

INSPECTION REPORT

St ANTHONY'S CATHOLIC PRIMARY SCHOOL

Leamington Spa

LEA area: Warwickshire

Unique reference number: 125716

Headteacher: Mr Wilfrid Feely

Reporting inspector: Mr Joe Peacock
25344

Dates of inspection: 10th – 13th July 2000

Inspection number: 197707

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sydenham Drive Leamington Spa Warwickshire
Postcode:	CV31 1NJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Michael Pettipher
Date of previous inspection:	29 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Joe Peacock	Registered inspector	Science	What sort of school is it?
		Geography	The school's results and pupils' achievements
		Physical education	How well are pupils taught?
Mrs Susanna Stevens	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?
Mr John Manning	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		History	
		Equal opportunities	
		English as an additional language	
Mr John Pryor	Team inspector	Mathematics	How well is the school led and managed?
		Art	
Mrs Frances Gander	Team inspector	Information and communications technology	
		Design & technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Opened in 1968, St Anthony's Catholic Voluntary Aided Primary School with nursery caters for pupils from three to 11 years of age and is about the same size as other primary schools (255 pupils compared with the average size nationally of 226 pupils). There are 126 boys and 103 girls on roll. In September 1999, a nursery class was created for 26 children to attend on a part-time basis each morning. Numbers have increased little since the time of the previous inspection when there were 246 pupils and no nursery class. Nearly all pupils are taught in single age group classes but there are still two mixed age classes. About a quarter of all pupils travel to the school from outside the school's normal zone and are from a variety of backgrounds.

Only about half of all pupils attending the school are from Catholic homes. The proportion of pupils from homes where English is their second spoken language is very high when compared to other schools nationally, with 24 per cent of the total on roll. The largest group, accounting for 15 per cent of all pupils, is of Indian origin with others having Italian, Turkish or Caribbean backgrounds. The number of pupils eligible for free school meals has increased slightly this year and currently accounts for 13.5 per cent of pupils, which is about average. The school has 26.6 per cent of pupils on its register for pupils with special educational needs which is above the national average. The proportion with a statement of special educational needs (0.4%) is below the national average. The total number is similar to that reported in the previous inspection but the number of statements is less than it was then. The mobility of pupils is not a problem for the school. Last year only five pupils were admitted and eight left during term time. When all these facts are taken into account, the attainment of most four-year-olds when they start school in September in the reception class is currently below the average for children of this age.

HOW GOOD THE SCHOOL IS

This is a very effective school where the strengths greatly outweigh the weaknesses. This is largely because of the very good leadership of the headteacher and the determination of all staff to raise standards. Very high quality teaching ensures that pupils are extremely well motivated, interested in their work and keen to do well. All pupils show an excellent attitude to learning and their behaviour is of a very high standard. This means that almost all are working at or near to their capacity. When all these factors are considered, along with the average level of funding and below average attainment on entry, the school provides very good value for money.

What the school does well

Standards in English and mathematics are above average and in science and information technology well above average at the end of Key Stage 2.

Provision for children under five in the nursery and reception class is very good ensuring a firm foundation for future learning and a confident start to school life.

Provision for pupils with special needs and those for whom English is an additional language is very good.

The very good quality teaching ensures pupils learn effectively.

All pupils have an excellent attitude to learning and behave very well. The school's provision for their personal development, high level of care and keen parental interest are partly responsible for this.

Provision for pupils' spiritual, moral, social and cultural development is very good.

The level of parental involvement is very good and all parents have an exceptionally high regard for the school, which is fully justified.

Leadership and management are of a very high quality, particularly the shared commitment to improve.

What could be improved

No major areas of weakness were identified by the inspection team.

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

The following less important weaknesses should be considered by the school:

the standard of pupils' joined handwriting should be improved, particularly in Years 1, 2 and 3 ;
 access to the library needs to be planned more effectively in order to broaden pupils' research skills and increase their responsibility for their own learning;
 there needs to be more consistency in the teaching of personal, social and health education throughout the school.

The school has already identified all of these aspects for improvement in its current management plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in September, 1997. It has made very good progress towards the five key issues identified at that time. Attainment has been raised in design and technology and information technology at both key stages and in mathematics and music at Key Stage 2. Clear teaching programmes are in place for all subjects and teachers are using them well. Very good procedures for assessing pupils' learning have been implemented, enabling teachers to plan work more effectively, particularly for higher attaining pupils. Standards are closely monitored in all subjects and staff training is provided once strengths and weaknesses have been identified. All key staff, particularly those with curriculum responsibilities now have detailed descriptions of their roles and responsibilities. The school prospectus and governors' annual report fully meet statutory requirements. In addition, the school has successfully implemented the National Literacy and Numeracy Strategies. Overall, the pace of improvement has been very good, and the school has the leadership, commitment, staff and expertise needed to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	C	C	C	well above average A above average B average C below average D well below average E
mathematics	E	C	D	D	
science	D	C	C	D	

The very good quality of leadership provided by the headteacher and the high quality of teaching together with pupils' positive attitudes are having a marked effect on standards which are improving year on year. Inspectors noted much progress from when pupils start at the school with levels of attainment below those normally seen. By the time they are five most pupils attain standards which are in line with those expected in all areas of the curriculum.

The table above shows that in comparison to similar schools, standards in English are in line with the average, but below average in mathematics and science. However, the unpublished results for this year show a significant improvement. In science, for example, every pupil in Year 6 achieved Level 4 or above and one third achieved the higher Level 5. In English and mathematics 89 and 93 per cent respectively achieved the expected level. This is an increase over the previous year of 18 per cent for mathematics and seven per cent for English. The number achieving the higher level in these two subjects has also improved particularly in mathematics where 30 per cent achieved Level 5 as opposed to nine per cent last year. The successful implementation of the National Literacy and Numeracy Strategy is having a marked effect on standards in English and mathematics. Pupils with special educational needs did well in all subjects and most achieved the levels expected of them. Inspection evidence shows that standards in English and mathematics are above average and the well above average in science. An analysis of results over the past

three years show that standards have been improving steadily. Targets set for next year in English and mathematics are realistically based on a comprehensive assessment of individual pupils' capabilities. In Information technology standards are well above those expected. Religious education was not inspected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic and keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils of all ages have a mature understanding of the school's expectations for behaviour.
Personal development and relationships	Very good. Pupils are polite and courteous to each other and to staff. The harmonious relationships have a positive effect on behaviour.
Attendance	Well above average. Pupils are rarely absent through illness. They invariably arrive on time for school and lessons start punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
62 lessons seen overall	Good	Very good	Very 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.

The quality of teaching is very good. It has improved immensely since the previous inspection and is an important factor in the improving standards. During the inspection, teaching was unsatisfactory in only one of the 62 lessons observed. The quality of teaching was very good or excellent in 36 per cent of lessons compared to two per cent previously and all teachers in the junior department delivered some lessons of this high quality. Examples of excellent teaching were observed in the reception class, Year 1 and 2 class and in Year 5 and 6 classes. Good or better teaching was seen in 86 per cent of lessons, compared to 33 per cent previously, which shows a remarkable consistency, considering that six of the ten class teachers have joined the school in the past two years. In literacy and numeracy lessons, teaching is usually of a very high standard in all classes and the skills pupils gain are well promoted in lessons other than English and mathematics.

The quality of teaching for children under five in the nursery and reception class is good overall. This reflects the fact that the nursery has only been opened since November. Teaching methods and programmes to teach the basic skills are still being developed. Good or better teaching for this age group was seen in 82 per cent of lessons observed.

High expectations, a very good level of discipline and the use and deployment of support staff are key features in the high quality of teaching. Pupils with special educational needs and those for whom English is an additional language are very well supported in all lessons. Work for all pupils is very well planned and ensures a high level of challenge, particularly for the small number of gifted pupils identified by teachers. Homework is used well to promote learning for all age groups.

All teachers work hard to establish a very good working atmosphere and promote effective learning. Pupils enjoy lessons, concentrate very well and produce a large amount of work. Children under five make a confident start to school and all appear happy and keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects fully meet statutory requirements. There is an appropriate emphasis on English and mathematics and other subjects are given the necessary time and value. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils have appropriate targets and make very good progress. Many achieve the standards expected of all pupils in the national tests.
Provision for pupils with English as an additional language	Very good. Class teachers ensure that pupils are very well supported in lessons and as a result, pupils learn to speak English quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. The aims of the school have a clear and specific Catholic Christian dimension and this creates a strong sense of community. The concern for pupils' personal development has a very positive impact on the standards pupils achieve.
How well the school cares for its pupils	Very good. There is a culture of care throughout the school and as a result pupils can concentrate fully on their learning in an orderly community where their welfare is paramount. There are very good procedures for monitoring and promoting good behaviour. Procedures for assessing pupils' attainment are very good and teachers make good use of the information in their planning. Attendance is monitored well.

Very effective links are established between the school and parents and this has a significant impact on pupils' learning. The good quality of information sent home and the welcoming manner of all staff has built up trust. As a result, parents' views of the school are excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher and other key staff	Very good. The headteacher's very high quality of leadership is clearly the embodiment of the school's published aims and values. The serious weaknesses found in the previous inspection have been rigorously and successfully addressed. The school has recently been awarded the prestigious "Investors in People" award in recognition of its management policies and practices. Effective delegation ensures that the deputy headteacher and all staff play a vital role in the development of the school.
How well the governors fulfil their responsibilities	The role of the governors has been developed well since the previous inspection and all governors provide good support, fulfilling their statutory duties well. Spending is strictly controlled and constantly checked to ensure value and quality in aspects such as services, staffing and standards. Financial planning is very good as a result.
The school's evaluation of its performance	The work of the school is very well monitored and evaluated. The commitment to improve and capacity to succeed are both excellent.
The strategic use of resources	Very good. Teachers are deployed effectively. Learning resources, with the exception of the school library, are used to good effect by teachers. Specific grants are used very well for their intended purpose.

All staff are appropriately qualified and there is a good range of experience, enabling learning to be very effectively promoted. The buildings are well maintained and teaching areas have a good range of appropriate equipment. The school grounds are spacious and very well set out, providing a valuable additional resource. Learning resources are generally good in quality and sufficient to meet the needs of the curriculum well. Resources for science, information technology and physical education are particularly good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The school sent out 205 questionnaires and had 86 returned giving a return rate of 42 per cent. Eleven parents attended the meeting for parents prior to the inspection

What pleases parents most	What parents would like to see improved
Children like school. Children make good progress. Behaviour is good. Teaching is good. Parents are well informed. The headteacher and staff are approachable. The school expects pupils to work hard. The school works closely with parents. The school is well led and managed. The school is helping pupils to become more mature and responsible.	The range of extra-curricular activities.

