another's feelings. A small number of pupils have weaker attitudes to learning and the teachers work hard to encourage and motivate them. Younger pupils in Year 1 persevere to complete tasks. For example, in a design and technology lesson they designed and made simple levels of sliding mechanisms to create movement. These original designs used the imagery of "The Owl and the Pussycat" and the pupils were proud to demonstrate the finished products.
- 23 Behaviour is good both in the classroom and around the school. This confirms the view of most parents. Pupils respond well to the school's code of conduct which is displayed in each classroom. The lapses of a small minority are dealt with promptly

and effectively in accordance with the agreed policy. Pupils understand and follow school rules very well and recognise the seriousness of the offence when sanctions are imposed. No pupil has been excluded from school in the year prior to the inspection. Very good behaviour was seen in a Year 6 mathematics lesson when pupils revised for their forthcoming tests. They concentrated well and made good progress. During a design and technology lesson, Year 5 pupils behaved well when evaluating the biscuits they had made previously. In a busy, purposeful working atmosphere, they gave good reasons why they would or would not change their design specification. Pupils are mainly well behaved in the playground and they move to and from assemblies and lessons in an orderly and respectful manner. Lunchtimes are a happy, sociable occasion for pupils.

- 24 The personal development of pupils is good overall. Pupils accept opportunities to take responsibility sensibly. Effective strategies include the use of helpers in classrooms and the general expectation that pupils of all ages will tidy up after themselves. Older pupils were observed assisting in the infant playground, keeping a watchful eye on pupils in assembly and taking up strategic positions on the stairs to ensure that pupils moved up and down in a safe manner. There are regular procedures for taking pupils' views into account through the Pupil Panel. The headteacher considers that Year 6 pupils are part of the school management team and some of the ideas contributed by them have been implemented into school procedures. These self-help initiatives reinforce the values of the "family" of St. Edward's School. Pupils contribute to charity appeals which effectively improves their understanding of the needs of others and is in keeping with the Catholic ethos of the school. Participation in sporting and community events encourages a sense of fair play. Pupils receive personal and social education but there is no formal whole school programme in place. This is currently being developed to include citizenship. Parents are positive about the attitudes, values and personal development of their children and inspection findings endorse their view.
- 25 Pupils with special educational needs have good attitudes to school. Most are attentive and follow instructions well. They behave well, are confident and show an enthusiasm for learning. For example, during the week of the inspection a statemented pupil worked well with other pupils in the information and communication technology suite.
- 26 Attendance is good and well above the national average. The school works hard to maintain and improve attendance. After a dip to below the national average in 1998/9, the school recovered in the following year to record an attendance of well above the national average. A scrutiny of attendance for the current academic year to date reveals that the school is on target to maintain the well above average attendance. There is no unauthorised absence and most of the authorised absence is due to parents taking children on holiday in term time. There is clear guidance to parents on this in the prospectus and most parents support the school in informing them of any absence. The majority of pupils are punctual to lessons and this ensures an orderly start to the day. Parents confirm that their children like school and attend willingly.
- 27 The school has maintained and improved the high standard of provision found at the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 28 The quality of teaching throughout the school is good. This represents an overall improvement since the previous inspection when it was described as mostly sound or

better.

- 29 Pupils enter school with average skills in number recognition, reading and writing, and leave achieving high standards in English, mathematics and science. This very good achievement relates directly to the quality of teaching in these subjects. Very good teaching of basic skills, good subject knowledge, high expectations and very good use of assessment, make a very positive impact on the quality of learning. Homework is very well used by teachers to reinforce the work being done in class.
- 30 Teaching was satisfactory or better in all the lessons observed. 66% of lessons were good or better. 23% were found to be very good or better, which is a similar proportion to that found in the previous inspection. There was no unsatisfactory teaching observed. Particular strengths throughout the school include the teaching of basic skills in literacy and numeracy, the teaching of knowledge in science and the teaching and application of skills in information and communication technology, all of which are very good. A weakness, in some classes, is the insufficient attention paid to the way pupils present their work. There are examples of effective marking of pupils' work which gave them pointers for improvement, but this is not consistent throughout the school. Assessment is carried out very well in English and mathematics but information gathered in other subjects does not sufficiently inform future teaching.
- 31 The quality of teaching in the reception class is good. All lessons observed were good or better. Particular strengths include the approach to literacy, which fosters enjoyment in all children and successfully involves enthusiastic participation by boys in reading activities. Adults are well deployed in group activities to ensure that children acquire an understanding of concepts through practical experiences. They provide enjoyable ways of encouraging children to observe, think carefully and to discuss and record their findings. Information from the Baseline Assessment is used effectively to group pupils, provide appropriate work and measure progress.
- 32 In Key Stage 1 the overall quality of teaching is good. 36% of the lessons observed were good or better. Almost all of the lessons observed in Year 2 were very good with some excellent examples seen in English and mathematics. Typical of the most successful lessons are the teacher's very good subject knowledge, the ability to ask questions and to communicate enthusiastically with pupils in a way which makes them want to aspire to the very high expectations. They are encouraged to use literacy and numeracy skills in other subjects, such as geography and design technology. Imaginative tasks are set to encourage independent thinking. In information and communications technology for example, the necessary skills have been taught for pupils to feel confident in what they do. In the less successful lessons the infectious enthusiasm is missing. Pupils' tasks centre more frequently on worksheets and the wonderful classroom atmosphere where all children really want to learn is not achieved to the same degree.
- 33 In Key Stage 2 over half the lessons seen were good or better and 12% were very good or better. Excellent teaching was observed in mathematics. The teacher's knowledge and understanding is evident in a very good demonstration of how to work out a sequence. Pupils are introduced to mathematical terms such as 'integer' and 'consecutive number'. Work is well differentiated and timed targets set for each group. The use of assessment is excellent. For example, common mistakes are used effectively as teaching points to carry the learning forward. Features of other effective lessons included the teacher's sharing of clear objectives, and a very good balance between pupil and teacher talk, involving all pupils. There are good

opportunities for pupils to evaluate their work and reflect on the learning which has taken place.

- 34 The overall quality of teaching in English is very good throughout the school and this reflects in the high standards achieved at the end of both key stages. A very good grasp of the literacy strategy, very good subject knowledge, and very good questioning techniques contribute to the effectiveness of the teaching. The very high quality of the relationships and an encouragement of pupils' to reflect on and be involved in their own learning make additional positive impact on its quality. Pupils with special needs are identified at an early stage and are well supported. Work is appropriately differentiated to match the needs of pupils of all attainment and there are sufficient challenges for the most able.
- 35 The quality of teaching in mathematics is very good overall. All teachers have a very good grasp of the numeracy strategy and very good subject knowledge. The pace of lessons is usually brisk and there is sufficient challenge for the higher attainers, especially in Years 2 and 6. Pupils apply their mathematical skills well in other subjects, for example in Year 5 they costed a class picnic using spreadsheets. In Year 4 and 6 they handled data from geographical surveys about litter and river depths, using information and communication technology to record their findings. A relative weakness in lower key Stage 1 is the occasional overuse of commercial worksheets, which slows down the progress of some pupils.
- 36 The quality of teaching in science is good overall, and pupils in both key stages know and use correct technical vocabulary. They make very good gains in knowledge, which reflect in the high standards achieved in standardised tests at the end of the key stage. However, the oldest pupils are given only limited opportunities to set up and carry out their own investigations.
- 37 Information technology skills are well taught throughout the school and pupil applications of these skills are effectively linked to real life situations in a range of subjects.
- 38 The quality of teaching in most other subject areas is good overall. Although no judgements can be made about the quality of teaching in geography and history, strengths in other subjects include design and technology, where there is an expectation that pupils will produce a finished product of high quality by the end of Key Stage 2. Design and technology links well with other subjects such as mathematics where skills of measuring to make cars and timing them over a distance of 10 metres are part of pupils' learning programme. In music performance skills are taught well and many pupils reach a high standard.
- 39 All classes are well managed. Teachers use a range of methods, which include teaching the whole class, groups of pupils with similar attainment, mixed ability groups as well as providing support for individuals. The quality and quantity of homework contributes positively to pupils' progress in a range of subjects. It is particularly significant towards the end of Key Stage 2, where 'booster' classes also make a valuable contribution to the standard achieved.
- 40 The teaching of pupils with special educational needs is good overall. Most teachers have an appropriate understanding of the curriculum needs for pupils who have individual difficulties especially with English and mathematics. They take care to plan activities which take account of the pupils' prior attainment. This has a significant impact on the quality of learning and ensures that pupils make good progress. The

special needs co-ordinator provides assessment advice and resources where needed. Learning support assistants are very well briefed. Individual educational plans are in place and of a satisfactory quality overall although the targets could be more precise. The school has identified pupils who are gifted in a range of subjects and make good provision for them. Teachers know their pupils well and differentiated work is a common feature of many lessons.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

- 41 The curricular opportunities offered to the pupils are good and prepare pupils well for the next stage of their education. There is now a coherent whole school plan for the curriculum, representing an improvement since the last inspection. The provision for children in the Foundation Stage is good and covers all the recommended areas of learning. Children are provided with a very effective and well planned range of activities that allow them to develop their skills well in the reception class.
- 42 For pupils in both key stages, the school provides a good range of learning opportunities. The curriculum includes all the expected subjects of the National Curriculum. Planning has improved significantly since the last inspection. The school has adopted government recommended guidelines for all subjects. These ensure that pupils' learning experiences cover the required ground and build effectively on what they already know and can do.
- 43 The National Literacy and Numeracy Strategies are being implemented very successfully. Teachers' planning is consistently and securely based on these strategies. Medium and short term planning is good overall in all subjects. This provides a consistency of approach that was lacking at the time of the last inspection. It is proving effective not only in improving standards achieved by pupils but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' competence in handling a broad range of written texts, and in numeracy, in pupils' sharp mental arithmetic skills. The daily acts of worship comply with legal requirements and provide very good support for pupils' spiritual and moral development.
- 44 Provision for personal, social, and health education is satisfactory. The curriculum, notably in science and physical education, includes appropriate provision which is continuous through both key stages with good elements of health and sex education, including learning about the dangers of substance misuse. Assemblies and 'circle' time make a significant contribution to the sustaining of good behavior. The school is in the process of updating provision in these aspects of the curriculum to include citizenship. There is a policy and a draft scheme of work ready for discussion, and the newly appointed co-ordinator has an action plan for its implementation. The school is strongly committed to providing equality of opportunity for all its pupils.
- 45 The school makes good provision for pupils with special educational needs. They are identified as early as possible and appropriate steps are taken to assess their needs, write individual education plans and provide suitable support. Individual education plans are reviewed on a regular basis. However, the targets set are sometimes too general and not specific enough. The school promotes educational and social inclusion well and is committed to raising the achievement of all its pupils. All pupils receive support that is of good quality from classroom assistants and have full access to the curriculum and to educational visits. Some pupils have been identified

by the school as being gifted or talented. Challenging work ensures that these pupils achieve well.