Inspectors' judgements wholeheartedly support parents very positive views about the school. However, the inspection team found the range of extra-curricular activities on offer to be very good and so disagree with the small number of parents who expressed dissatisfaction with this aspect.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children in the nursery class, in the short time they have been attending, have made at least satisfactory progress in all areas. This is due to careful planning of the range of experiences in which they take part. Children enter the reception class with levels of attainment which are generally below those expected nationally. Attainment levels are satisfactory in all developmental areas with the majority at the end of the reception year attaining the desirable learning outcomes. When judged against the low baseline assessments they have made good progress during the year. The achievements of many children and the progress they make in language and literacy, in knowledge and understanding, and in personal, social and emotional development is especially good. For example, children listen well to all adults, they respond to instructions and sit and listen attentively to stories. They answer questions politely, do not call out and listen to other children's answers and views, for example, in literacy sessions.
2. The above average standards that pupils attain at the end of Key Stage 1 are a reflection of how well they are taught, their very good behaviour and extremely positive attitudes towards their learning. Many parents returned the questionnaire and every one of them believe that their children are making good progress. Almost all (99%) agree that the school expects children to work hard and achieve their best.
3. By the end of Key Stage 1, pupils' attainment overall, taking into account test results and pupils' work, is above the national expectation. This is an improvement since the previous inspection in September 1997, which judged pupils to be achieving standards which were in line with the national average in most subjects. However, in design and technology and information technology, standards were below those normally seen. At the end of Key Stage 2, standards were below in these two subjects and also in mathematics and music. Since the previous inspection, the school has consistently improved standards in reading, writing and mathematics in the national tests for seven-year-olds, keeping pace with improvements nationally. Results in the 1999 tests for seven-year-olds show that in comparison with all schools, standards in writing and mathematics are broadly in line with the national average but below average in reading. The picture is the same when pupils' performance is compared to schools with pupils from similar backgrounds. Pupils' attainment in reading is below average and in writing and mathematics it is broadly in line. The results for science, based on teacher assessments, show 87 per cent achieving Level 2 or above which is below the national average but 24 per cent achieving the higher Level 3 which is above average. The results of the last three years also show that both boys and girls attained equally well in all areas.
4. The performance targets that the school set for pupils at the end of Key Stage 1 in the 1999 National Curriculum assessments were realistic and were achieved. Targets set for achievement in the year 2000 are slightly higher following a detailed analysis of all pupils in the year group. Work seen during the inspection indicates that, by the end of Key Stage 1, the standards pupils attain are above the national expectations in speaking and listening, reading, writing and mathematics and well above in science. Pupils also achieve standards which are above those normally seen in information technology, art and physical education. Their achievement in design and technology, geography, history and music are in line with those normally seen. Standards in religious education are the subject of a separate report.

5. Pupils continue to make good progress in the Key Stage 2 classes. Inspection findings indicate that by the time they are ready to leave the school at the end of Year 6, attainment in English and mathematics is above the level expected for pupils of this age and in science, it is well above. The results of National Curriculum tests for 11 year olds in 1999 showed that the performance of pupils was broadly in line with the national average in English and science and below average in mathematics. When these results are compared with those of pupils from similar backgrounds, they are in line with the average in English but below average in mathematics and science. A detailed analysis by the school following the publication of these results was undertaken and areas for improvement identified. Pupils were to be given more time to write in all subjects, for example. The impact of the National Literacy and Numeracy Strategies was also evaluated in detail. The trend for the past three years has been one of improvement with more and more pupils achieving the higher Level 5 each year. Until this year however, improvements have just kept pace with improvements nationally. In the unpublished national end of Key Stage 2 tests for this year, pupils' performance has improved dramatically. In science for example, every pupil achieved the expected level for eleven year olds and one third achieved the higher Level 5. In mathematics the proportion of pupils achieving the higher Level 5 increased from 9 per cent in 1999 to 30 per cent. Inspection evidence confirms that standards for the current Year 6 pupils are above average in English and mathematics and well above average in science and information technology. In all other subjects at Key Stage 2, standards of attainment are above those normally seen, showing much progress from when pupils entered the school with levels of attainment which were below those normally found. This applies to art, geography, history, music and physical education. The exception is in design and technology, where standards are in line with those normally expected for pupils of this age.
6. The very good quality of teaching is an important factor in the good progress most pupils make throughout both key stages. The successful implementation of the National Literacy and Numeracy Strategies has undoubtedly helped to raise standards. Effective daily mental mathematics sessions make a strong contribution to pupils' ability with numbers and calculations. Well-chosen texts and the teachers' skill in drawing pupils' attention to important differences in style, structure and content improve pupils' reading skills, informs their writing and widens their vocabulary. The partnership between home and school in reading is strong and this also contributes effectively to the good progress of pupils. Lower attaining pupils benefit from the additional support they receive in the classroom from their teacher or support assistants. Inspection evidence shows that pupils have good opportunities to develop their reading skills. However, few opportunities are provided for pupils to use the reference books in the library and this limits their potential in reading. Teachers provide many opportunities for pupils to put into practice the writing skills acquired in the literacy hour in other subjects of the curriculum. This effectively develops pupils' skills in planning, drafting and editing their writing. In Key Stages 1 and 2, much emphasis is placed on the development of handwriting skills and work in pupils' books is invariably neat and tidy. However, few pupils, particularly in Years 1,2 and 3, use a fluent joined style. They prefer to print because they can do it more neatly.
7. Standards of attainment in science are well above national expectations by the end of Key Stages 1 and 2. This is a significant improvement since the previous inspection when they were in line with the average. The school uses the expertise of a specialist science teacher on a part -time basis extremely effectively and this is largely responsible for the very high standards. The science specialist co-ordinates and manages the subject well, giving much advice and support to all teachers. In science lessons the co-ordinator works alongside class teachers in a team teaching situation and as a result, teachers and pupils benefit from her undoubted level of expertise. The opportunities provided for pupils to

investigate and conduct experiments, are very good. Boys and girls both enjoy this practical approach and work hard in lessons to complete their work. As a result, there is no difference in the performance of girls and boys.

8. Attainment in information technology is well above the national expectation by the end of both key stages. Standards have improved measurably since the previous inspection, when they were below average at both key stages. Many pupils have computers at home and this helps with the development of basic skills. Teachers' knowledge is generally secure and all provide very good opportunities for pupils to use computers in most areas of the curriculum. In geography for example, pupils use the Internet confidently to research facts about schools in New Zealand and communities in Kenya. In all classes, teachers do provide good opportunities for pupils to use computers to support their learning effectively.
9. In the school as a whole, the achievement of pupils is very good. High expectations of teachers, very good discipline and control in lessons and careful planning result in very good learning in a large proportion of lessons. Pupils' learning is further enhanced by their extremely positive attitudes and very good behaviour. This creates a very good atmosphere in which to learn for all pupils. As a result, standards in all subjects have improved since the previous inspection. Pupils with special educational needs benefit greatly in this climate for learning. Most reach the levels expected for all pupils by the end of Key Stage 1 in reading, mathematics and science. Gifted and talented pupils are identified and the school makes very good provision for them. Often they work alongside older pupils and the work they are given to do is suitably demanding. The very good quality of teaching ensures that all pupils are given every chance to reach their full potential.

Pupils' attitudes, values and personal development

10. Throughout the school, the pupils' attitudes to their learning are excellent. Their behaviour and enthusiasm for school are very good. Relationships with each other and with their teachers are excellent, fully embodying the aims of the school. The positive experience of school has a very beneficial effect on their achievement and progress. Pupils' personal development is very good. They are willing to accept responsibility, showing their initiative and a strong sense of fairness in classrooms and in the playground. These qualities have been maintained since the last inspection.
11. Children under the age of five, in both the nursery and the reception class, have very good attitudes to school. They are very well behaved, and on the week of the inspection no crying or fighting was observed. Children respond very well to visitors, are eager to show and to talk about their work, demonstrate their interest in books, and to perform for parents in assemblies. In the nursery they particularly enjoy music and movement, for example, when performing a routine to 'Singing in the Rain' at end of term assembly. All children know the school routines and rules very well, are able to see to their personal needs and play and work with and alongside other children harmoniously. The school's recently introduced 'Open Door' policy where the nursery and reception children, on two morning a week, learn alongside each other, is helping children to develop very good social skills. They are able to share toys, play in groups and help each other and take turns, for example, when working on the computer, or on the floor with large construction equipment. Children's personal development is very good. In both classes they see to their own personal needs such as toileting and washing hands. They select their drinks, and through well-planned experiences within the school they are beginning show awareness for road safety.

12. At both key stages, pupils' attitudes to learning are excellent. They are keen and enthusiastic to learn, listen attentively to teachers and respond quickly and confidently to questions. During a Key Stage 2 religious education lesson, for example, pupils were able to share a light-hearted discussion about relationships with their teacher in a mature manner. Pupils are well-motivated and maintain very good levels of concentration, persevering with their tasks, often without direct supervision. Pupils respond well when asked to evaluate their work. In a Year 5 mathematics lesson, for example, pupils were asked for constructive assessments about their work presentation and were able to suggest areas for improvement. Pupils' independent learning skills are good. Older pupils are able to use CD-ROMs to research information or access the Internet, both in school and at home. However, the library is not used by pupils on a regular basis and many pupils do not have a clear understanding of how to find specific information.
13. Pupils' behaviour in classrooms and around the school is very good. Pupils of all ages play and work well together supporting each other in many different activities. They have a mature understanding of the school's expectations of behaviour and self-discipline and take a pride in maintaining the calm ethos of the school. Pupils move about the school in an orderly, considerate manner, holding doors open for their peers or staff as necessary and generally showing courtesy to all. Behaviour during mid-day break and at morning break is very good; it is active, boisterous and friendly with no bullying or harassment observed during the inspection. Harmony between the many ethnic minority pupils and their peers is excellent. There have been no exclusions in the last two years. The parents who attended the meeting for parents and completed the questionnaire prior to the inspection consider the school achieves a very good standard of behaviour and this view is confirmed by inspection evidence.
14. The personal development of pupils is very good. They are polite and courteous to each other and to staff. Pupils are generally articulate and can converse confidently with visitors. All pupils, including those under five, carry out their classroom responsibilities sensibly and respond happily to duties, such as register monitors, organising the seating for assembly or helping less able pupils with reading. Older pupils contribute to the school community as good role models and by organising fund-raising activities, assisting with younger pupils during wet playtimes or with regular shared reading or library duties. There are, however, no formal structures through which pupils can express their opinions about the school and become involved in decision making as active participants.
15. Relationships between pupils and staff and amongst pupils themselves are excellent. This has a very positive effect on the ethos for learning in the school. During an all-school assembly, for example, children in the reception class performed the story of Jesus and the fisherman to pupils and parents confidently and without fear of other pupils making fun of them. Pupils listen quietly to each other's viewpoints and are able to express their opinions freely, for example during plenary sessions in the literacy hour or at class times during registration. Year 6 pupils show a growing maturity in the quality of their relationships and an understanding of the need for tolerance and compassion. They discuss and plan their investigations together and work co-operatively, making very good progress. The overall respect for the feelings of others in the school is seen, for example, when more able pupils help less able ones with reading and whisper the correct words unobtrusively to avoid any embarrassment. The excellent attitudes, values and personal development of pupils are a strength of the school.

Attendance

16. Attendance at the school is well above the national average and is consistently very good. There is no truancy or unauthorised absence. Most of the absences relate to illness but a

proportion relates to parents who take their children on holiday during term time. Pupils arrive at school in good time and the prompt, efficient registration period provides a pleasant, purposeful start to the day.

HOW WELL ARE PUPILS TAUGHT?

17. In the previous inspection, the majority of teaching was described as sound with only a small proportion of unsatisfactory teaching. Overall, about one third was good and occasionally very good. The quality of teaching in the school has improved immensely since then and is judged by this inspection team to be very good because of the high proportion of good, very good and excellent teaching which was seen in the lessons observed. The very effective planning by teachers, their high expectations of pupils, very good discipline and the effective use of support staff are the key features which make teaching so good at this school.
18. During the inspection, teaching was satisfactory or better in all but one lesson seen and it was very good or excellent in 36 per cent of all the lessons, which is a very good performance. Examples of good, very good or excellent teaching were seen in 86 per cent of all the lessons seen, which confirms that the quality of teaching has vastly improved and can now be considered as a strength of the school. High standards of teaching were seen in most classes throughout both key stages showing strength in depth. However, teaching of a high quality was seen most consistently in the junior classes and the few examples of excellent teaching were seen in the reception class, Year 1 and 2 class and in Years 5 and 6. Detailed planning, a wide range of interesting activities and very high expectations of pupils coupled with teachers' expertise and enthusiasm were the main features of this teaching. In the only unsatisfactory lesson, the teacher attempted to organise an adventurous lesson but lower attaining pupils were unable to do the tasks set without the teacher's help and she was busy elsewhere. This meant that many pupils were unable to concentrate and finish their work.
19. The quality of teaching in the literacy hour and during numeracy sessions was of a high standard throughout both key stages. Teachers use the skills that pupils have learned in these sessions well when teaching other subjects. Pupils in all classes have many planned opportunities to write at length in order to consolidate their literacy skills. However, in Years 1, 2 and 3, teachers do not sufficiently encourage pupils to use a fluent joined style of handwriting. Pupils say they prefer to print because they can do it more neatly.
20. All teachers work hard to establish a very good working atmosphere and to promote effective learning. Expectations of what pupils can achieve are a strong feature of most lessons. The pace of learning in almost all lessons is very good, with little time wasted. Once pupils have finished the tasks set for them, teachers had additional activities planned and these extended pupils appropriately, particularly those of higher attainment. This shows that the concerns over planning expressed in the previous report have been fully addressed. All teachers have very effective strategies to maintain good behaviour and ensure that pupils keep working. As a result, noise levels are low and pupils of all ages concentrate very well on the tasks set for them. Pupils behave very well and have an excellent attitude towards their learning. This results in a very good working atmosphere in most classes with all pupils making good progress. There is very good use of ongoing assessment to guide teachers in planning work that gives adequate challenge to pupils of all abilities. All pupils' work is marked thoroughly and helpful comments give further

guidance to them on how to improve. Pupils identified as gifted or talented are given appropriately challenging work. Planning is a strength in all lessons as all teachers clearly set learning objectives for lessons. Lessons in all classes invariably build effectively on pupils' previous knowledge. Teachers are well prepared for their lessons with resources readily available for pupils. In most lessons, the variety of resources gives pupils the opportunity to use their initiative and choose suitable materials to use in their studies.

21. The quality of teaching was found to be very good in mathematics, science and information technology and good in all other subjects except history where it was not possible to make a judgement as no lessons were seen. As a direct result, standards in all subjects, including history are better than those normally seen by the end of Key Stage 2. In science and information technology, standards are well above average, reflecting the quality of teaching. The exception is in design and technology, where standards are in line with those expected. Little difference was found between the standards in Years 5 and 6 in this subject. All pupils respond positively to their lessons, showing much interest, behaving very well and sustaining high levels of concentration. As a direct result, very effective learning occurs in virtually all lessons.

22. The quality of teaching and learning for children under the age of five is good. Both teachers trained to teach children of this age, as well as having other experiences, such as, in the teaching of music. The planning of lessons is very precise and well organised, with resources carefully chosen, and support assistants are aware of the objectives for each activity. Teachers' expectations are very good, especially for reception children, and this results in many children appearing older and maturer than their age. For example, during assembly, they confidently learned their parts and spoke in front of the whole school and parents, and in activity sessions they could evaluate what they had learnt when testing the boats they had built to see if they would float. Both teachers manage the children very well, are firm but friendly and as a result there are no difficulties with behaviour.

23. The range of learning opportunities for children under the age of five, in both the nursery and the reception class, is good. The curriculum is well planned around all the recommended areas of development, and leads to children achieving the nationally accepted desirable learning outcomes. There is joint planning between the teachers in the two classes, with long, medium and short term plans being used well to set objectives and assess children. Learning is particularly enhanced by the 'Open Door' policy whereby the two classes come together for two sessions a week and children mix and work alongside each other. Although this is beneficial to the personal and social development of children, they have free choice of activities and there are no systems in place to assess which children are gaining experiences in which area., and the number of activities organised is too many for teachers to have an overview of what learning is taking place.

24. The teaching of literacy skills is good. In the literacy hour, teachers use whole class or group teaching sessions well to develop pupils' skills in reading, writing and spelling. Most use large print books effectively and all pupils read the text well. Teachers' expectations of pupils are high in literacy sessions. During individual work on letter sounds, spellings and the use of words in sentences, pupils are set tight time targets to complete work. They have to concentrate and work hard to complete them successfully. Most teachers provide worksheets for pupils to complete, and pupils write neatly on these. The teaching of basic literacy skills through other subjects of the curriculum is good throughout both key stages with many opportunities provided for pupils to write freely and at length. In the junior

classes, pupils often record the results of investigations in science, for example, and write down the similarities and differences they find between two contrasting places in geography. Pupils' technical knowledge, their use of full stops and other punctuation are generally accurate. Work in other subjects of the curriculum contributes effectively to the development and application of literacy skills.

25. The teaching of numeracy is good in all classes. Oral, mental mathematics sessions at the beginning of the daily numeracy hour are helping to give pupils of all ages more confidence with numbers. These sessions are conducted at a good pace, which helps to focus pupils' attention. Pupils enjoy the challenge and most try hard to be the first to answer. Pupils' extremely positive attitudes, and work provided by teachers which is well matched to individual pupils' capabilities ensure that most pupils make good progress in developing their numeracy skills.
26. The quality of teaching for pupils with special educational needs is very good. Teachers take care to prepare work which addresses the targets set for pupils in their individual education plans. Learning support assistants and parent helpers provide valuable and effective additional support. As a result, pupils are well motivated, concentrate and behave very well. All pupils make very good progress and many achieve the levels expected in English, mathematics and science. This year in science, for example, every pupil achieved Level 4 or above by the end of Key Stage 2 and all achieved Level 2 or above in mathematics. Pupils who are gifted or talented in a particular area are identified and their special needs are met effectively by teachers. The quality of teaching for pupils for whom English is an additional language is very effective. As a result, pupils learn English quickly and can take part fully in lessons. The quality of teaching for pupils who speak English as their first language, but come from homes where English is the second language, is excellent. Specialist teachers employed by the local education authority work extremely hard to improve the linguistic skills of pupils and as a result of their work, pupils gain confidence quickly.
27. Parents at the pre-inspection meeting were happy with the amount of homework their children were expected to do. Inspection findings support parents' views expressed at the meeting and those who responded positively in the questionnaire. The quality and amount of homework good. The school has a clear home-school partnership policy and details about homework are included. Pupils are regularly given homework and it makes a valuable contribution to pupils' learning, particularly in reading and in information technology.

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

28. The school has made significant improvements in many aspects of curricular provision since the previous inspection. The quality and range of learning opportunities is now good. The school meets all statutory requirements.
29. The curriculum for children under five is still broad, balanced and relevant to their needs. The work planned helps them to develop their skills in all the areas of experience, and all are ready to start the National Curriculum at the appropriate times.

30. The greatest improvement has been in planning for the foundation subjects. The school has adapted the guidelines issued by the Qualifications and Curriculum Authority to good effect. Teachers now have sufficient material to support pupils and the planning for lessons in the short, medium and long term is good. There are good links across the curriculum, such as in design and technology where pupils are encouraged to apply their scientific understanding when they make circuits for their torches.
31. Planning for pupils of all abilities has improved and is now good. There is particularly effective work set for pupils with special educational needs and for those who speak English as an additional language. The support they receive from classroom assistants and teachers is very effective. Individual education plans are relevant and all teachers have a clear idea how to involve pupils in lessons with well directed questions. The school has started to identify gifted pupils in Key Stage 1 and to set more challenging written tasks for them. There is also some interesting work developing in Year 6 where higher attaining pupils are being encouraged to read more advanced texts in English literature. All pupils have equal access to the full curriculum.
32. Teachers have introduced the new strategies for teaching literacy and numeracy well. The school has carefully monitored the teaching to ensure that there is consistency across the school. In the most successful lessons, teachers are able to adapt aspects of the strategy to meet the different needs of their pupils. They modify the content and pace of lessons sensibly according to the rate of progress of individual pupils. The teaching of literacy and numeracy is reinforced across the curriculum. For instance, in class assemblies, pupils are encouraged to look at new words and to spell them out and in a Year 4 geography lesson, pupils used statistics on population confidently when discussing a local project to set up a community centre.
33. The provision for personal, social and health education (PSHE) is satisfactory. Sessions called 'circle time' operate in some classes to help pupils to focus on important issues such as family relationships and the need for school rules. There are opportunities for pupils to learn about health related topics, such as the dangers of drugs, with help from external agencies. The school's sex education policy is in draft form and has still to be ratified by the governing body. Relevant aspects of sex education are taught through the science curriculum. Teachers are good at introducing key issues relating to PSHE into lessons as appropriate but the lack of a planned programme means that provision tends to be uneven across the school.
34. A minority of parents feel that there are not enough extra-curricular opportunities for pupils. The inspection team judges the provision of extra-curricular activities to be very good as it was at the time of the previous inspection. Pupils particularly enjoy the chance to compete against other schools in soccer, netball, athletics and cross-country. There are plenty of opportunities for pupils to play musical instruments and to sing. A new art club is proving popular, and pupils and parents now get the chance to learn about advancements in information technology together.
35. The school has established good links with the community. Staff and pupils perform musically for the parish at the twice-yearly masses. The choir visits nearby centres to sing for senior citizens each year. There is a very exciting project involving the school in a local community project to plan a possible community facility. This is having a positive effect on the curriculum and is giving pupils a greater sense of community awareness.
36. There are good links with local schools. The parents and friends of St Anthony's raised a significant amount of money to support the partner secondary school's successful bid for technology status. As a result there are plans to develop the information technology

curriculum in both schools. Pupils are well prepared socially for the transfer to secondary schools through regular contacts and opportunities to visit. As yet, however, there are no formal discussions on how the new literacy and numeracy strategy will be built on after pupils' transfer to secondary school.