- 46 Provision for extra-curricular activities is very good. There is a very comprehensive range of after school activities. This includes computer club, recorder club, netball, basketball, Gaelic football, dance and in the summer, athletics, cricket and tennis. These activities are generally well attended. The school is a very strong participator in many local inter school sporting events having notable success in Gaelic football.
- 47 The school provides a good range of visits and visitors to extend and enrich the curriculum. Useful visits are made to areas beyond their locality, for example Birmingham museum and The Warwick Victorian classroom to enhance their learning about times gone by. Pupils make visits to the Jaguar and Rover plants in Birmingham to develop further their understanding of design and technology and environmental issues. They also use the local area to carry out geography surveys. Annually, the upper juniors participate in residential visits to Arthog Outdoor Pursuits Centre in Wales and a Pontin's holiday camp. These visits make a positive contribution to their learning and to their own personal development. The school also has useful and effective links with other groups and organisations such as Birmingham Football club. Local businesses and charitable trusts support the school. For example, Hams Hall Environmental Trust have designed and built a butterfly garden and a wild garden with benches and bird boxes in the school grounds. The school has very good links with other educational institutions. Year 6 pupils make visits to the high schools in the locality, sharing some of their sporting facilities. Currently they are involved in a joint literacy and numeracy programme with their local Catholic high school. There are also strong links with the local special school. The school provides placements for students from nearby schools and colleges.
- 48 There is good provision overall for pupils' spiritual, moral, social and cultural development. This good provision has been maintained since the last inspection. The school provides a welcoming and very caring environment in which all pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others.
- 49 Provision for pupils' spiritual development is very good. In class, pupils are given daily opportunities for reflection and prayer, for example, concluding the day by reflecting on 'their day' and thinking about their personal contribution to the quality of life in the class. Good quality assemblies further enhance the pupils' spiritual awareness. These are carefully prepared and are effective acts of collective worship allowing pupils to reflect and pray, often using individual and class prayers. Music is used to provide a spiritual uplift for the beginning and end of assemblies. Pupils are given the opportunity to reflect on their relationships in the community, in the family and with their friends. The school altar is a space where pupils can go and pray and reflect in a quiet environment. Pupils' spiritual awareness is also raised in a range of lessons. In English, their poems and other creative writings vividly captured their special feelings, for example when visiting 'the Millennium Dome' and viewing the exhibits.
- 50 Provision for pupils' moral development is very good. It is promoted through the school's mission statement in which the school sees as a significant responsibility its provision of a secure and orderly learning environment. They are very successful. There is a very strong moral framework where, in a positive atmosphere, high expectations of behaviour, self-discipline and good relationships are fostered. Pupils are provided with clear boundaries for good behaviour. Pupils have a very good understanding of right and wrong. School rules are displayed prominently in

classrooms. Staff are good role models showing respect and concern for the individual needs of all pupils. A strong feature of pupils' moral development is the way they are taught about wider moral issues through the subjects of the curriculum. Pupils in Year 6, in their English lesson shared with their teacher and developed in their writing the issue of fox hunting. This resulted in pupils, displaying sensitivity to the needs of the farming community and balancing this in relation to cruelty to animals. Assemblies and end of school day prayers are used effectively in providing opportunities for pupils to reflect on positive personal qualities such as tolerance, kindness and sensitivity to others needs and rights.

- 51 Provision for pupils' social development is good. There is a wide variety of experiences for the vast majority to develop an awareness of how to relate to people in different circumstances. Very good relationships are a strong feature of the school. Achievements in work and behaviour are celebrated weekly in the "celebration" assemblies with certificates for good work and good behaviour. Opportunities are provided for pupils in both key stages to take on responsibilities that contribute to the smooth running of the school. In all classes there are helpers who carry out task such as taking the register to the office and delivering messages. Older pupils prepare the hall for assemblies; some look after the younger pupils at lunchtime and help in organising playtime equipment. There are occasions for pupils to develop an understanding of citizenship. 'The Pupils' Panel', for example, has two pupils from each class, involved in discussions with the staff on issues such as school dinners and the type of books they enjoy reading. Pupils from both key stages are involved in community activities. They visit the local senior citizen's home at various times of the year singing and playing carols. Charity work, such as fundraising for CAFOD, the Good Shepherd Collection and The Father Hudson homes, a local charity, is a feature of school life. Educational visits are a strong aspect of social provision. In Years 5 and 6, pupils take part in residential outdoor pursuit visits to Arthog in Wales and Pontins, and all classes experience a range of visits. The school also involves its pupils in local community sports competitions. This high level of provision is very effective in developing the pupils' social skills and enhancing their personal self- esteem.
- 52 Provision for pupils' cultural development is satisfactory. The curriculum promotes an understanding of their country, whilst also giving them opportunities to develop an awareness of others. In physical education, art and music the pupils' awareness of the multi-cultural nature of their society is raised. They experience opportunities in dance, through participating in folk dancing and in games through playing Gaelic football. The school orchestra plays in the Warwick Arts Festival. Some displays throughout the school feature aspects of cultural diversity such as the geography display on Mexico and the rainforests. The school is developing a range of multi-cultural books and artefacts. The diversity of educational visits and visitors also has a positive impact on pupils' cultural development. Visitors from different ethnic backgrounds are encouraged to share their experiences and customs. For example, one visitor provided the pupils with an opportunity to be actively involved in listening to and participating in Asian music, drama and dance. Visits are also made into the local area to explore its museums and botanical gardens.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 53 Good provision is made for pupils' support, guidance and personal well being. Some of the informal procedures noted at the time of the previous inspection have now been formalised. The school is totally committed to the view that the education of the whole person is at the centre of its Catholic ethos and foundation. Pupils feel secure in the school and have sufficient trust in their teachers to turn to them for help when

they need it. Class teachers regularly monitor pupils' attendance and punctuality. There is close liaison between teachers at the end of each academic year to ensure that accurate records are passed on. Pupils who are considered to be under-achieving or who have difficulty conforming to the school's code of conduct, receive extra support. All teachers are accessible and responsive to individual needs and the quality of the day-to-day support is good. There are additional support groups like the 'Rainbow' group for bereaved children and the 'SULP' group for children who need help with social skills. All these add up to a school community which cares for its children.

- 54 Child protection procedures are good. The designated teacher ensures that her own training is up to date and she shares her expertise with staff. Teachers understand the procedures and appropriate support agencies are contacted as and when needed. Parents are informed of the procedures in the prospectus. The governing body's policy with regard to sex education is that it is not to be taught as a discrete subject and apart from some aspects of the Family Life programme and science, it is not provided within the curriculum. However, older pupils have the support of the school nurse. Although pupils receive personal and social education through circle time and through visitors to school, there is no whole school programme of activities timetabled for each class. Pupils' progress from one year to the next in this aspect is not formally recorded and as a result staff new to the school would have difficulty knowing what has already been covered in order to offer maximum support. The school is currently developing a programme of activities which includes citizenship. Staff pay close attention to pupils with special educational needs. They are offered good levels of support and are able to participate fully in every area of school life.
- 55 The school has sufficient members of staff fully qualified to administer first aid. Regular fire drills are held and the school is aware of its duty to provide a safe, secure learning environment. There is a health and safety co-ordinator and risk assessments of the site are conducted by the governing body and the local education authority. The school caretaker is vigilant on a day-to-day basis and he keeps the school clean. The most recent risk assessment by the governing body conducted in October 2000 identified a number of hazards one of which was the school pond. Whilst the governors reported that the area around the pond was in a "sorry" state, there was no mention of the potential risk to children whilst not directly supervised by staff before and after school. The situation was discussed with the headteacher during the inspection.
- 56 There are good procedures for promoting and monitoring behaviour and these are applied consistently across the school. The system of rewards and sanctions is used effectively and pupils confirm that they value the rewards and certificates they receive. Pupils' progress is plotted on a merit chart positioned in each classroom. There is a commonly held set of values throughout the school. Pupils confirm that any incidents of bullying are dealt with well when reported. A few pupils occasionally demonstrate challenging behaviour and the school is continually looking at ways to improve this. The procedures for promoting and monitoring attendance are good. The computerised registration and the rigorous following up of absences ensure that the school is pro-active in dealing with emerging patterns of poor attendance. Registration periods are efficient and provide an orderly start to the day. With the support of parents, most pupils are punctual to school. There was almost unanimous agreement from parents that the school helps their children to become mature and responsible.