37. The school's provision for the pupils' spiritual, moral, social and cultural development is very good. This is an improvement on the judgement of the previous inspection where it was found to be good. The aims of the school have a clear and specific Catholic Christian dimension to this aspect of its work. This is regarded as important by the staff, governors and parents. The head teacher, staff and governors, working with the parents, have created a school community in which standards in learning, in behaviour and in personal development are given equal weight. The very good provision for the pupils' spiritual, moral, social and cultural development and the concern for their personal development has a very positive impact on standards. The pupils display excellent attitudes towards the school. They are enthusiastic about their work. These together with their excellent relationships with one another and with the staff, result in a strong sense of community which encourages and supports good progress in every aspect of the school's life.
38. Pupils' spiritual development is enhanced by the carefully prepared acts of collective worship which include moments for reflection and directed personal prayer. Within the curriculum opportunities are provided for the pupils to reflect upon their experiences and to express them in prose, or verse. For example the older pupils wrote movingly about their memories of the school, and of their feelings when they visited Paris. The development of the circle time sessions is enhancing the already very good provision for personal spiritual development.
39. The well-planned and managed behaviour policy provides the pupils with a very good basis for understanding what makes certain behaviour acceptable and others not. The staff explain carefully how pupils should behave. Discussions on moral issues arise in some subjects, such as environmental issues in geography. These provide a very good basis, as well as those associated with their personal faith, for pupils to understand the difference between right and wrong.
40. The very good provision for the pupils' social education starts very effectively among the younger pupils. The careful development of good relationships provides a very good basis for the pupils' understanding of social responsibility and citizenship. The example of the staff who work in the community, of parents and other helpers, not least the governors, who give up their time to help in the school, provide good models for the pupils to copy.
41. The provision for pupils' cultural development is very good. They are made familiar with British and European culture through music, art, and literature. The school also makes very good use of the opportunities available to celebrate the cultural backgrounds of those pupils drawn from the various ethnic communities represented in the school. Visitors come into the school and the school goes out on visits to cultural activities such as a multi-cultural week. Dancers, musicians and storytellers come into school to share aspects of their culture with the pupils. This has a very good impact on the sensitivity with which the pupils respect the variety of customs, values and beliefs found within the school. This is an aspect of the school which is valued by parents from the wide range of communities represented in it.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The provision made for the support, guidance and welfare of pupils is very good. The quality of the pastoral care enables pupils to have confidence in concentrating on their learning in an orderly community where their welfare is of paramount importance. This has a positive impact on the attainment and progress of the pupils. All parents who responded to the questionnaire and attended the meeting for parents consider that their children enjoy coming to school and this was confirmed in talks with the pupils and parents during the inspection. The tracking of pupils' academic attainment and progress is very good and there are both very good formal and informal procedures for monitoring and supporting pupils' personal development.
43. Very young pupils in the nursery and those under five in reception enjoy their time at school and are very well cared for by staff and parent helpers. There are good systems for monitoring the progress and personal development of the children and this is used well to support the progress and development of the individual child. Staff have consistent and fair strategies for dealing with any disputes that occur between the children and they encourage pupils to share and collaborate in their use of resources. Parents pass on any immediate concerns to members of staff at the beginning and end of the day, often bringing younger siblings to the settling in period each morning.
44. At both key stages, the procedures for monitoring academic progress from day-to-day by class teachers are very good. The strengths and weaknesses of individual pupils are well known by their teachers and this generally provides an effective level of academic and personal support within their class. Procedures for monitoring any poor behaviour are in place and the headteacher records any significant incidents of such behaviour. Early parental involvement is sought in these rare cases. Monitoring of attendance is good; registers are correctly completed and class teachers are responsible for monitoring attendance on a daily basis. The headteacher checks the registers and the weekly attendance levels are collated for each class.
45. The emphasis the school places on the promotion of good behaviour and discipline is evident in the very good behaviour throughout the school. Staff are consistent in their strategies for praising and rewarding achievement in behaviour targets and setting standards for personal expectation and responsibility for their own actions amongst pupils. There is a shared understanding of what constitutes acceptable and unacceptable behaviour, with rewards and recognition, which can be earned for good work and behaviour. Pupils understand their class and school rules and regulate their own behaviour very well. Instances of bullying are very rare and pupils are confident that any such tendencies will be quickly and fairly dealt with. The quality of the excellent relationships between pupils and staff enables frank and sensitive disclosures to be used effectively to promote and maintain harmony in the school.
46. The school promotes the health, safety and well being of its pupils very well. There are effective health and safety procedures and the headteacher and a member of the governing body carry out regular risk assessments. The child protection procedures and policy follow area guidelines and the designated member of staff has received appropriate training. First aid training is up-to-date and there are good procedures for dealing with any accidents or medical conditions. There are regular fire drills, which are logged and equipment is tested weekly. The school is very clean and well maintained. Buildings and grounds are tidy, well fenced and litter free. There are numerous shrubs and trees for shade. All resources are treated with care and respect and pupils are pleased to show visitors the secure environmental pond enclosure and discuss the lifestyle of the many creatures to be found there.

ASSESSMENT

47. Procedures for assessment have improved greatly since the last inspection when this area was a key issue for development. Since then, the headteacher and staff have worked continuously developing efficient and effective procedures. These are now in place and are very good. Since the previous inspection, the school has introduced a baseline assessment of children soon after they enter the reception class in school. The results of these provide teachers with an accurate profile of children's levels of attainment, and teachers use this very well when planning the curriculum for individual children. It also is used to provide good information about children's special educational needs. The nursery has introduced its own assessment procedures that provide a profile of each child, and have been used in planning experiences. These are to be further developed as the nursery becomes more established. Ongoing assessment in the nursery is achieved through the targeting of a group of children on a rotational basis, and in the reception class there is uniformity with the rest of the school which provides the teachers with an accurate profile of children's achievements.
48. With support from the local education authority, a new policy has been produced which reflects the work of the school, and pupils' files show that assessments are regularly carried out for English, mathematics, science, and information and control technology. These records show pupils' achievement against National Curriculum statements of attainment, and can be used to show individual pupils' academic progress as they move through the school. However some records, such as those for information and control technology, do not show the date pupils achieved different levels of attainment. Comprehensive reading records of pupils' performance in annual reading tests are kept, and these work in conjunction with well used reading diaries which show the gains made by pupils.
49. The school has addressed the issue concerning ongoing assessment of pupils' achievements and this is now good. It has achieved this through introducing, into both the medium and short term planning, assessment against the learning objectives for each lesson. These are linked to National Curriculum levels, and teachers evaluate and record which pupils have achieved above the level, and those who have not achieved the level. These procedures provide accurate information that is used when planning subsequent lessons. In the week of the inspection evidence was seen of this in mathematics, science, information technology and English. However, the school has yet to produce a system for some subjects, whereby all this information is collated regularly to show a summary of pupils' attainment.
50. The school has recently appointed a new and enthusiastic assessment co-ordinator, who has introduced a computerised Assessment Manager program to the school. Since training in May, a lot of work has been put into this system, such as recording all the pupils' current assessment information, including the results of end of year assessments for Key Stage 2 pupils. The co-ordinator has begun to explore the possibilities for providing information on pupils' progress over time, and using it to set targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school enjoys a close and very effective relationship with the parents and their involvement has a significant impact on the work of the school and the quality of their

children's learning. Parents' views of the work of the school are excellent. They value the close links that the school engenders and the effects of the aims and ethos on their children. Parents at the pre-inspection meeting were of the general opinion that they were fully involved and well informed in all aspects of the life of the school, they are happy with the school and have no problems. These views are confirmed in discussions with parents during the inspection.

52. Parental involvement in their children's learning and the day-to-day life of the school are very good. In the short time the nursery has been open, very good links with parents have been established. As a result, all parents but one have made an application for their children to be admitted to the school. All parents speak very highly of the school and are very supportive of it. For example, they come into the nursery to help with activities such as listening to reading, supervising the art corner and working with children on the computer. Parents receive regular reports and are aware of the progress their children are making. Those with younger children especially appreciate the examples of work, which are presented to them in a book at the end of the year.
53. All parents help their children with reading at home or assist with projects for topic work. Reading diaries provide a useful channel for communication between home and school for younger pupils and a number of parents regularly assist in the classrooms or on field study trips. The trip to Warwick Castle during the inspection by Year 1 and 2 pupils was a good example of this. The very active parents', teachers' and friends' association organises a number of successful social and fund-raising events during the year. These are very well supported by parents, staff and the local community and significant funds are raised. Resources purchased include a digital camera, laminating machine and photocopier. Funds have also provided improvements to the playground, information technology equipment and individual classroom resources. The support provided by these activities is valued by the school and makes a significant contribution to resources for learning.
54. Information provided for parents on a day-to-day basis is good and class teachers supplement the regular newsletters with information on research projects to be undertaken, or how to help with mathematics and activities to support these studies at home. There are two opportunities for formal consultation during the year and parents are always welcome to talk with class teachers at other times. Parents have an opportunity to view their children's work at an open evening and discuss school reports and progress. The quality of the annual reports on pupils at the end of each academic year is good. Each report is specific to the pupil concerned, gives general indications of attainment and progress, sets areas for improvement and identifies strengths and weaknesses. Communication with parents is good and parents, including those from ethnic minorities, feel well informed and involved in all aspects of the school. The rich diversity of cultures found in the school enriches the pupils' experience of school and this involvement contributes significantly to the pupils' personal development and their growing understanding of citizenship in the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher's very high quality leadership of the school is clearly the embodiment of its published aims and values. The headteacher with the governors and senior staff vigorously promote this vision for the school. It is shared to a considerable degree by those who work in the school, by the parents and by the pupils alike. The previous inspection found serious weaknesses in aspects of the leadership and management of the school. All the points identified have been rigorously addressed; most have been turned into strengths. Now, almost all aspects of the leadership and management of the school

are good or very good and none is less than satisfactory. The degree to which all those concerned with the running of the school share a strong commitment to improving standards is excellent.

56. The school has recently been awarded the prestigious "Investors in People" award as a result of a rigorous scrutiny of its management policies and practices. The policies for the management of the school and the practices established by them are clearly based on the aims and objectives adopted by the school. This coherence of vision and practice promotes high standards in teaching, learning and personal relationships. There is an excellent commitment to improve by all who work at the school.
57. The structure of "Phase (or Key Stage) Meetings" "Senior Management Meetings" and "Staff Meetings" has created an effective means of delegation and consultation so that planning and decision-making is more efficient. Suggestions are received from individual staff members or groups such as developments in personal and social education with circle time or the adoption of a computer program to support the assessment and analysis of pupils' work. They are discussed by the senior managers and governors, incorporated into development planning and when adopted, the quality of the school's work is improved.
58. All subjects of the curriculum and provision for special needs are now effectively coordinated as all staff have an up to date description of their specific duties. There is no overall co-ordination of under fives provision by one person as the nursery and reception class teachers work together to plan and develop this area. Together they provide very good leadership and management and in the short time the nursery has been open, good procedures have been initiated and are continuing to be improved upon. The organisation of the room and in the use of the community are examples of this. The accommodation for the under-fives is very good, as both rooms are adequate for the number of children in each group, and the nursery is newly built. Children have access to safe outdoor play areas and there are plans to enhance the nursery area by providing shelter and interesting activity areas. However, children in the reception do not have the added opportunity to use freely a large outdoor play activity area. Resources are very good in both classes, as there is an abundance of good quality play equipment and books, and both rooms have a computer for children to use in their learning.
59. The governing body has developed its role since the previous inspection. Individual governors are linked to subject areas and members of staff whom they meet from time to time. They are building up a clearer understanding of the quality of teaching and learning in the school. This comes from these contacts and from reports of the extensive monitoring of teaching and learning which is carried out by the headteacher, deputy headteacher and other senior staff. The quality of information about standards and progress of groups and of individual pupils is very good. It provides a good basis for future planning. Challenging, but realistic targets are set for groups of pupils; in the core subjects of English, mathematics and science, in the most recent standard attainment tests, these were all exceeded. Teachers also set targets for pupils to achieve as part of this process.
60. The school supports the development of teachers' skills through a good system of appraisal and support for in-service training. This is incorporated into development planning so that the benefits of such training are made available to the school. They lead to improved standards as well as the professional development of the staff. There is a very effective programme for the induction of new teachers especially for those newly or recently qualified so that they are able to contribute fully as soon as they arrive. The same measure of support is provided for supply staff covering for illness. These measures promote stability in teaching and make for good standards in learning. The school is well

used by the local teacher training institutions and provides an effective programme of supervision for the training of teachers, as well as for other students training for work with children.

61. The school's financial planning is very well managed and supports the educational priorities identified by the school efficiently. The day-to-day running of the finances is managed very well and the headteacher, senior staff and governors maintain an effective overview of current spending. Computers are used well to help with administrative procedures and the school has an electronic mail facility. Those concerned with the school's budget ensure that the best value is obtained when spending valuable resources on staffing, services or equipment. Opportunities to enhance the school's finances are not missed and all specific grants are used effectively for their intended purpose.
62. The staff are all appropriately qualified and there is a good range of experience within the school. Together with the strong ethos of cooperation within the staff, this helps to ensure a high quality of teaching. The support staff are also appropriately qualified and well supported themselves so that their contribution to standards is very good. The contribution of staff involved with pupils with special educational needs is most effective, raising attainment substantially and ensuring equality of opportunity for those in their care.
63. The learning resources and equipment are generally good in quality and sufficiency meeting the needs of the curriculum well. There are some areas, such as music and design and technology, where the range is satisfactory, and others such as science, information technology and physical education where the resources are very good. The teaching resources are readily available for the staff to use, and the provision for storage in the school is good.
64. The school buildings are well maintained and the quality of caretaking and cleanliness is very good. The teaching areas are well provided with appropriate equipment. The provision for pupils under five in both the nursery and in the reception class is very good. Outside the grounds are spacious and very well set out with shaded areas, places in which the younger children can explore and an interesting environmental area. There are seats and spaces that encourage the children to talk quietly together as well as plenty of space for more boisterous play.
65. Overall the school is a very well led and managed community for learning for children. In the light of the high standards, the very high quality of teaching, pupils' very good behaviour and their excellent attitudes to learning, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major areas of weakness for the school to address in an action plan.