- 57 Since the last inspection there has been an improvement in the effectiveness of the school's procedures for assessing pupils' attainment and progress. A Baseline Assessment establishes pupils' attainment on entry to the school and this is re-visited at the end of the reception year to measure the progress made by individual children. In English and mathematics very good use is made of assessment to ascertain the effectiveness of the literacy and numeracy strategies and to inform future planning. Teachers have a very good grasp of what pupils know, can do and understand in these subjects and use the information very effectively to set targets for future improvements. However, in other subjects procedures are not so well developed and the information gathered about pupils' achievement is not being fully used to inform further practice. There are examples of effective marking of pupils' work which gives them pointers for improvement, but this is not consistent throughout the school.
- 58 The support and guidance given to pupils with special educational needs is good. The pupils know they are cared for and valued and this has a positive impact on their learning. The school has identified pupils with specific gifts and talents in a range of subjects and makes good provision for them also by ensuring that they are appropriately challenged. Teachers know their pupils well and individual profiles are effectively maintained. Pupils are involved in their own learning, for example in making comments based on their written reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 59 Most parents view the school as a good school whose attitudes and values have a positive effect on their children. There was almost unanimous agreement in the parental questionnaire that children are making good progress in the school.
- 60 The general information for parents including the prospectus, newsletters and letters home about events in the school is good. Parents consider that the annual report on the children's progress is good. However, whilst the report contains specific information on attainment and progress in subjects, there are few targets for future development. The headteacher confirms that these are discussed with parents at consultation evenings. There is a generous number of formal consultation evenings for parents. Parents are able to obtain information in the autumn term on how pupils are settling down and in the spring term, targets can be set for children to make good progress by the end of the academic year. The consultation evening in the summer is to discuss the annual report. There are perceptive comments from class teachers on the reports regarding the personal and social development of pupils. Both pupils and parents can contribute their own evaluation of progress made throughout the year. The school has held meetings on the literacy and numeracy strategies and changes in class sizes. Parents of reception children report that they appreciate the induction meeting held in the summer before their children commence school. A copy of the homework policy has been sent out to parents along with the home/school agreement.
- 61 The impact of parental involvement on the work of the school is good. The headteacher sends out an annual parental opinion survey and uses the findings from it to take on board the parents' views and suggestions for inclusion in the school development plan. Parents attend class assemblies, harvest and Christmas celebrations and Book Weeks. Some parents and grandparents help regularly in school and the school sends them gifts of appreciation at the end of each term. Many more can be called upon to help with events in the school. There is good two-way communication between the school and home. Through the homework and reading diaries, parents can share concerns on a daily basis. The school recently held an Open Morning for parents to visit school during its normal working day. Eighty parents attended and visited classrooms, saw examples of children's work and came away impressed with the good attitudes and behaviour of children. So that parents can offer maximum support to children's learning, the school sends out in advance details of the curriculum to be taught each term. This is an improvement since the previous inspection. The low incidence of parental complaints is an indication of the good relationship between school and home.
- 62 The school has good links with parents of pupils who have special needs. Liaison takes place on a regular basis both formally and informally. The parents of pupils who have been statemented are invited to the annual review meeting.
- 63 The long established Parents, Teachers and Friends Association offers very good support to the school in terms of fund raising and social events. Its aim is to raise £5,000 annually to help with school funds. This is a considerable commitment but, with the support of parents, the association is managing to achieve its target each year. The committee of sixteen members holds a welcome meeting for parents of children new to the school. All parents are members and many offer good support at events like the Summer and Winter Fairs.

- 64 A small number of parents are not happy with the amount of information they receive on their children's progress but inspection findings do not endorse this view. Parents are made welcome in the school and can discuss their concerns with the headteacher and staff at any mutually convenient time. There was unanimous agreement from parents that the school encourages their children to work hard. The school lives up to its mission statement that "Teachers perform their work as partners with parents".

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 65 The headteacher provides good leadership and is deeply committed to the school, the pupils and the staff. She gives a clear sense of direction to the school and has a strong commitment to the raising of standards. Her supportive approach and the involvement of staff in decisions have contributed to a good team spirit. The headteacher is well supported by her senior management team. She has successfully involved two members of the team in classroom monitoring and evaluation.
- 66 The school is successful in achieving its stated aims. All involved with the school have a shared sense of purpose and work solidly together to achieve a good ethos, which promotes learning. Parents who indicate their children are happy in the school reflect this.
- 67 Since the last inspection, the school has made very good progress in addressing most of the issues raised in the 1996 report and this has been carefully planned and well managed. Pupils' achievements by the age of eleven as measured by National Curriculum tests have improved significantly. Higher attaining pupils are now sufficiently challenged and the school's results at the end of both key stages reflect the high standards they now achieve. A school development plan is in place that sets clear aims and objectives for improving standards further. Standards in art and design have risen and are now in line with those found in most schools. The role of the governing body, senior management team and subject co-ordinators is well defined. For example, the school's two assistant headteachers are firmly involved in curriculum management. Since the time of the previous inspection, the school has moved to refurbished premises and issues related to the conditions prevailing in the old school building have been successfully resolved. Resources have been improved in most subjects. Whilst curriculum co-ordinators have more involvement in managing their subjects most are not sufficiently involved in monitoring standards and the quality of learning.
- 68 Strategic planning is good and has improved since the previous inspection when it was judged to be unsatisfactory in the longer term. Governors know the school well and have a clear view of where the school is heading. The governing body, through its committee structure, meets all its statutory responsibilities and keeps an informed eye on school development. It is fully involved in policy making and gives careful consideration to the implications of their decisions. The literacy, numeracy and special needs governors all have a good understanding of their roles. The chairperson visits the school on a regular basis and meets with the headteacher.
- 69 The School Development Plan is based on a thorough review of the school's strengths and weaknesses. Subject co-ordinators provide valuable information through their action plans. The plan has clear programmes of action, which have deadlines for completion and criteria by which to measure success. The

responsibilities for taking the necessary action are allocated and costs identified.

- 70 The procedures for monitoring provision, identifying aspects which could be better, planning for future improvements and reviewing progress towards the targets the school has set itself are very good in English and mathematics. Regular planned monitoring of the literacy and numeracy hours by the headteacher and co-ordinators has taken the form of classroom observations to monitor the effectiveness of teaching. Written feedback has been given to individual teachers and general issues discussed at staff meetings. This has brought about a consistency in approach and helps to ensure that expectations are sufficiently high. As a result of the school's rigorous approach to the evaluation of its performance in English and mathematics the quality of learning has improved and standards have risen. However, co-ordinators of other subjects are not sufficiently involved in the monitoring of standards and the quality of learning.
- 71 The school is very good at analysing in detail the performance data from baseline assessments, National Curriculum tests and its own internal tests in English and mathematics. It notes what has been successful and where improvements need to be made. The school uses the information well to set targets in English and mathematics and to plan future work but in other subjects information from assessments is not used effectively.
- 72 Special needs provision is of a good quality. The money allocated is used well and the school provides additional funds from its own budget to pay for extra provision. Procedures for meeting the needs of pupils with special educational needs are good. Classroom provision is carefully monitored to ensure that pupils' work relates appropriately to the targets identified on their individual education plans. The school endeavours to ensure that all pupils have full access to the curriculum. The few pupils from ethnic minorities are very well integrated.
- 73 Financial planning and management are good and have improved significantly since the time of the previous inspection when the governing body had lost the responsibility for managing the school's finances because it had set a deficit budget. The headteacher, school clerks and governors conscientiously follow clear financial procedures. The school is aware of the need to closely watch its spending and obtain value for money with less than £1000 being left at the end of the year to cover any emergencies. Parents generously provide good financial support every year. The school manages its finances well. Effective budgeting procedures take due account of priorities identified in the School Development Plan. The Finance Committee meets on a regular basis to monitor spending. Through prudent financial planning the school has been able to ensure that most aspects of the curriculum have been adequately resourced. Day-to-day administration is good. The two clerks efficiently and effectively support the school well. The latest audit report found that procedures in place within the school's financial systems were of a satisfactory standard. The few minor points raised have been implemented.
- 74 The school has an adequate number of teaching and support staff who are suitably qualified to meet the demands of the curriculum. There is a good range of expertise amongst the staff including provision for children who are under five and for pupils with special educational needs. The staff has sufficient knowledge and expertise to meet the requirements of the National Curriculum. Classroom assistants are appropriately deployed. They make a valuable contribution to the progress pupils make. All members of staff have job descriptions. The governors have put in place appropriate procedures in the light of Performance Management regulations and

agreed targets with the headteacher. The support given to newly qualified teachers is good. It ensures that they are fully informed on all procedures.

- 75 Since the previous inspection the school has moved to a former middle school. The accommodation is very spacious and the school grounds extensive. The school is kept very clean and provides a pleasant working environment. However, within the school grounds an unfenced garden area contains a pond with easy access. During school hours pupils are well supervised and not allowed to enter this area without adult supervision. However, before and after school the pond is a potential hazard. During the week of the inspection children were seen near to it without parental supervision. This safety issue needs to be addressed as a matter of urgency. The quality of the displays in classrooms and around the school is inconsistent and some fail to do justice to the high standards pupils' achieve. Resources have improved and are satisfactory overall. However, there is still a lack of science equipment in both key stages and suitable physical education equipment for younger children. The school is well equipped with information and communication technology, both hard and software.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 76
1. involve curriculum co-ordinators in the monitoring of standards and the quality of teaching in science, information and communication technology, art and design, design and technology, geography, history, music and physical education by:
 - devising and implementing a consistent and structured approach to the monitoring and evaluation of curriculum and lesson planning and of classroom practice;
 - providing training for co-ordinators in the skills required to carry out curriculum leadership and time for them to carry out their duties;
[see paragraphs 67, 70, 123, 129, 136, 148 and 171 in the main report]
 2. ensure that the information gathered from assessments and from teachers' marking is used to set targets for individual pupils and to improve the quality of learning and teaching in science, information and communication technology, art and design, design and technology, geography, history, music and physical education by:
 - making use of the very good practice that already exists in English and mathematics;
 - providing training for all staff in the best ways of using assessment information and monitor the implementation of a whole-school approach;
 - implementing the marking policy so that, where appropriate, teachers' written comments give pupils a clear understanding of what they need to do to improve their work.
[see paragraphs 30, 57, 71, 101, 122-123, 129, 136, 146, 148, 157, 164 and 171 in the main report]
 3. improve the presentation of pupils' work in some classes by:
 - ensuring a consistent approach to the development of handwriting throughout the school;
 - making sure that all displays are well presented so that they act as a stimulus to all pupils to do their best.
[see paragraphs 8, 30, 75, 95-96, 102-103, 111, 121, 129, 146 and 148 in the main report]
 4. ensure that the pond area is made secure so that it is no longer a safety hazard.
[see paragraphs 55 and 75 in the main report]