The following less important weaknesses, not included as issues for action, should be considered by the school :

the standard of pupils' joined handwriting should be improved, particularly in Years 1, 2 and 3 ; (Paragraphs 6,19. 90,103,123)

access to the library needs to be planned more effectively in order to broaden pupils' research skills and increase their responsibility for their own learning; (Paragraphs 6,12, 86)

there needs to be more consistency in the teaching of personal, social and health education throughout the school. (Paragraphs 14, 33, 57)

The school has already identified all of these aspects for improvement in its current management plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8.1	27.4	50	12.9	1.6	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)	26	229
Number of full-time pupils eligible for free school meals	-	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	80

English as an additional language	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	3.5
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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	1999	21	13	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	17	20
	Girls	13	13	13
	Total	32	30	33
Percentage of pupils at NC level 2 or above	School	94 (78)	88 (90)	97 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	20	18
	Girls	13	13	11
	Total	29	33	29
Percentage of pupils at NC level 2 or above	School	85 (88)	97 (87)	85 (83)
	National	82 (81)	86 (85)	87 (86)

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	1999	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	13	10	10
	Total	26	24	25
Percentage of pupils at NC level 4 or above	School	81 (76)	75 (67)	78 (76)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	13	10	11
	Total	24	24	26
Percentage of pupils at NC level 4 or above	School	75 (79)	75 (76)	81 (79)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	2
Black – other	2
Indian	38
Pakistani	0
Bangladeshi	0
Chinese	1
White	147
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)	12.1
Number of pupils per qualified teacher	18.9
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	76.42

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	57.18

Number of pupils per FTE adult	8.6
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	399720
Total expenditure	394277
Expenditure per pupil	1657
Balance brought forward from previous year	7778
Balance carried forward to next year	7221

Results of the survey of parents and carers

Questionnaire return rate

42.0 %

Number of questionnaires sent out

205

Number of questionnaires returned

86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	64	35	1	0	0
My child gets the right amount of work to do at home.	51	44	3	0	1
The teaching is good.	80	19	0	0	1
I am kept well informed about how my child is getting on.	70	26	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	67	30	2	0	0
The school is well led and managed.	71	24	2	0	2
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	45	35	9	0	10

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

70. The nursery has been open for less than a year and provides part-time provision for 26 children under statutory school age. They attend for five mornings a week and during the next year all but one child will transfer into the reception class. Two children do not speak English. The children in this year's reception class did not attend the school's nursery and many have not had any pre-school provision. The nursery is proving very popular and there is a waiting list of 6 children who do not have a place.
71. Children under five were attending school in the nursery and reception class at the time of the inspection and the provision for these children is very good. The younger ones are taught in the nursery and next year will be the first year that they will move on into the reception class. This is due to the recently enhanced provision of a nursery in new accommodation. An experienced and enthusiastic teacher is in charge of the nursery provision and in the six months since it opened, its reputation has grown. It is now full for the next academic year, with a waiting list in operation.
72. The children in the current reception year have not benefited from this pre-school provision. Assessment of their attainment on entry shows that at the beginning of the academic year over 60 per cent were attaining below the levels expected nationally in all areas of learning. In addition, 20 per cent have special educational needs, and approximately an additional 15 per cent have English as an additional language. By the time they leave the reception class the majority of children have made good progress and are achieving the nationally agreed desirable learning outcomes. The children currently in the nursery do not have the range of difficulties and in the short time they have been in school have also made good progress. Children who have English as an additional language, or who do not speak English make very good progress due to the amount of individual support that they receive.

LANGUAGE AND LITERACY

73. Children make good progress in language and literacy. They are gaining a good understanding of books and show enjoyment in using them. The higher attaining children, of whom the majority has reached five, read fluently from a book which is part of the reading scheme. They read with expression, know the roles of an author and an illustrator, and predict what might happen. The highest attaining children identify the meaning of different punctuation marks, such as speech marks and commas. In literacy sessions children recognise rhyming words, such as, 'me' and 'sea' , and 'toes' and nose', and can match these words when presented with them in the written form. Lower attaining or younger children also enjoy looking at books, remember a number of words or initial sounds, and point out several letters of the alphabet. They use pictures when making a guess at words.
74. Children listen very well to adults, who give them clear instructions. They communicate well, use complete sentences, and particularly enjoy role-play, for example, when pretending to be pirates looking for treasure. This is an improved area from the last inspection. They sing songs about 'holidays', to help them remember words and their meanings. Children can choose and match colours and name and identify at least ten. They play in the sand in a structured way, learning the names of equipment such as, magnet and sieve. In writing, higher attaining children write their names independently and

some, when writing postcards, write short phrases, such as, 'With love from.....' Lower attaining or younger children work on a variety of pre-writing exercises, including matching and line making following pathways, and present their thoughts through drawings, such as, when 'writing' an account of their holidays.

MATHEMATICAL DEVELOPMENT

75. Children are making satisfactory progress in early mathematical understanding and the use of numbers. Younger children show enthusiasm for joining in counting activities, such as, songs and rhymes, which help them to practise counting up to ten. Higher attaining children count up to 20, match amounts between one and 10 to numbers, and there are a few children who can add and subtract amounts between one and five. All children are developing an understanding of the passage of time and anticipate lunch, break times, and changes in activities. Higher attainers know that zero means "there is nothing left", and can name and match basic shapes such as triangle and square.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

76. Children make good progress in this area. Higher attaining or older pupils design and construct boats from a variety of materials. They are recognisable as boats and they talk about why they have chosen certain materials. For example, they give reasons why they have chosen plastic containers instead of cardboard, and understand that plastic will float. With help they test their boats, and make predictions about whether it will sink or float. Some children are able to draw conclusions about the results of their testing, such as: "It sank because there was too much inside it and it was too heavy." Pupils' fine motor skills are developing well and the majority use scissors well and cut out neatly and accurately. They work independently and in groups with construction equipment and the finished models represent boats. Through their topic of travel, they are making gains in their geographical understanding of going on holiday to different places, and in their historical knowledge of sea-faring people, such as pirates. Younger children are also following the same topic, and through this they pack suitcases to go on holidays, explore sand with magnets to find buried treasure, and uses a variety of construction toys to build models. All children make gains in their ability and understanding of using information and control technology. They are able to use a keyboard to write words. They understand basic keyboard functions, such as backspace and space bar. When using the mouse control, they do so with a great deal of accuracy and can select different tools for drawing and painting. Older children or higher attainers can select shapes, such as triangles and circles and are able to write their names in the middle.

CREATIVE DEVELOPMENT

77. Children make satisfactory progress in creative development. Children's work shows that they create patterns using coloured paints, card and materials. They mix colours when using paint and produce some creative designs and drawing using information and control technology. Younger children, in the short time they have been in the nursery have learnt the words to songs, which they are eager to practise and perform for parents. They sing at different tempos, create movements to match the song, and clap in time to the rhythm. Older children use simple untuned instruments to create sounds, such as to depict a storm at sea. They sing and perform in front of the whole school and parents.

PHYSICAL DEVELOPMENT

78. Children make satisfactory progress in physical development. Younger children use and share large sit-on toys well to develop their spatial awareness and social skills. Older

children jump, move and stretch when warming up for a lesson. Children show confidence when they move around the room and they increase their body control effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

79. Children make very good progress in this area of the curriculum. Their behaviour and attitudes towards work and school are very good. This is because there is a very positive learning environment throughout the school, and the ethos, which permeates the rest of the school, is adopted in the two classes for under fives. Children understand the school routines very well and are used to listening and carrying out instructions. For example, they clear up after themselves at the end lessons. They learn to take turns, for example, when drinks are given out at break times. They enjoy each other's success and clap to show their appreciation. Children are kind and polite to each other and they give help when they see it is needed, for example, when using the computer, and in the assemblies. They understand that they have to line up and leave the classroom in an orderly way. Children show gains in confidence when taking part in the "Open Door" sessions and this provides very good opportunities for the children to develop social skills. They take part in role-play, "making tea" and "going to the travel agent and booking a holiday". Relationships between adults and children are excellent.
80. The quality of teaching for children under five is good overall, with some very good teaching. The teacher and assistants work as a very close team, and all know the children well. The curriculum is well organised, planned, recorded and assessed, and this has a positive impact on achievement and all specific individual needs, such as language needs are addressed. The activities are stimulating to the pupils' imagination, and because of this, all children participate in lessons and enjoy them. The teachers have very good management skills, they check children who stray off task straightaway and consequently children's attitudes and behaviour are very good.

ENGLISH

81. In 1999, the proportion of pupils reaching level 2 in reading was well above the national average. In writing, pupils' results reflected the average. At the higher level 3, the proportion was well below in reading but above the national average in writing. This resulted in the average points score being below similar schools in reading but comparable in writing. The trend in reading shows a steady increase since 1996 with 1997 results being unusually high whereas in writing, results have shown more consistent improvement.
82. English results at the end of Key Stage 2 showed the proportion reaching the expected level 4 was above the national average; at the higher level 5, the proportion was close to the national figure. The average points score was in line with results in similar schools. After a dip in 1997 the school has recorded steady improvement since 1996.
83. Standards in English at the end of both key stages are currently above national expectations. Most pupils enter the school with below average attainment recorded in baseline assessments but they make good progress by the end of Key Stage 1. A significant minority make very good progress by the end of Key Stage 2. Pupils with special educational needs are particularly well taught with the result that they achieve very well in both key stages. Their individual education plans are clear and teachers help pupils to build up their skills in reading and writing by giving them carefully prepared work. The

same is true of the large numbers of pupils from ethnic minority backgrounds. They too make very good progress. Their achievements are recorded meticulously and the work set for them is appropriately challenging.

84. There are many strengths in speaking and listening at both key stages. Even young pupils are able to articulate with clarity. They can recount events from stories in sequence and describe their own news in lively fashion. Higher attaining pupils explain terms such as non-fiction - *"When it has really happened."* *"Books tell us something we need to know."* The brisk pace created by teachers in several classes resulted in pupils taking an animated part in discussions, for example showing their knowledge of dinosaurs. One boy explained the meaning of extinct as *"When all their sort has died away."* Other pupils knew the meaning of carnivorous, herbivorous and omnivorous.
85. In Key Stage 2, pupils develop an even more sophisticated vocabulary and are confident speakers. The good control exercised by teachers allows all pupils to participate fully and they enjoy the security this provides. They are prepared to take risks in their learning. They speculate about difficult poems during the literacy hour and with the right prompting can describe quite complex imagery and discuss dialect. Pupils with special educational needs are supported well by classroom assistants and they too show good achievements in their speaking and listening. Pupils who speak English as an additional language are often indistinguishable from others in the class because their diction is very clear.
86. Standards in reading are good. Most pupils learn to read at an early age and try hard to read with expression. They can talk about books and authors in Years 1 and 2, and in the older classes they are fluent in describing their favourite authors. The decent supply of books in school is supplemented by borrowing from the local library service. Good records are kept to track pupil progress especially in Key Stage 1. Pupils learn to research using information technology, dictionaries and other books of reference. Sometimes they are given work to look up at home. They do not use the library often enough for independent project work however.
87. Attainment in writing is good throughout the school. In Key Stage 1, there are some higher attaining pupils who can skilfully embellish their work with subtle touches, using ideas from literature and making them their own. *"He was a six-dinners-a day cat."* Pupils learn to use accurate punctuation and their spelling is as expected. There is a minor weakness in that not many pupils use a cursive style of handwriting despite constant prompting from teachers. In Key Stage 2 pupils continue to write well in a variety of genres. There are some good examples of personal autobiographies, sensitively written, and very lively narratives with superb openings: *"I hated her... but no, I'm getting ahead of myself..."* Pupils in both key stages make some grammatical errors such as *"slided"* for *"slid"* but overall pupils learn to become skilful writers. Teachers' marking helps pupils to improve and they set more demanding work for higher attaining pupils.
88. Literacy skills are supported by good teaching across the curriculum. In art, pupils are encouraged to use correct technical terms such as texture, shade and form in Year 2. In Year 4 geography lessons, letter writing is reinforced when pupils are asked to write to real people setting out their own ideas for environmental projects. In science in Year 3, and in design and technology in Year 5, pupils are given writing frames to help them to write up their experiments and design briefs.

89. Pupils like English. There is often a bubbly excitement in lessons. This occasionally leads to some pupils forgetting to listen but all teachers are unobtrusively firm yet fair. Pupils like the atmosphere created in the literacy sessions. Most classrooms are like a hive of activity with teachers and pupils working up to the bell, and sometimes beyond.
90. The quality of teaching is good with around half the teaching seen during the inspection being very good. Lessons have pace and energy. Teachers are confident in their subject and they use assessment well to ensure work is relevant and pupils make good progress. Teachers relate well to other adults in the room and they plan well together. This adds to the progress of pupils with special educational needs and to pupils whose home language may not be English. Since the previous inspection there have been improvements in writing which is now more consistently good. However, handwriting still has some shortcomings as younger pupils print rather than use a fluent joined style. Reading shows less variation in standards in the middle years than reported before. Pupils have good research skills but they should use the library to plan projects more on their own.
91. The English curriculum is well planned and there is good leadership, monitoring and guidance for teachers. The good quality of the teaching has made a significant contribution to the big improvement since the previous inspection.

MATHEMATICS

92. Standards in mathematics throughout the school have improved markedly since the previous inspection. The teaching of mathematics is very good overall, it is well planned and managed and as a result the pupils make good progress in all aspects of the subject.
93. Many of the pupils enter the school with levels of mathematical understanding that are below the average for their age. They make good progress through the nursery and in the year before they are five. The good quality of teaching brings them up to a standard of mathematical knowledge, understanding and skill during their reception year that enables them to profit well from the move onto National Curriculum mathematics.
94. At the end of Key Stage 1 in the current year all the pupils achieved the expected level 2, or better, in the National Curriculum tests in mathematics. Four out of ten achieved the higher level 3. In each case this is significantly higher than the targets that the school has set itself. The results in the 1999 tests showed the school doing about as well as all schools nationally, and the same when compared with similar schools. The results for 2000 have not yet been compared with national figures, but represent, at least, a noteworthy improvement. All the pupils have a good grasp of numbers up to 100. They count forward or back in ones or tens, writing them and putting them in order. The higher attainers can handle numbers to 1000, for example about half the class can write and name the number 1040. They understand the relationship between addition and subtraction and between halving and doubling as they build up their recognition of mathematical patterns. Almost all know by heart the simpler multiplication tables of two and ten and five, with the higher attainers tackling harder ones with success. They use the correct mathematical names for simple two and three-dimensional shapes, they sort them into groups and recognise their significant features. The pupils use mathematics in other subjects and to solve problems in everyday life such as discovering whether there is a relationship between their height and the size of their feet. They sort and categorise the

information and present it in ways that are easy to understand. They use simple information technology programs to display their findings.

95. At the end of Key Stage 2 in the current year, more than nine out of ten (93%) achieved the expected level 4 for pupils aged 11 with about a quarter of the pupils achieving the higher level 5. In each case this was above the target set and very much better than had been achieved in the National Curriculum tests in 1999. The comparison with all schools nationally and with similar schools in 1999 showed the school as below average. This situation has been turned around and though the current scores have not yet been compared nationally the school's performance must at least be better than average. A significant feature of mathematics in the school is the way pupils use mathematics in a variety of everyday situations. One class worked out purchases in Italian Lira and German Deutschmarks using the exchange rates taken from the Internet. Another class calculated the populations of Leamington and Rotorua in New Zealand over the past 100 years in geography. Pupils round figures up and down to the nearest ten or hundred and use this in their computations. They recognise the relationship between simple fractions and decimals. They use their knowledge of multiplication tables, including the 7 and 8 times tables, to multiply and divide mentally. They make reasonable choices between different methods of making calculations, finding short cuts and simple methods for themselves and testing them for accuracy. In making and using graphs they discover significant features, such as that a difference in scale will affect the steepness of a diagonal line graph, and offer sensible reasons for it. By the time the pupils reach Year 6 they think like mathematicians as a result of the challenges to think for themselves that they receive throughout the school.
96. During both key stages, pupils of all levels of ability make good progress. This includes the pupils with special educational needs and those for whom English as an additional language. The carefully produced individual education plans and the high quality of support of which these pupils make good use ensure this. The higher attaining pupils are generally challenged to think harder and are given more difficult problems to solve, or urged to find new and better ways of doing the work set. The extra attention paid in recent years by the staff on developing the pupils' understanding of the use of mathematics has been successful. The wide range of work undertaken in the mathematics week, together with the successful linking of mathematics to information technology and other subjects are good examples of this. The school has successfully adopted the National Numeracy Strategy and this has had a positive impact on both the teaching and learning of mathematics throughout the school and is a factor in the improvement in standards.
97. The quality of the pupils' learning is very good in both key stages and good in the early years of schooling. Throughout the school the pupils' attitude to mathematics is very positive. They work hard and in many classes are reluctant to stop when the lesson is over. This keenness is found in both key stages. They work well together and share equipment generously. Pupils in both key stages are encouraged to take an interest in their own learning. The teachers share the purpose of each lesson with the pupils, and the quality of relationships within the school is such that the pupils contribute their own suggestions about the work planned.
98. Nearly two thirds of the teaching seen in mathematics, mainly in Key Stage 2, was very good, a third good and none was less than satisfactory. The teachers display a good level of knowledge and understanding of the subject and especially of how primary school pupils learn. Their planning is good, and in some cases very good where they adapt the overall structure of the numeracy sessions to meet the specific needs of their pupils. The teachers in all classes have high expectations of their pupils and the pupils, because of the relationships of trust and friendship between staff and pupils, live up to these

expectations and succeed well. The teachers share their expertise generously with one another so that they use a wide range of effective teaching methods and ways of managing classes and pupils to achieve the high standards in the subject. Lessons generally go ahead at a good pace, only in those very few instances where the planning is less secure and the management of pupils less sure does the pace slacken and the quality and quantity of pupils' work suffer. The teachers and support staff work together very well and all the pupils benefit from this co-operation, especially those with special needs. The resources available for mathematics are good in quality and sufficient in quantity to meet the needs of the curriculum. They are used very effectively to support the good standards achieved in the subject. Good use is made of information technology in mathematics, particularly in data handling and the display of mathematical findings among the older pupils and for the development of mathematical understanding with the younger ones. Work in mathematics, such as revising tables or finding out more about work started in class, is set for homework and the levels of parental co-operation are good.

99. The subject is very well managed in the school, the planning is well done with teachers in each key stage supporting one another and pooling good ideas. The senior staff carefully monitor the quality of teaching and learning. The results of the regular testing of mathematics are carefully analysed to improve the quality of future planning. The governing body maintains and develops its understanding of the subject in the school through the named governor who liaises with the co-ordinator for mathematics. As a result of all this effort the standards in mathematics have improved greatly and the levels of pupils' enjoyment of, and fascination with, the subject have developed very well.

SCIENCE

100. In the previous report, attainment by the end of Key Stage 1 was reported to be in line with the national average, and at Key Stage 2, it was above the nationally expected standard. Raising standards in science, English and mathematics has always been a priority for the school and all staff are fully committed to this. In the 1999 national tests for seven year olds, the results of teacher assessments in science show that 87 per cent achieved Level 2 or above which was below the national average. However, 24 per cent achieved Level 3 which was above average. In the unpublished results for this year which have not been compared nationally, the figures are 97 per cent and 32 per cent respectively which is a significant improvement. These figures suggest that pupils' performance will be well above average. This reflects the trend of continuous improvement each year since 1997.
101. In the 1999 test results for 11 year olds, the proportion achieving Level 4 or above was below the national average but the number achieving Level 5 was close to the national average. When the results are compared to those for pupils in similar schools, pupils' performance was below average. In this year's tests, however, 100 per cent of pupils have achieved the expected standard with one third achieving at the higher Level 5, suggesting that pupils' performance will also be well above average. The trend over the past three years for pupils' performance in the national tests for 11 year olds has also been one of continuous improvement.
102. Inspection evidence indicates that by the end of both key stages, standards are well above the national average with all pupils making very good progress. This represents a significant improvement in standards since the previous inspection. Pupils with special educational needs and those for whom English is an additional language do particularly well mainly because of the very good quality of teaching and the support they receive from special needs staff and classroom assistants. The work of teachers responsible for

teaching English to pupils is particularly effective and enables pupils to gain appropriate linguistic skills quickly.

103. A detailed scrutiny of pupils' completed work suggests that achievement throughout the school is very good, with pupils in the Year 5 and 6 classes doing particularly well and attaining standards which are well above average. This is mainly because of the level of expertise and enthusiasm for the subject shown by the part-time specialist science teacher, who is also the co-ordinator for science. The school uses her expertise extremely effectively by creating a team teaching situation, with class teachers delivering the science lesson but supported by the co-ordinator. Many opportunities are given for pupils to investigate and carry out experiments for themselves and as a result their interest, concentration and level of independence are all excellent. For example, in Year 6, pupils set up an experiment to measure the effect of different soils on plant growth. All pupils were encouraged to predict the outcome and knew the need for a 'control' set of plants. Pupils showed very good progress in their knowledge, using Ph meters to test the acidity of the different growing materials and recording the findings of their experiment on computers. In the mixed age Year 4 and 5 class, pupils use magnifying lenses and microscopes to examine carefully the different types of seeds. They successfully sort seeds into groups deciding if they are dispersed by the wind, water or animals. All recognise and name petals, stamen, carpel, stigma and ovaries competently. Pupils' knowledge of the reproduction of plants is very good, with most able to define the difference between pollination and fertilisation. The knowledge, skills and understanding of pupils in Year 2 are generally well above the level expected as they match different creatures to their most suitable environment and use the Internet to research facts about mini-beasts such as snails or butterflies. By the end of Key Stage 1, pupils confidently name the external parts of the body, classify materials by their properties and can describe the best growing conditions for plants or seeds. All know about a healthy diet and have a secure knowledge about electrical circuits and 'push or pull' forces. Pupils complete worksheets neatly to record their findings, but few use a fluent joined style of handwriting, preferring to print.
104. The quality of teaching seen in lessons at Key Stage 2 during the inspection was very good. Taking into account teachers' planning and the quality of work produced throughout both key stages, the quality of teaching overall in science at both key stages is very good. Pupils' rate of progress is helped by teachers' high expectations and the good pace of lessons. Worksheets, produced to support pupils' learning in lessons, are effective with a good balance between those copied from commercial schemes and those created by class teachers. Pupils approach their tasks conscientiously and try their best to keep within the time targets set by class teachers. All pupils, including those with special educational needs, enjoy the challenges set, particularly in practical sessions and respond extremely well. For example, in the Year 4 and 5 class, all pupils concentrated well on the task of cutting different fruit open to examine their seeds. Their co-operation with each other and their behaviour was very good. Teachers' expertise in science is evident from their detailed lesson plans, which clearly set out what pupils are to learn by the end of each lesson. A strong emphasis is placed on learning scientific skills and how experiments should be carried out. Work completed by pupils on solids, liquids and gases, separating mixtures of materials, electrical circuits, insulation and conductivity show a good attention to detail when recording results following a practical approach to their learning. Pupils' command of English is above average and this is further enhanced by teachers' insistence on using the correct terminology at all times. When studying the internal organs and functions of the human body, for example, pupils know the names of the different bones on a skeleton, how blood moves in veins and arteries and the components of the human heart.