Other weaknesses that should be considered by the school:

- improve resources in science throughout the school and in physical education for the younger children in the reception class.
[see paragraphs 75, 85 and 123 in the main report]
- provide pupils in Key Stage 1 with appropriate opportunities to evaluate their own and others' performance in physical education lessons.
[see paragraphs 166 and 169 in the main report]
- formalise the procedures for monitoring and recording pupils' personal development. [see paragraph 54 in the main report]
- provide the oldest pupils in Key Stage 2 with appropriate opportunities to set up and carry out some of their own investigations in science.
[see paragraphs 13, 36 and 122 in the main report]
- review the use of worksheets in lower Key Stage 1.
[see paragraphs 32, 35, 106 and 143 in the main report]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	17%	44%	33%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	240
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	45

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.2
National comparative data	4.3

Unauthorised absence

	%
School data	0.0
National comparative data	0.3

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	12
	Girls	17	17	17
	Total	26	26	29
Percentage of pupils at NC level 2 or above	School	90 (91)	90 (91)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	12
	Girls	17	17	17
	Total	26	29	29
Percentage of pupils at NC level 2 or above	School	90 (91)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	18	17	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	18
	Girls	17	17	17
	Total	35	34	35
Percentage of pupils at NC level 4 or above	School	100 (91)	97 (88)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	17	17	17
	Total	35	35	35
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (88)	100 (91)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	26.4:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	371,545
Total expenditure	372,931
Expenditure per pupil	1,567
Balance brought forward from previous year	9,402
Balance carried forward to next year	8,016

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	0	0
My child is making good progress in school.	62	36	3	0	0
Behaviour in the school is good.	51	46	1	0	2
My child gets the right amount of work to do at home.	39	47	10	1	3
The teaching is good.	66	32	2	0	0
I am kept well informed about how my child is getting on.	41	42	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	55	35	8	2	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	38	43	18	1	0
The school is well led and managed.	57	39	1	1	2
The school is helping my child become mature and responsible.	54	45	1	0	0
The school provides an interesting range of activities outside lessons.	44	38	8	6	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 77 Children are admitted to the reception class during the first half term of the school year when they become five. Most have had pre-school experience, usually at the independently run nursery on the school's premises. They come with a range of attainment levels, which are within the average range in respect of number recognition, reading and writing. Overall their attainment is above average in speaking and listening and in the other areas of learning, which are assessed on entry. By the time they start Year 1 almost all are expected to have attained the expected learning goals of the Foundation Stage. A significant minority will have exceeded these expectations. This represents overall good progress. All children are accommodated in the reception class, which is staffed by a teacher and a classroom assistant. The quality of the provision is good in most areas.

Personal, social and emotional development

- 78 Children enter Reception with good social awareness, are eager to learn, have good self-help skills and continue to make good progress in this area. They benefit from the close liaison between the school and the nursery. The induction arrangements ensure good familiarity with the personnel, the building and the routines. The quality of teaching is good. The Reception teacher is skilful in developing children's confidence. For example, in 'Circle Time' she encourages them to share their feelings and in turn listen to the experiences of others. Relationships are good. Children are given appropriate opportunities to participate in whole school activities such as assemblies as well as working and playing in small groups or individually within the classroom. Generally they understand the need to take turns and share equipment, which they do amicably. When getting ready for physical education almost all can do so with minimum adult help. Behaviour in all the lessons observed was good and sometimes very good.

Communication, language and literacy

- 79 By the end of the reception year almost all children are set to achieve the expected learning goals in this aspect and a significant minority will attain above. This represents good progress overall. Children enjoy listening to stories and respond enthusiastically to the illustrations. They offer their own comments to the teacher, using clear speech and appropriate vocabulary. Individual children are able to speak extensively and in some detail about illustrations in their own reading books and are able to relate the sequence of events in the story. Several children know and understand terms such as illustration, author, and title. As part of their imaginative role-play they converse with each other about the farmer and farmer's wife in the "Bed and Breakfast at Buttercup Farm". Most children are beginning to associate sounds with letters and can build simple words when asked. They join in with familiar rhymes and the choruses of songs sung by older children such as in hymn practice. All know that print carries meaning. They are acquiring a vocabulary of words which they recognise, including 'key words' associated with stories read from 'Big Books' during literacy sessions, but they have not yet acquired the decoding skills to help them tackle new words without adult support. They recognise lower case letters and know that capital letters and full stops have a purpose. During the inspection, one child recognised an exclamation mark in the text which was very good for someone of this

age group. Most children use the correct grip for pencils and crayons. The ability to form letters of regular size reflects their levels of physical dexterity. All are able to 'make marks' during play activities. Many underwrite the teacher's script. A significant minority attempt to write sentences independently using word banks.

- 80 The quality of teaching is good. A particular strength is the approach to literacy, which fosters enjoyment in all children and successfully involves enthusiastic participation by boys in reading activities. There are good opportunities for children to talk and listen in groups of varying size. Additional adults are well deployed to support children in group situations. Work is carefully targeted to match pupils' attainment levels. Parents' contributions to the progress made in learning, and reading in particular, are recognised and valued.

Mathematical development

- 81 Many children enter school with good skills in shape recognition and the ability to sequence patterns but overall their ability to recognise numbers and to count reliably is average. They make good progress and most are in line to achieve the expected learning goals in this area of learning. A significant minority is in line to attain above. By the end of the reception year all children have experienced number rhymes and counting songs. Most count at least to 10 and back in single numbers. They are learning to count in twos. Many can count further and can recognise and place in order the numbers to 20. The majority use one to one correspondence to count a small number of objects reliably and place them in sets. Most can write numerals to 10 usually forming them correctly. Children identify objects, which are long and short and use the appropriate language such as more or less, bigger and smaller to compare numbers and quantities. In practical activities they are beginning to understand addition, by adding 1, 2 or 3 more objects. Higher attainers record their findings accurately. Most use the vocabulary of shape correctly and create recurring patterns, for example, by using triangles, circles and squares in drawing a painting. They are familiar with information and communication technology software, which reinforces their mathematical knowledge.
- 82 The quality of teaching and learning is good. Additional adults are well deployed to ensure that children acquire an understanding of concepts through practical activities. This lays a good foundation for transition to the work in National Curriculum at the appropriate time, which for some high attaining pupils is during their time in the reception year.

Knowledge and understanding of the world

- 83 Children make good progress in this area. Topics such as 'On the Farm' are designed to help them find out about living things and make observations about similarities, differences and changes taking place. For example, they sow beans, watch them germinate and measure and record the growth of the plants. A visit to a nearby farm to observe the animals is part of the teacher's plans for first hand learning. Children talk extensively about their own lives and their families. All experience belonging to a school whose daily life is underpinned by Christian values and beliefs. Many opportunities are created to teach the use of tools and techniques to join and assemble models, pictures and cards, using a variety of materials. They are encouraged to find answers to questions such as "How do we use wool?" and "Where does it come from?" Table and floor toys help them to re-create transport situations and talk about how they function.

- 84 The quality of teaching is good and most children reach at least the standards expected for the age group. The activities provided are enjoyable and encourage children to observe, think carefully, and to discuss and record their findings.

Physical development

- 85 The development of physical skills is in line with the expectation for children of this age. The quality of teaching and learning is satisfactory. Children make satisfactory progress and achieve the expected learning goals in this aspect. Most show appropriate control of scissors, pencils and other equipment. Many show imagination and good co-ordination in balancing and travelling along apparatus. Physical education sessions in the hall are broadly satisfactory. However, the equipment available is too heavy for young children. They do not therefore set up and put away large apparatus as part of their lessons. There is no access to large outdoor play equipment for vigorous play. In these respects the provision does not fully meet the needs of children in the Foundation Stage.

Creative development

- 86 Creative development is broadly in line with the expectations of the age group. The quality of teaching and learning is satisfactory. Children have opportunities to play imaginatively, move to music, play instruments and sing songs. They crayon and paint, using brushes and the computer programme "Splosh". However, more opportunities could be provided for them to explore colour, texture and shape by discovering it for themselves. For example, this might involve selecting their own materials specifically for their look or feel, or making representations of their own ideas by choosing their own materials from a range on offer.
- 87 Since the previous inspection the Early Learning Goals for the Foundation Stage of Education have been successfully introduced to the school and are well reflected in the careful long term planning. A new early years transfer profile has been drawn up. Information from the Baseline Assessment is used effectively to group pupils, provide appropriate work and measure progress. Children with special needs are identified at an early stage and supported well. Learning activities are evaluated well. Additional adults are effectively deployed and they often record significant observations during group work. There is some scope to develop this good practice during whole class sessions

ENGLISH

- 88 In the 2000 national tests at the end of Key Stage 2, the performance of pupils was very high in comparison with the national average and the average for similar schools. Standards have remained consistently at least well above average over the past four years. Taking the three years 1998 to 2000 together girls performed better than boys.
- 89 Inspection evidence shows that overall standards will be affected this year by a higher than usual proportion of pupils with special educational needs in the current Years 2 and 6. However, expectations remain high and the percentage of pupils in line to attain the national expectations in English is still well above average in both key stages.
- 90 Inspection evidence shows that pupils are making good progress during Key Stage 2 and standards are well above average. This represents very good progress from the

time the pupils entered school in the reception class.

- 91 In the 2000 reading and writing tests for seven-year-olds taken at the end of Key Stage 1, the percentage of pupils reaching the expected standard was well above the national average. Standards dipped slightly in 2000 when compared to similar schools across the country but were still above average. The decline was due to a higher proportion of pupils with special educational needs in the year group. Teacher's assessment in speaking and listening show standards to be very high. Over the past three years, the performance of boys has been better than the girls in reading and writing but the difference has not been significant.
- 92 Standards of work seen at age seven show that pupils are currently making good progress in English during Key Stage 1 and standards are above average in reading and writing. There has been a significant improvement since the previous inspection findings when standards were found to be generally in line with the national average.
- 93 In reading, pupils achieve standards above the national average and make good progress. By the age of seven, they read with understanding and can predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils in Year 2 use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. They know the difference between 'fiction' and 'non fiction' whilst even those with lower attainment put expression into their reading.
- 94 Pupils continue to make good progress throughout Key Stage 2 and by the age of eleven standards are well above average. Most pupils read a range of texts fluently and accurately and with good understanding. Some are very knowledgeable about books. For example, one pupil compared the style of writing in the 'babysitter' series by Anne Martin with that of the author Francine Pascal, making very perceptive comments about the two authors. Pupils of all attainments are developing very good independent research skills. They know how to find information in reference books, using an index or content pages, CD ROM's and the Internet. Many understand the difference between a dictionary and a thesaurus and use them appropriately. The good progress and the improvements in standards of reading are due largely to good teaching during literacy lessons and also to the way in which teachers and parents work so well together to encourage pupils to read at home as well as in school. This leads pupils to enjoy books and hence to practise and develop their reading skills. This was evident in the range of authors popular with Year 6 pupils. These included C.S. Lewis, J Wilson, J.K. Rowling and P Jennings.
- 95 In writing, standards are above the national average by age seven with a significant minority achieving standards well above nationally expected levels. Pupils make good progress throughout Years 1 and 2. By the age of seven, they spell common words accurately and make good attempts to spell more complex words. Most write stories and accounts made up of sequences of ideas and some are very creative and produce well-structured extended pieces of writing. For example, one pupil caught the essence of fear in a telling phrase; 'David tried to be brave but he couldn't. "Ha ha ha" the witch cackled'. Descriptive words are used well when pupils write their own stories. Higher attaining pupils use question marks and apostrophes and some are beginning to use speech marks to add interest to their stories. They now write for a variety of purposes, this includes writing verse, prayers in religious education, recording science experiments and in geography, younger pupils use their developing

word processing skills to write simple sentences about 'Barnaby Bear's Trip to Morocco'. Their handwriting is usually well formed but a significant minority of pupils do not form their letters well and the presentation of some is unsatisfactory.

- 96 By the end of Key Stage 2, pupils write for different purposes and can use a wide range of styles. Attainment is well above average and pupils make good progress. Many in the present Year 6 produce lively, well-structured work. High attaining pupils know how to 'grab the reader's attention' with interesting starts to paragraphs, including: 'CREAK! I didn't want to take the next step. I walked cautiously to the door, dreading what might be on the other side.' They write poems, book reviews, character portraits, letters and scientific and historical accounts. Higher attaining pupils use paragraphs, correct punctuation, complex grammatical structures and high quality vocabulary to enrich their writing. However, there are inconsistencies in the quality of handwriting and in the way pupils' present their work. Information and communication technology is used very effectively to support knowledge and understanding.
- 97 Standards in speaking and listening are very high in both key stages. The school places considerable emphasis on developing speaking and listening skills and as a result most pupils make very good progress. By the end of Key Stage 2 standards are well above those expected nationally. Pupils are confident and articulate speakers. Teachers have high expectations of the accuracy of pupils' replies. Questioning in lessons encourages extended responses rather than single word replies.
- 98 Teachers plan work which matches pupils' prior attainment. As a result, those with special educational needs receive good support and make progress similar to their peers. A small minority of pupils in Year 6 are gifted in literacy skills. Challenging teaching ensures that they achieve well, with some being able to attain standards more commonly associated with older children.
- 99 In both key stages teaching is mostly good, with some very good and excellent teaching seen. All teachers are confidently implementing the National Literacy Strategy. Teaching is carefully structured and well planned to meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the pupils making sure that pupils are clear about what they are expected to learn. When teaching is very good or outstanding, expectations are very high and the teacher's enthusiasm, explanations and knowledge of the subject have a very positive effect on pupils' attainment, progress and attitude to the subject. For example, in one excellent lesson, in Year 2, on developing dictionary skills the teacher used an appropriate text and skilfully involved the pupils in finding out the meaning of demanding words such as 'embrace' and 'relative'. Other characteristics of high quality teaching are in evidence when pupils are reminded of the strategies to improve their work, such as good handwriting and correct punctuation. Teachers and pupils share the same purpose and experience learning as an enjoyable and stimulating activity. Those of lower attainment and those with special educational needs are well supported by teaching assistants. Where teaching is less effective teachers do not plan with sufficient rigour to allow the higher attaining pupils to always be sufficiently challenged throughout the lesson. There were occasions when whole class teaching was inappropriately used for extended periods on the needs of lower and middle attainers but neglected in some aspects the demands of the higher attainers.
- 100 Relationships are very good and teachers have high expectations of behaviour, resulting in very good discipline and pupils working hard and productively in their

literacy lessons. As a result, they learn well. Very occasionally, in both key stages, the teacher takes too long to settle pupils during whole class sessions and this results in less progress being made.

- 101 Most teachers assess pupils' progress very closely and effectively in lessons. This helps them to set challenging targets for improvement for individuals and groups. For example, a teacher's planning in Year 2 provided very accurate weekly evaluations of pupils' progress, with written comments about additional support required. In this class marking is particularly strong with frequent reference made to pupils' targets for improvement. The evidence of pupils' response is seen in the good quality of their work. However, this practice is not being consistently followed throughout the school.
- 102 Good opportunities are provided in most classes for pupils to practise and develop their literacy skills across the curriculum. For example, pupils in Year 1, in a geography lesson, used their word processing skills well to write simple sentences about 'Barnaby Bear's Trip to Morocco'. As part of their work in history, pupils in Year 6 wrote letters from the point of view of an evacuee in World War 2. Using their skills in information and communication technology, they wrote extended stories about 'A Night in a Haunted House'. Whilst those in Year 5 were challenged to develop their reading skills through studying biblical text in religious education. In mathematics and science there are some good examples of technical vocabulary being used. In these cases, the pupils produced well written answers. However, in some classes in both key stages pupils' written work is not well displayed.
- 103 The previous inspection identified some weaknesses in English. Most of these have been addressed rigorously and effectively. The way in which test data is analysed, has helped the school identify very accurately just what needs to be improved. Formal monitoring of the teaching and planning takes place and staff are given very good feedback on how to improve the quality of teaching and learning. Appropriate attention is paid to helping teachers develop their professional skills. This has been followed by well designed strategies for raising standards in both key stages. The number and quality of books has improved, helping to stimulate pupils' interest in reading. However, the school needs to give some attention to improving the presentation of classroom and corridor displays, thereby emphasising reading and writing as important and enjoyable activities. The subject co-ordinator is enthusiastic and very knowledgeable about the subject. She has a clear and accurate understanding of what needs improving and how to go about it. All this results in a strong and effective focus on improvement throughout the school, which is having a significant impact upon raising standards.

MATHEMATICS

- 104 Pupils enter school in the reception class with average skills in mathematics. By the time they reach the age of eleven standards are well above average. This represents very good progress. Pupils confidently apply their knowledge of number to solve problems both in mathematics lessons and in other subjects. The National Numeracy Strategy is very effectively incorporated into the teaching of the subject, which is of a good quality. The school makes very good use of information gained from assessments to ensure that in most lessons work is well matched to pupils' needs.
- 105 The results of the National Curriculum tests at the end of Key Stage 2 in 2000 show that standards are very high and amongst the top 5% in the country. When the

school's results are compared with those found in similar schools they are well above average. The 2000 Key Stage 1 results show that the proportion of pupils attaining level 2 or above was well above the national average and above that found in similar schools. Results over the last three years have been consistently high in both key stages.

- 106 The last inspection found that higher attaining pupils were underachieving in Key Stage 2. This is not now the case. For example, in the Year 2000 end of Key Stage 2 national tests, 60% of pupils attained level 5 compared with the national average of 24%. Most teachers have high expectations of what they want pupils to achieve. However, there are occasions when commercially produced materials are still too closely followed rather than being used as an aid to learning. This sometimes limits the progress that pupils make.
- 107 Work seen during the inspection shows that that a well above average percentage of pupils at the end of Key Stage 2 and an above average percentage at the end of Key Stage 1 are attaining the expected standard. This is despite the fact that in the current Years 2 and 6 classes there is a higher number of pupils with special educational needs than in previous years. Higher attaining pupils make very good progress and the percentage of pupils expected to achieve level 3 and level 5 is well above that normally found. There is no significant difference between the performance of girls and boys. The target set by the school for 78% of pupils to achieve level 4 and above is too low and is very likely to be exceeded.
- 108 Good and very good teaching in Years 2, 5 and 6 has resulted in a good quality of learning and pupils achieving very well. The quality of learning is good in both key stages because teachers make lessons interesting. They have been successful in ensuring that pupils make very good progress in developing their mathematical skills. Planning in both key stages is very good and ensures that work is well matched to the needs of all ability groups including higher attaining pupils and pupils with special educational needs. Classroom assistants throughout the school effectively provide good support for pupils with special educational needs and as a result they make good progress. The school has identified a small number of gifted and talented pupils and provides them with appropriate challenge in their work.
- 109 By the end of Key Stage 1 pupils are developing good problem-solving skills. They are very keen to use their number skills. For example, in working with digital and analogue time, one child explains how 'you halve the number sixty and halve it again' when working out that a quarter past is the same as fifteen minutes past. Many pupils can count in fives and tens forwards and backwards to one hundred. They have a good grasp of odd and even numbers. Higher attainers are able to add two-digit numbers mentally. Younger pupils successfully apply their knowledge that subtraction is the inverse of addition. Occasionally pupils fail to check what type of calculation they are carrying out and add rather than subtract. However, when teachers point this out pupils soon correct their mistakes. A large majority of pupils recognise a number of two-dimensional shapes, understand simple fractions and can double and halve numbers accurately. Higher attaining pupils can recall simple tables and work out money problems accurately. For example, they can quickly tell you what coins are needed to make £2.71. Mathematical skills are used well in other subjects. In science, pupils use their knowledge of sets to sort objects into sets of natural and man-made fabrics. Pupils show very good skills in drawing shapes in information and communication technology lessons.