105. The school's guidelines for the effective teaching of the science curriculum are very good, enabling all pupils to develop their skills, knowledge and understanding at an appropriate level and pace. Very good links are made with other subjects. This was seen in the Year 6 lesson when pupils recorded their findings on plant growth in writing, measured accurately and used computers to create graphs of their results. There was also a good link made with their studies in geography as the seedlings they grew were the main crops of Baricho, a village in Kenya which they were studying. Pupils' scientific knowledge is also used to good effect in other subjects such as geography when pupils study climate and its effects building materials or the clothes people wear. Teachers very carefully and regularly assess pupils' progress and use the results very effectively to ensure all pupils, including those with special educational needs, are given work which is sufficiently challenging, but within their capability. By successfully developing a detailed teaching programme and procedure for assessment, the school has responded very well to the key issues in the previous report.
106. Science, like English and mathematics, has been a priority for development since the previous inspection and the knowledgeable co-ordinator provides good leadership. All teachers are supported extremely well and there is an excellent commitment to raise standards further. The headteacher and co-ordinator regularly monitor teachers' planning and offer advice on how to improve any perceived weaknesses. Statutory requirements in respect of the science curriculum are fully met. Teachers use computers well to support learning. In the Year 5 and 6 class for example, pupils create and use spread sheets to produce graphs from data collected as a result of investigations into the growth of their seedlings. Resources, described as appropriate in the previous inspection, are now very good, enabling pupils to carry out investigative work independently. The curriculum is enhanced by trips to places of interest, such as the seashore to study the habitat of different animals, and good use is made of the school grounds to enhance environmental science. A pond and conservation area within the grounds has been developed well and provides a valuable added resource.

ART

107. The previous inspection reported standards in art which were in line with the national average expected of pupils aged seven and 11. It noted that progress was hindered by the lack of a scheme of work. The school has now developed an effective scheme of work which supports good quality teaching. Currently standards in art at the end of both key stages are higher than that generally expected.
108. Children under five years of age make good progress in creative activities and are ready for the National Curriculum during their year in the reception class. They develop useful skills for expressing their ideas in line, colour and texture.
109. By the end of Key Stage 1 most of the pupils have good observational skills which they can develop on paper using a variety of methods and media, such as water colour, oil pastels, pencil and collage using paper and textiles. They make sensitive pictures in response to the stimulus of music and descriptive language. The pupils know about a number of important painters, such as Matisse and Kandinsky and produce pictures following their various styles imaginatively. The pupils use a wide and accurate vocabulary when talking about art. They invent new descriptive names for colours developing an understanding of the feelings that colours can produce. They carefully weave patterns, in a variety of wool, derived from other cultures and enjoy making large mural pictures to

illustrate themes for ecclesiastical seasons to decorate the hall and classrooms. The quality of work in art is generally higher than that expected of pupils aged seven.

110. By the end of Key Stage 2 pupils have deepened their understanding of the work of significant artists. For example they discuss Van Gogh's style and techniques and make their own pictures based on what they have learned. The quality of work they produce is higher than that generally expected of pupils of 11. They use their skills in art competently to support work in other subjects. In English, for example, they illustrate stories and accounts of visits to places like Paris. They draw diagrams in design technology with an assured line. The older pupils are articulate when discussing their own creations and the use of particular techniques in art. Pupils make good use of information technology in art as they create pictures using 'Splosh' software and they confidently refer to CD-ROM encyclopaedias for information about artists. They are encouraged to think like artists and to develop their own skills.
111. Pupils make good progress throughout the school. They develop both the language of art, communicating their ideas in the imaginative use of shape and line and colour, and language about art, developing an extensive vocabulary to describe colours and shapes and the feelings they engender. They are made familiar with arts from other cultures as a result of visits from members of other cultural groups and from the displays of colourful artefacts, such as those for a Hindu wedding. Work on Africa, and links with schools in that continent have provided a good stimulus for work on African designs. Art contributes significantly to the very good provision for the pupils' spiritual and cultural development.
112. Those pupils with special educational needs also make good progress in this subject and the levels of attainment which they achieve are in line with national expectations. Pupils with higher levels of attainment are effectively encouraged to produce work of an even higher standard. Some of the pupils' sketchbooks demonstrate good levels of imagination and technical skill, with a willingness to experiment with different media. Pupils are encouraged to be self-critical and to listen to the observations of others. The very good quality of relationships within the school ensures that the discussion of each others' work is charitable and kindly as well as being useful.
113. Almost all the teaching of art seen was good and none less than satisfactory. The teachers in both key stages demonstrate a good level of understanding of the subject, and of how it is learned, in their effective planning of art. They have high expectations of the pupils and their good teaching methods and effective, but unobtrusive, control of their classes enable the pupils to achieve well. Teachers make good use of support staff, especially to provide for those pupils who need extra help. The lessons are occasions of lively creative activity where there is a good balance between freedom and control, so that the pupils are able to work well and enjoy what they are doing. The style of teaching successfully encourages co-operation between pupils, and they are aware of the objectives for the lessons. The range of work provided over the year covers the expectations of the National Curriculum including some three-dimensional work.
114. The subject is well resourced and its management is sound. This together with the good quality of teaching supports a good quality of learning and ensures that the pupils make good progress in the subject throughout the school.

DESIGN AND TECHNOLOGY

115. Satisfactory improvement has been made in this subject since the previous inspection when the standards attained were below the national average and progress made at both

key stages was unsatisfactory. Pupils' attainment at the end of both key stages is now in line with that expected of pupils of a similar age, and they make satisfactory progress. Pupils with special educational needs, and those with English as an additional language make good progress due the school's very good support for these pupils.

116. By the end of Key Stage 1, pupils design and make a range of three dimensional models and mobiles, using wood, paper, card and plastic. They choose the appropriate joining techniques, such as using glue, split pins or tape. Their finished designs have strong links with science and geography, and are concerned with the patterns, fruits and animals of Africa, and the mini-beasts they have found in science investigations. They design, choose materials, adapt and improve their original ideas, and are prepared to test and evaluate their work.
117. At Key Stage 2, younger pupils investigate different designs for sunhats. They produce individual designs based on their findings. They begin the evaluation process well before the articles are finished and thereby are seen to make improvements. In this class pupils use information and communication technology to write evaluations of their design. By the end of Key Stage 2, pupils when making a torch, gather information from a multi-media program on the computer and compare different designs. They recall their understanding of circuits and switches and using this knowledge construct a new design. They select materials and containers from a range, which match their designs and begin to assemble them. Work in pupils' files that they are very able to follow the design, make, evaluate and improve process in all aspects of the subject, including food and textiles. However, the work in textiles completed by the current Year 6 pupils during the week of the inspection did not utilise their skills and knowledge, and therefore extend their achievements.
118. The quality of teaching and learning in both key stages is good and this is an improvement from the previous inspection. In the week of the inspection there were some examples of very good teaching, but also one unsatisfactory lesson at Key Stage 1. In this lesson the quality of learning was unsatisfactory for the majority of pupils who, due to the organisation of the activities, were left to complete the activities independently while the teacher supervised one group who were cutting up fruit. Consequently, many pupils did not complete the tasks planned for them. All teachers teach design and technology, and part time teachers teach some classes in both key stages. Although none of the teachers have a specific qualification in the subject, most have developed a good level of expertise to teach the subject. For example, all understand and create opportunities for pupils to design, make, test and improve their designs. All are well supported by the co-ordinator. Planning is very good, with clear objectives for each lesson which form the basis for ongoing assessment, and these are well linked to National Curriculum programmes of study. Teachers' expectations of pupils' ability to design and improve is high in most classes, but is not as high in Year 6 as it is in Years 4 and 5. As a consequence, pupils do not use their previously acquired skills as much as they could and thus reach higher levels. In the good lessons at Key Stage 1, pupils are given time limits to complete tasks and this has a positive impact on pupils' motivation and concentration. Attitudes to the lessons are overall good, and very good at Key Stage 2 where pupils are set problems to solve and are expected to feedback to the rest of the class.
119. The curriculum at both key stages is broad and balanced, and has improved considerably since the last inspection, when there was no scheme of work or assessment and impacted on the standards that pupils achieved especially at Key Stage 2. Although the school manages to cover all aspects of the curriculum, the lack of good food technology resources and suitable accommodation limits the pupils, and much of the curriculum in this area involves food that does not have to be cooked. A new policy and scheme of work has been put in place since the last inspection. It reflects the programmes of study of the

National Curriculum, and all pupils are taught the subject for the appropriate amount of time. Teachers integrate the topic focus well into the subject by using it to design and construct three-dimensional models, such as, masks and replicas of Tudor houses. In the better lessons, there are good links between science and design and technology, for instance, in Year 5 pupils use their knowledge of circuits, switches and light to design a functional torch. They are expected to disassemble, identify components, and construct one from a design and say how it could be improved. Information technology is used very well in most lessons, but mainly for research and not to generate designs. However, the school has plans as part of its development in information and control technology during next year to link to the design department of a local secondary. Pupils' achievements and levels of attainment are assessed and reported to parents in the school's annual reports. Ongoing assessment takes place as it is part of the lessons planning and evaluation, but this information is not collated at the end of each term and thus provide an ongoing record.

120. The co-ordinator is also the co-ordinator for art and therefore there is some overlap between the subjects. However, the two subjects are planned for and managed as two separate subjects and this has a positive impact on the quality of the work pupils produce. There has considerable improvement since the last inspection in the co-ordination of this subject, with a clear vision of how the subject should be developed. Much of this has been achieved through hard work on behalf of the staff, with careful review and planning for improvement. Leadership is very good and the teaching and standards achieved are monitored by the co-ordinator who has been released from timetable commitments to carry this out. Evidence in files shows that this has had identified strengths and weaknesses and reported to governors. All teaching takes place in classrooms, which is appropriate but sometimes limits the type of projects undertaken, for example, there is no space available to carry out collaborative work. The resources for teaching the curriculum are good, and appropriate for the present range of activities planned in the curriculum.

GEOGRAPHY

121. At the time of the previous inspection standards were reported to be in line with the national average at the end of both key stages. The recent relaxing of National Curriculum requirements for some subjects to allow for the implementation of the national literacy and numeracy hours has meant that there has been a low emphasis in most schools on the teaching of geography over the past two years. However, at St Anthony's, geography is taught well and teachers have high expectations of all pupils. As a result, there has been a good improvement in standards since the previous inspection. By the end of Key Stage 1, standards are in line with those expected for pupils of this age and by the end of Key Stage 2, they are better than those normally seen. The judgement for Key Stage 2 was helped by the greater volume of work completed by pupils in the junior classes. In addition, aspects of geography are often included in other lessons, helping to reinforce pupils' learning. In a Year 6 science lesson, for example, pupils investigated the best growing conditions for maize, beans and wheat as these were the main crops grown in Baricho. Comparisons with this town in Kenya and Leamington are the focus of pupils' studies in geography this term.
122. Throughout the school, pupils acquire a satisfactory knowledge and understanding of a range of places. They can compare their own environment with contrasting localities in the United Kingdom and the wider world. For example, in their study of Baricho in Kenya, Year 2 pupils wrote a diary of daily events for children living in that area. They showed a good understanding of their lifestyle and an appreciation of the effects of the hotter climate. All confidently used correct geographical terms and remember words such as Shamba meaning a family compound. By the end of the key stage all, including those with special educational needs and pupils for whom English is an additional language are able to

describe features of their local area, draw plans of a room, and recognise land use from a map. Good links are made with other subjects. In mathematics and science, for example, pupils conduct traffic surveys or evaluate the most suitable materials for building houses to keep out the rain or retain heat.