- 110 Pupils currently in Year 6 are confident in applying their number skills. Most can quickly recall multiplication facts up to ten times. In one lesson, when given the option to use a calculator most chose not to! Pupils effectively use their knowledge of number to mentally work out problems such as what time will a bus due to arrive at 9.50 am actually arrive if it is 25 minute late. They know how to find the perimeter of a regular shape and can accurately estimate and measure angles. The majority of pupils have a wide repertoire of mathematical vocabulary that is used appropriately. They can explain, for example, how to work out volume using cubic centimetres. Pupils have a good knowledge and understanding of number; equivalent fractions; prime factors; and the use of the four number operations in a range of mathematical contexts. Their work indicates a good understanding of frequency tables and most pupils have very good skills in using information and communication technology skills in producing graphs to represent their findings from surveys. A key strength in mathematics is the pupils' ability to explain how they have arrived at a particular answer using correct technical language. For example, most Year 6 pupils use terms such as mean, average, mode and median with ease. Pupils in Year 5 use their good knowledge of information and communication technology to produce spread sheets to work out the costs of a class picnic.
- 111 Pupils work hard, are confident and willing to explain their reasoning, persevere with challenging tasks and many demonstrate pride in their work. However, there are examples in some classes of work not being well presented. During the week of the inspection very good examples were seen of pupils' taking responsibility for their own learning when using the information and communication technology suite.
- 112 The quality of teaching is good overall in both key stages with examples of excellent teaching being observed during the week of the inspection. Teaching is particularly strong in Years 2, 5 and 6. Most teachers have a good understanding of the subject. Expectations are high in most lessons and teachers plan very effectively within the framework of the National Numeracy Strategy. Where teaching is at its best teachers have a very good understanding of mathematics and this is very evident in the language they use as for example, in the introduction of words such as 'integer' and 'consecutive' to Year 5 pupils. Lessons are very well planned and teachers have a very good relationship with their pupils. Comments such as those made in Year 2, 'It's time to do the clock!' really motivate pupils to want to learn. Despite the large size of most classes lessons are efficiently organised and relationships are of a high quality. Appropriate homework is set on a regular basis. In Year 6 pupils benefit greatly from the teacher's excellent knowledge of test requirements. In this class the assessment made of previous work is used well to ensure that pupils do understand things that previously they found difficult. Pupils are provided with good opportunities to use their mathematical skills in a range of subjects. For example in recording data in science and producing graphs to represent the results. All National Curriculum requirements are met. Long- and medium-term planning provide an effective framework for teaching and learning.
- 113 The school is successfully implementing the National Numeracy Strategy. The co-ordinator is knowledgeable and leads the subject very well. She monitors and evaluates all aspects of the subject on a regular basis. Samples of books from every class are collected in and scrutinised. Assessment procedures are very good and the information gathered is used to check regularly the progress of groups and individual pupils and to help teachers plan future work. The numeracy governor has made classroom observations in order to monitor standards and the implementation of the National Numeracy Strategy. Equipment is of good quality, is well organised and efficiently used.

SCIENCE

- 114 Good improvements have been made in science since the previous inspection and standards have risen significantly. By the time pupils leave school at the age of eleven their attainment is well above average and they have made very good progress overall especially in the acquisition of scientific knowledge. Pupils have a good understanding of fair testing and form hypotheses before investigating their ideas.
- 115 In the Year 2000 National Curriculum tests in science at the end of Key Stage 2 all pupils attained the expected Level 4 or above. These results were very high in comparison with the national average. 69% achieved Level 5 or above which was well above average. The school's performance in the science tests was well above the average for similar schools. Taking the previous three years 1998 to 2000 together, the performance of pupils has been well above the national average. Over the same period of time girls have performed better than the boys but the difference has not been significant. The school places a strong emphasis on the direct teaching of scientific information and all pupils benefit from this approach.
- 116 At the end of Key Stage 2 standards are well above average. Inspection evidence shows that pupils have a very good scientific knowledge and the majority are well on their way to reaching the expected standard in the national tests at the end of Key Stage 2 with a well above average percentage of pupils set to achieve a higher level. However, there are more pupils with special educational needs in the current Year 6 than there were last year. This factor will have an adverse effect upon the school's results. However, teacher expectations remain high and all pupils are being appropriately challenged.
- 117 During Key Stage 2 the pupils in Year 6 have made good progress in developing their scientific knowledge. In discussion, they showed a good knowledge and understanding of the work they done since the beginning of the year. The pupils could explain confidently that a boat floats because the upthrust is equal to the downward force of gravity. They know that salt water has a greater density than tap water and have investigated food chains. Some of the work they explore is at a high level of challenge. For example, during the week of the inspection pupils investigated sand, clay and gravel to find out which is best for drainage. They observed carefully and measured accurately using appropriate instruments, such as a stopwatch. Throughout the key stage pupils study a suitable range of topics. In Year 3 they conscientiously keep a diary in which they record the growth of a bean seed they have planted. Year 4 pupils investigate effectively the amount of friction caused by different surfaces. In Year 5, progress accelerates as pupils explore the effect exercise has on their rate of breathing. They ensure that the test is fair and record their findings accurately.
- 118 In the 2000 end of Key Stage 1 teacher assessments in science all pupils achieved level 2 or above. The school's results were very high in comparison with the national average and with similar schools. 45% were assessed as achieving Level 3 which was well above the national average and the average for similar schools. Inspection evidence indicates that the percentage of pupils in line to achieve level 2 or above is above average but not as high as in previous years because of the number of pupils with special educational needs.
- 119 Pupils make good progress during Key Stage 1 and by the age of seven they have a good knowledge and understanding of the topics covered and what makes a test fair.

For example, Year 2 pupils were allowed to make their own electric circuits in order to light up a bulb. They understand that if the circuit is broken the bulb will go out. Younger pupils explore forces such as pushing or pulling. They patiently took it in turns to blow bubbles and made the air move by waving a fan. The pupils were fascinated as they observed the bubbles dancing about in the moving air.

- 120 Throughout the school pupils with special educational needs receive good support and make good progress in developing their scientific knowledge. The high percentage of pupils achieving Level 3 and 5 shows that the higher attainers are also being appropriately challenged.
- 121 Pupils' attitudes to science are good and they carry out investigations enthusiastically. They are sensible in how they approach the work, how they share and use equipment and how they discuss their findings. This makes a valuable contribution towards pupils' social development. All, including those with special educational needs, are keen to answer questions. They listen carefully and are willing to contribute their own ideas to class discussions. Many of the topics they study, for example, healthy living and the care of the environment make a good contribution to their moral development. However, in some classes, pupils do not take a pride in how they present their work.
- 122 During the week of the inspection, the quality of teaching was good overall in both key stages. The teachers have a good knowledge and understanding of the subject and make the lessons interesting by presenting challenging investigations. The quality of learning is good in most lessons because pupils are given clear explanations. A strength of the teaching throughout the school is the good use made of questioning to check out pupils' understanding. The previous inspection found that teachers were not stretching the higher attainers. This is not now the case. The teachers have high expectations of what the pupils can achieve. For example, in a Year 2 lesson the teacher gave pupils the opportunity to experiment with wires, batteries and bulbs to make an electric circuit. All teachers have good strategies to manage practical work so that all pupils are involved. They use support staff well to reduce the size of larger classes and this makes for an efficient use of time and resources. Another feature of good practice is how well teachers use technical terms and encourage the pupils to do likewise. However, the oldest pupils are not provided with sufficient opportunities to set up and carry out their own experiments though they have the necessary skills. Teachers' written comments, made when marking books, are usually supportive but rarely do they inform pupils what to do next in order to improve their work.
- 123 As at the time of the previous inspection, two teachers share the co-ordination of the subject. The science curriculum is no longer based on themes and termly topics but taught as a separate subject in its own right. The school has also successfully introduced the Qualifications and Curriculum Authority guidelines. These initiatives, introduced since the last inspection, have improved the quality of learning and helped to raise standards. Assessment procedures are sound but the information is not being brought together and analysed to set targets for individuals or groups. The co-ordinators are insufficiently involved in the monitoring of standards or the quality of learning in the subject. Resources have not improved since the last inspection and are unsatisfactory. The subject is due for a review and the school has put together an action plan to address the above issues.

ART AND DESIGN

- 124 During the period of the inspection only one art and design lesson was observed. However, an examination of pupils' work on display and discussions held with the co-

ordinator and an examination of teachers' planning provide enough additional evidence to allow judgements to be made about standards of achievement. The previous inspection found that attainment was below average in both key stages. Throughout the school pupils were given only limited opportunities to use a range of techniques in craft and model making. Standards have improved and are now similar to those found in most schools and all pupils, including those with special educational needs make satisfactory progress.

- 125 By the age of seven pupils are able to record their ideas with confidence and display a developing ability to represent what they see and feel. They can work with a range of suitable media including pencils, paints, clay and crayon. Year 2 pupils have studied the work of famous artists such as Mondrian and used their information and communication technology skills to produce their own pictures in his style. Year 1 pupils designed and made their own decorative ceramic tiles which have been fired and glazed. Batik patterns produced using flour and water and made into hangings are of good quality. Drawing skills are used effectively to illustrate work in other subjects, for example, observational drawings of daffodils in science work on plants.
- 126 During Key Stage 2 pupils are provided with appropriate opportunities to refine their skills. Particularly well developed are the skills of observational drawings. Sketches of a variety of footwear on display outside Year 6 show a good eye for detail. During the week of the inspection, the oldest pupils were working at pencil sketches of figures whose facial expressions depicted a mood such as anger or despair. The quality of some of this work was very good. Year 5 pupils have produced a very striking butterfly collage which is effectively displayed in the entrance foyer. They used blue and yellow paints to create shades of green and hi-lighted details using string and various papers. In Year 3, the pupils looked at 'cold' colours and then chose one to see how many shades they could make. They started with white and added the smallest amount of colour to obtain various shades.
- 127 Throughout the school there are good examples of art being used to support the work done in other subjects such as history. However, there are insufficient opportunities to develop an awareness of the art of other cultures and famous artists.
- 128 It is not possible to make a judgement about the quality of teaching in art or pupils' attitudes to the subject as only one lesson was observed. In the lesson seen the pupils displayed high levels of concentration as they produced detailed drawings of figures. They took a pride in their work and showed appreciation of others' endeavours. The quality of the teaching was very good. The teacher had a good understanding and knowledge of the subject and set high standards. Specific skills were very well taught. At the end of the lesson pupils were brought together to evaluate and discuss their own and others' work in order to improve it.
- 129 The school has introduced the Qualifications and Curriculum Authority guidelines to help teachers' planning. However, at present there are no procedures for assessing and recording pupils progress in art and the co-ordinator has no opportunity to monitor the quality of teaching or learning in the subject. Resources have improved slightly since the previous inspection and are adequate. However, the school does lack sufficient display boards. Though there are a few examples of some good displays of pupils' work in both key stages, the practice is not consistent. This was a weakness identified at the time of the last inspection and it has not yet been fully addressed.

DESIGN AND TECHNOLOGY

- 130 The overall progress that pupils make in design and technology is good. Teachers are using the Qualifications and Curriculum Authority guidelines to ensure learning builds on previous knowledge, understanding and skills as pupils move from class to class. As a result, by the end of Key Stage 2 standards are above those found in most schools and have improved since the previous inspection.
- 131 By the end of Key Stage 1 standards of attainment are similar to those found in most schools. Pupils make satisfactory progress in the acquisition of a satisfactory range of joining and assembling skills. They competently make things out of different materials including card and fabric. They can use tools safely to cut and join. For example, in Year 1 the pupils made sliding mechanisms to create moving pictures. They used scissors, glue and paper fasteners carefully when putting the mechanisms together.
- 132 Pupils make good progress during Key Stage 2 and achieve standards that are above average. By the age of eleven, they have a good knowledge of the use and properties of different materials. Pupils can make products that accurately reflect their original design. For example, they have crafted elephants and giraffes out of wood after first drawing them. Currently, the pupils are working at designing and building a four-wheeled vehicle which has to be powered by an electric motor. They time the finished products over a distance of ten metres to find the fastest one. Good links are made with other subjects such as science as pupils design and make their own torches. Pupils are taught to evaluate the finished product against their original design specifications. A good example of this was observed in Year 5 when the pupils tasted the cookies they had made and gave sensible reasons why they would or would not change the design.
- 133 Pupils with special educational needs receive good support and as a result are able to take a full part in the activities. They make similar progress to their peers.
- 134 The quality of learning in the lessons seen was good in both key stages. Pupils work enthusiastically on tasks and enjoy the practical nature of the subject. They co-operate together, offer opinions confidently and share resources well. In both key stages there is evidence that pupils are able to make choices and decisions about their work.
- 135 The quality of teaching is good overall throughout the school. Most teachers have high expectations for pupils' achievements and set challenging tasks. They encourage pupils to handle tools and materials safely and to evaluate their designs. Lessons are conscientiously planned and teachers make sure pupils are aware of what is expected by giving clear instruction. There is an appropriate focus made on the teaching of specific skills such as measuring, sawing and joining. Teachers pay particular attention to the development of personal and social skills by expecting pupils to work collaboratively and share resources.
- 136 The co-ordinator works hard to support colleagues in their work but is not sufficiently involved in monitoring standards or the quality of learning. Assessment procedures are satisfactory but the information is not being used to set targets or inform future planning. Resources have improved since the previous inspection and are adequate.

GEOGRAPHY AND HISTORY

- 137 During the inspection no lessons were observed in geography in Key Stage 2. Only one history lesson was seen and this was interrupted by a power cut. However, evidence from pupils' workbooks, displays, discussion with teachers and pupils and examination of teachers' planning provides sufficient evidence for judgements to be made about standards and progress.
- 138 Throughout the school pupils, including those with special needs, make satisfactory progress in geography and standards are in line with expectations for the age group at the end of each key stage. These findings broadly reflect the judgements made at the time of the previous inspection.
- 139 Pupils in Key Stage 1 are able to identify on a map of the local area features such as a river, school and church. They make graphs to show how they come to school. They consider environmental problems, such as the effect of cutting down trees on the lives of people who live in a tropical rainforest. Pupils gain a satisfactory knowledge and understanding about places such as polar regions and deserts through the journeys of 'Barnaby Bear'.
- 140 By the end of Key Stage 2 pupils have extended their knowledge and understanding in the study of places and an individual research project by Year 5 pupils was of a good standard. Early in the key stage, they consider the dangers associated with rivers and how they can be prevented. Pupils appreciate that environmental damage can be caused by litter and traffic. They conduct surveys to show the extent of this and suggest how improvements can be made. A residential visit supplements pupils' knowledge of a contrasting locality.
- 141 Throughout both key stages information and communication technology is well used to support pupils' work in geography. For example, work in Key Stage 1 about the journeys of Barnaby Bear and in Key Stage 2 graphs relating to a litter survey and a study of river depth were of a high quality.
- 142 Although no overall judgement can be made about the quality of teaching a very good geography lesson was observed in Key Stage 1. The teacher used resources of excellent quality very skilfully. Her very good questioning fired pupils' enthusiasm and enabled them to observe posters very carefully and draw conclusions. Imaginative use of role play and a high expectation of pupils to formulate and write down the questions they had devised ensured that by the end of the lesson all pupils, including those with special needs had gained in knowledge of what life was like in the Mexican village of Tocuaro. They were able to empathise with the Horta family and one pupil had even located them on the Internet.
- 143 During Key Stage 1 pupils, including those with special needs make satisfactory progress in history and standards are in line with those expected for their age by the end of the key stage. These judgements are similar to those recorded in the previous inspection report. Pupils know for example that domestic life in Victorian times lacked the convenience of modern electrical appliances. Worksheets are used extensively in some classes and opportunities are missed for pupils to do their own writing, for example, about personalities such as Robin Hood and Friar Tuck. Nevertheless, in Year 2 they make up for it and demonstrate good writing skills in their accounts, for example, of the life of Florence Nightingale. Teachers' plans indicate that pupils are to learn about the roles of Dick Turpin and John Macadam and their relevance to Colleshill as a coaching town.
- 144 Satisfactory progress continues to be made in Key Stage 2 and standards are in line

with those expected for their age at the end of the key stage. There is good evidence in their workbooks of pupils using their own writing. For example, younger pupils' accounts of the life of Boudica. Older pupils write graphic descriptive letters to imaginary friends about the horrors of bombing during the Second World War. Source material such as posters and artefacts are well used in the upper key stage. For example, pupils in Year 5 investigate the life of soldiers in Ancient Greece and the differences between Sparta and Athens. Year 6 pupils consider the social impact of unemployment experienced by families in the 1930's and the reasons behind the Hunger Marches. They also use information sources successfully to extract details of significant events during the war. Throughout the school time-lines are used effectively to promote chronological understanding. Pupils in Key Stage 2, in particular, make extensive use of information and communication technology such as the Internet for historical research.

- 145 There is no significant difference between the achievements of boys and girls. Pupils' attitudes to history and geography show that they are interested in the topics studied.
- 146 However, there are many examples, especially in lower Key Stage 2, where they do not take sufficient pride in the presentation of their work. The marking of pupils' written work does not always give pointers to help them improve.
- 147 The previous inspection found that resources were inadequate in history and geography. They are now satisfactory, although the range of historical artefacts available is still limited. When very good resources, such as those available for teaching geography in Year 2, are skilfully deployed they impact very positively on the quality of learning. Visits to places of interest in the locality and further afield continue to enhance the curriculum in both subjects.
- 148 Both subjects have clear policy guidelines and recommendations from the Qualifications and Curriculum Authority are being implemented. However, a system for using information about pupils' achievements is not fully in place. The co-ordinators check planning for their subject area but neither is sufficiently involved in the monitoring of teaching and the quality of learning. Pupils' work is not well displayed in some classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 149 The previous inspection report found information and communication technology to be a strength of the school and this continues to be the case.
- 150 Standards have risen further since the time of the last inspection. By the time they leave the school, overall attainment by the age of eleven is above that expected for the age group in information and communication technology. Some pupils demonstrate high levels of skill in word processing and in the application of data handling. Standards by the age of seven are above average. Pupils in both key stages make good progress including those who have special educational needs.
- 151 A key strength of the subject is the way that teachers provide good opportunities for pupils to use their skills in other subjects. For example, in geography Year 1 pupils' word-process the journeys of 'Barnaby Bear', showing good skills with the mouse. In mathematics, pupils in year 5 confidently use spreadsheets to find out the costs of a possible class picnic. During the week of the inspection very good opportunities were provided for Year 6 pupils to use their word processing skills in writing letters of complaint about products they had purchased which had turned out subsequently to

be faulty. The work they produced was of exceptional quality. It was presented in well-formatted text that was accurately laid out and edited.

- 152 In Key Stage 2 pupils use word processors skilfully to organise and present their work. They draft and re-draft their writing well. Pupils' keyboard and mouse skills are very good. Pupils have the ability to experiment with letter font style and size and to log on to the Internet to search for and display specific information. Excellent use is made of emails to send and receive messages from a local special school and from another catholic school. Pupils use the mouse for a variety of tasks and select from screen menus. They are able to successfully use skills related to modelling and control technology. Data handling procedures are skilfully used to enter information onto a database, to interrogate it and re-organise it in graphical presentations. Pupils are currently developing their own multi-media presentations.
- 153 In Key Stage 1 pupils compose sentences making accurate use of command keys. They use the computer to successfully draw pictures on screen. This includes making right angle turns. Other pupils quickly learn the skill and use it effectively to import clip art images into their writing. They use the shift key well to locate capital and lower case letters and use the icon to print their work. They know that computers can be used for different purposes.
- 154 Attitudes to information technology are very good. Pupils are keen to demonstrate their skills and talk confidently about their work. During registration periods they often go to the computer suite and finish off outstanding work. Pupils are keen and interested and are able to collaborate effectively together in pairs, sharing out tasks and supporting each other when they experience problems. They carefully follow the laid down procedures for operating the computers and take their work seriously.
- 155 Teaching is good in both key stages. Pupils are taught skills well and given time to use them. Good use is made of time with teachers introducing new skills in their classroom before taking the pupils to the information and communication technology suite to practice them. Planning, the involvement of information and communication technology in the curriculum and the level of pupils' expertise are all of good quality. Throughout the school, relevant software is identified to support work within the literacy and numeracy hours, including number work, reading and spelling. Information and communication technology has a secure place in the curriculum of all classes. Instructions are often displayed next to classroom computers to remind pupils of the procedures. The most successful teaching occurs in the lessons where the teacher spends time really ensuring pupils understand the programs and demonstrates how to use them.
- 156 The quality of learning is good because pupils are given regular opportunities to use their information and communication technology skills and have good access to up-to-date equipment. For example, pupils do not have to wait for long periods of time before their work is printed out. Pupils take responsibility for their own learning because teachers expect them to work out solutions to problems for themselves. As a result they have the confidence to try out new skills for themselves.
- 157 The subject is very well managed and provision is very good. It is well led by a knowledgeable and very enthusiastic co-ordinator. Successful in-service training has raised the expertise and confidence of the staff. The school's current monitoring system is being revised. Good planning is implementing successfully the delivery of the Qualifications and Curriculum Authority scheme of work. However, the

information from assessments is not being used in any systematic way to inform future practice.

MUSIC

- 158 Pupils' standards of achievement by the end of Key Stage 1 are similar to those found in most schools and they make satisfactory progress overall. In those aspects of music inspected in Key Stage 2, standards are average. These judgements are similar to those made at the time of the previous inspection. Pupils with special educational needs make a similar rate of progress to others in their year groups.
- 159 A significant number of boys and girls from Years 1 to 6, learn recorders, woodwind, string and brass instruments. Their attainment is good. Many can sight read formal notation and confidently play their chosen instrument with a good degree of competence. They participate annually in an inter-schools music festival and perform at assemblies. These experiences play a significant part in the development of the pupils' personal and social skills. They also provide excellent learning opportunities for the musically gifted, and other pupils who flourish in this environment and achieve high standards in performing. This is evident in their experiences of playing chamber music in the Warwickshire Chamber Music Festival. The skills developed in music tuition sessions have a positive impact on their performances in class lessons. For example, pupils in a Year 5 lesson demonstrated good instrumental skills when accompanying a class song. This enhanced the level of performance by most of the pupils.
- 160 By the age of seven, pupils sing clearly and in tune. They perform well together in singing practice. Year 2 pupils are able to sing simple songs in two parts with changes in pitch and tempo. For example, in one lesson they sang an Australian folksong, from memory, keeping good time, and remembering that the chorus is repeated after each verse. Pupils are developing an awareness of patterns in music. The majority can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Using untuned percussion instruments they make up their own short rhythm and sound patterns. These are successfully repeated by the rest of the class. However, composing is at an early stage of development. Pupils listen to a wide variety of music, which includes music of other cultures and times. They are able to talk in simple terms about the sounds they hear and know that different instruments make different sounds.
- 161 Pupils in Key Stage 2 listen to and respond to music from different times and places. For example, they are taught to appreciate some western classical composers, such as Mozart, Beethoven and Vivaldi and introduced to Afro-Caribbean and music from other traditions. Pupils develop satisfactory listening skills as they identify some of the instruments being played in an orchestral arrangement. They are able to perform their own rhythmic patterns using a range of percussion instruments. No composition work was seen during the inspection and there is little recording of previous compositions. As a result, judgements cannot be made about this aspect. However, progress is good in singing. By Year 6, pupils sing four-part rounds with good expression, clear diction and improved voice control.
- 162 Pupils' attitudes and enjoyment of the lessons enhance their learning. This is often a consequence of the teachers' own enthusiasm for the subject. They are well behaved and generally attentive and persevere to improve both their individual and group performances. Pupils are confident when performing in front of an audience knowing that their contribution is valued. For example, in a whole school singing practice they

sang a range of hymns with competence and real enjoyment. They generally select and handle instruments with care.

- 163 The quality of teaching is satisfactory overall at both key stages. Lessons are well planned. Pupils' previous knowledge and understanding are used appropriately to extend and develop skills. Performing skills, in particular singing, are taught well. There is a satisfactory pace to the lessons and suitable practical opportunities are provided for pupils' involvement. Teachers evaluate skillfully what the pupils are able to do and ensure that they improve on their earlier performances. For example, pupils in a Year 5 lesson, using voice and instruments, improved their performance of 'London's Burning' because the teacher's expectations were high.
- 164 The co-ordinators, working closely with the senior management team have written an action plan and this is beginning to be implemented. The school is in the process of adopting the Qualifications and Curriculum Authority guidelines to give a structure to the teaching of music and to help with the planning of lessons. However, assessment procedures for monitoring the development of pupils' skills as they move from class to class have yet to be decided. Resources are satisfactory.

PHYSICAL EDUCATION

- 165 It was not possible to make a judgement about standards in physical education at the end of both key stages because no lessons were observed in Years 2 or 6. During the inspection, lessons were seen in gymnastics and games in other age groups and pupils made satisfactory progress. Pupils with special educational needs are well supported and make similar progress to others in their year groups.
- 166 In Year 1, the majority of pupils understand the need for a warm up activity. They appreciate the necessity for safe working and comply with the regulations about removing jewellery and wearing appropriate clothing. The pupils can use space well, keeping out of each other's way and moving safely around the hall at different speeds. They run, dodge and change direction in the available space effectively. Pupils competently perform a sequence of movements including rolling, jumping and balancing on the floor and using apparatus. Their movements are continuous and show a clear beginning and end. However, there is little evaluation and discussion of their actions and this limits improvement in their performances. They work well, both co-operatively and independently and understand the importance of gymnastics in keeping healthy.
- 167 In Years 3 and 4 pupils build on these skills and gain new ones. They use space and the apparatus effectively. Their balancing activities are developing well. Pupils skilfully and fluently transfer weight from one part of the body to another using a variety of linking movements such as rolls and rotations. Control of movements is generally good and many can hold an extended balancing position at different levels successfully. Evaluation and challenge are strong features of their activities. They know the importance of improving their performances. The skills of spatial awareness and different ways of travelling and turning, developed well in gymnastics are effectively used in games. Pupils respond well to changes in speed and direction and standards in striking and sending a ball improved in their mini-hockey lesson.
- 168 The quality of teaching in the lessons seen was never less than satisfactory and sometimes good. Most teachers know the subject well and are generally confident. Lessons are planned carefully and include opportunities to warm up and cool down. The better teaching is characterised by very good subject knowledge, high

expectations, good management of pupils and effective feedback to pupils on their performance. For instance, using pupils' work as examples of good practice, pupils in one lesson demonstrated a sequence of balances at different levels. In the less effective lessons, weaknesses in organisation results in pupils not working as hard as they should and not making enough progress because they are not consistently involved in meaningful activity.

- 169 Most pupils display good attitudes towards their work and this enables them to learn effectively. They enjoy the subject, get changed quickly for lessons and respond immediately to instructions. In both key stages pupils try very hard, and when given the opportunity are prepared to demonstrate their skills and respond well to suggestions for improving their performance. This is an improvement since the last inspection when it was reported that pace was slow, activities were not always appropriate and little teacher intervention to improve standards. Very good relationships are a notable feature. However, in Key Stage1, there are still limited opportunities to use pupils to demonstrate good technique or in encouraging evaluation of their own and each other's performances, thus improving their own evaluative skills. Their behaviour during lessons is generally good.
- 170 The school provides a rich and varied programme of opportunities with strong links with the local high school. There is a very good range of extra-curricular activities, including Gaelic football, netball, basketball, athletics, cricket and Irish dancing. All activities are open to both sexes. They are well organised and popular. Throughout the school year swimming is taught to all pupils in Key Stage2. By the time they leave the school most pupils can swim at least 25 metres. Provision for swimming is very good.
- 171 The management of physical education within the school is good. The subject co-ordinator has worked hard in developing the scheme of work to match closely the new curriculum requirements. He gives of his own time freely to promote out of school sporting activities. There is a strong commitment to high standards. However, there has been little formal monitoring of teaching in order to raise standards, particularly for the younger pupils and no systems in place to assess and record pupils' progress.