123. Pupils throughout the school have a very good attitude towards their work. In the junior classes, all work conscientiously and the standard of the work they produce is better than that normally seen as a result. Pupils in Year 3 ably describe the climate in different areas of the world and readily locate areas of tropical rainforest on a world map. In Year 4, pupils know why and how places change. In the lesson about changes over time in the local community, the class teacher was supported extremely well by the Sydenham Project Manager. A strong feature of this particular lesson was the links with other subjects. Pupils recorded information, worked out the percentage of unemployed people and considered the needs of the growing Asian community. When studying Llandudno as a contrasting area to their own, Year 5 pupils use maps well to identify land use. They describe in detail the similarities and differences with Leamington. In the class with Year 4 and 5 pupils, Leamington is compared very well with Rotorua in New Zealand as that city is the home of the temporary class teacher. Pupils benefit greatly from quality of information the teacher is able to provide and the effective links with other subjects. Pupils used their knowledge of mathematics, for example, to compare prices of goods in New Zealand dollars and pounds sterling and to work out the difference in population at various points since 1831. By the end of the key stage, all pupils competently use maps, locate features by using 6 figure grid references and compare lifestyles in Kenya with those in England. Good progress is made in the junior classes mainly because of the amount of written work that pupils produce. The content of this is good, but few pupils in Years 3 and 4 record their work in a joined style of handwriting. Pupils use maps and an atlas confidently to locate the places that they are studying. Good use is made of computers with pupils often using CD-ROM programs and the Internet to assist them in their work.
124. The quality of teaching is good and this represents an improvement since the previous inspection. Lessons are made more interesting with a good range of resources, suitable worksheets and the effective use of computers. As a result, pupils have very positive attitudes to learning geography. This includes pupils with special educational needs and those for whom English is an additional language. All achieve standards appropriate to their level of ability. This is because the worksheets prepared for lessons are of a good quality and they are closely matched to individual pupils' capabilities. This was not the case at the time of the previous inspection. Very good planning now ensures that different work is provided for pupils of higher or lower attainment and teachers generally have high expectations of what pupils can achieve. The very good level of discipline in all classes ensures a very good climate for learning, enabling pupils of all abilities to concentrate well and produce work of a high standard. Strong links with other areas of the curriculum such as information technology, English and mathematics ensure a valuable learning experience for all pupils. In the Year 6 class for example, pupils compare information about the jobs their parents do with employment opportunities in a Kenyan village, using the Internet to research the information. Teachers mark pupils' work thoroughly adding supportive comments and occasionally indicating to pupils how they can further improve their work.
125. Management and co-ordination of the subject are good. A programme of work for geography, which effectively sets out what needs to be taught from one year to the next is now securely in place. This successfully answers a criticism in the previous report. Work is well advanced to incorporate the latest Curriculum 2000 guidelines into this programme of work. There are good procedures in place to monitor the quality of teaching. Very good procedures have been established, following the previous inspection, to assess the

standards achieved by pupils of all ages and the results of teachers assessments are used well to plan future work. Teachers' planning is also thoroughly evaluated by the co-ordinator for geography. Class teachers assess pupils' progress very carefully on a termly basis and use this information well to plan future lessons. Resources such as atlases, maps and globes have been improved since the previous inspection found them to be adequate and are now good for all aspects of geography. They are readily accessible in classrooms and are used effectively by pupils. There is a good range of computer programs and these provide good opportunities for pupils to use a computer to support their learning. Visits to places of interest such as the local shops, Newbold Comyn and the local canal greatly enhance pupils' learning in geography.

HISTORY

126. No teaching of history occurred during the period of the inspection. From pupils' written work and their understanding shown in responses to questions, standards of achievement are judged to be securely in line with expectations at the end of Key Stage 1. By the end of Key Stage 2, pupils have made good progress and the standard for most is above the expected levels.
127. In Key Stage 1, pupils have a clear understanding of how things change over a period of time. They can construct simple time-lines. In the reception class they talk about growing up and discuss pictures of themselves as babies and how they are now. They look at toys from their parents' and grandparents' youth and compare them with their own. Year 1 pupils contrast items from a modern kitchen with those from a Victorian scullery. In Year 2 pupils become familiar with famous people and important events from the past, such as Samuel Pepys and The Great Fire of London. Most can accurately sequence what happened during the gunpowder plot. There is a good balance between closely directed worksheet activities and pupils' free and continuous writing.
128. In Key Stage 2 there are sensible links with geography when the topic is Ancient Egypt and the River Nile. Pupils learn the different ways in which past events are recorded. They look for similarities and differences in the way that people lived then and live now. Some higher attaining pupils in Years 3 and 4 write fluently and imaginatively about the Romans in Britain and family life in Greece. In Year 5, they use source material such as pictures and artefacts to find out about life in Tudor times. They show knowledge of pastimes, hygiene, food and the fate of Henry's wives. They have done on a project on their own town and traced its historical roots.
129. The school uses the surrounding facilities such as museums and trails to give pupils a living experience of history. For example, pupils act out a day in the life of a school child from the turn of the century in a reconstructed school room. Most can do simple research though middle and lower attaining pupils have a tendency to copy out facts indiscriminately rather than sifting them to find the most appropriate. They are not all confident in using the data they collect to draw conclusions. However, more able pupils show greater skills in research and write empathetically about children from bygone days. They bring out the difference between the life of the rich and poor very vividly. They have also undertaken personal research on Victorian writers and artists with good results seen in well-presented projects.
130. The subject has better guidelines for teaching than at the time of the previous inspection. The school has sensibly adapted the material from the Qualifications and Curriculum Authority, and planning for the subject is good. The headteacher has scrutinised work across the school and has a good overview of standards of attainment.

INFORMATION TECHNOLOGY

131. Very good improvement has been made in this subject since the previous inspection, when it was judged that pupils' achievements were too low and not at a level expected for pupils of a similar age. As a result of the improvements to the curriculum and an increase in resources the pupils' attainment levels at the end of both key stages are now above those expected of pupils of a similar age, and they make good progress as they pass through the school. In both key stages, pupils with special educational needs and those for whom English is an additional language also make good progress, due to the early identification of their needs and the support they receive.
132. By the end of Key Stage 1, pupils can use a word processing program to copy text. They are able to change the style and size of the font, for example, when trying to copy the cursive script seen in Victorian documents. They know which keys can be used to delete, move backwards, and in different directions. They are able to save and retrieve their own work and confidently print to finished pieces of work. They use drawing programs well, and finished pieces of work show that pupils control the mouse accurately so that lines join and the finished pictures are of good quality. They select colours, tools, and techniques, such as, a brush or a spray to create a texture. Pupils make use of simple databases to analyse and display information, for example on foot sizes and height. These are displayed as bar graphs. In numeracy, good use is made of the 'Roamer' , a mobile programmable toy, to reinforce pupils' work on angles.
133. At Key Stage 2, pupils continue to build and extend their skills, knowledge and understanding. By the end of the key stage they use the Internet facilities to research information, and all pupils have E-Mail addresses. They have become more sophisticated with their use of word processing and introduce colour to their fonts, and import 'clip art' to illustrate their work. Younger pupils, in Year 3, demonstrate that they can use a logo program to chart routes, and are able to work completely unaided. In lessons, and in the science/ mathematics week pupils at the end of the key stage use Excel and Numberbox to analyse and present the results of their experiments, for example, on seed dispersal, friction and solubility.
134. The quality of teaching and learning in both key stages is very good. No comparison can be made with teaching in the previous inspection, as there were no judgements reported. There was no direct teaching observed during the week of this inspection but all teachers are responsible for teaching the key skills. There is evidence in pupils' files, in teachers' planning and from the skills that pupils display, that all teachers have increased their skills and expertise in this subject. As a result, the expectations of pupils' achievements have increased, and subsequently pupils' confidence. The use of programs for research, and for displaying and analysing information, and as a word processing tool is built into all planning and in the majority of lessons pupils were seen to be using the computers independently. Pupils have developed very good attitudes, and use the computer sensibly, taking turns to share and helping each other to find appropriate information. Teachers confidently teach pupils to use the Internet, send or receive E-Mail, use art and drawing packages, use databases and spreadsheet applications. However, they have not sufficiently extended these skills to using information and communication technology in design, or to explore musical composition.
135. The curricular opportunities at both key stages are broad and balanced, and have improved since the previous inspection. A new policy and scheme of work have been devised in the last two years, and this has been developed alongside a nationally accepted

scheme and with the national developments for the National Grid for Learning. The school has found itself in the first phase of this national initiative and therefore has been able to develop its new resources at the same time as developing the whole subject. Due to this development the school has produced a very comprehensive development plan and is now moving to the second phase where it will be linked with a local secondary school through video conferencing. Pupils' learning is further enhanced by the science and mathematics project week, in which information and communication technology figures very prominently. The school displays show that this subject is used to display and analyse results, and to experience controlling and programming. Although the aspects of using programs to monitor changes and for altering images through scanning and the use of the digital camera are covered in the curriculum, the school is not yet at the stage of teaching or developing these skills. Teachers have started to keep a record of pupils' achievements as they progress through the school but at the moment this is just a 'tick sheet' and does not contain any dates and therefore teachers cannot monitor pupils' progress over time. The curriculum contributes very well to the social and cultural development of pupils. For example, pupils are expected to work in groups, taking turns and supporting each other. Cultural development is well supported through the use of Internet to collect information on different countries, for example, Africa and New Zealand.

136. The co-ordination of the subject has been taken over in the last two years by a teacher who is very well qualified, and this is having a positive impact on standards, and the confidence of teachers. The co-ordinator is very enthusiastic about the developments that have taken place so far, and is continuing to further develop links with schools and with colleges for the benefit of the pupils and the parents. For example, the resources in the school are used after school by a college to teach parents skills. Leadership and management are very good, and there is excellent monitoring of the teaching and standards by the co-ordinator, who also regularly acts as technician for teachers. Evidence in files shows that this has identified strengths and weaknesses and the actions taken have made a considerable impact on raising standards.
137. All teaching takes place in classrooms, which is appropriate and classrooms are large enough for the resources in them. There are good plans to use a classroom as an information technology suite and this has the necessary wiring already installed. The resources are very good, all classes have at least one computer, and in some classes there are two. Funding to the school has been used efficiently and this has been well supplemented from the school budget and by 'friends of the school'.

MUSIC

138. Since the previous inspection, the school has made good progress in improving this subject, and in the standards achieved. At the time of the previous inspection, it was judged that standards and progress at Key Stage 2 were unsatisfactory due to omissions in the curricular experiences. Attainment now, at the end of Key Stage 1 is in line with that expected of pupils of a similar age. Pupils at the end of Key Stage 2 demonstrated that they attain levels that are above those expected for pupils of the same age. Pupils make good progress from the end of Key Stage 1. In both key stages, pupils with special educational needs and those for whom English is an additional language also make good progress.
139. By the end of Key Stage 1, pupils follow graphic music scores, play a range of untuned instruments, such as percussion and recorders. They follow simple conducting by the

teacher, which allows them to take part in group performances, while other pupils provide a vocal accompaniment. Pupils sing well, both in class groups and as part of the whole school. By the end of Key Stage 2, pupils sing from memory songs with two part rounds, and are confident to be accompanied by a small orchestra. In Year 5, pupils understand 'beats', 'bars' and the notion of keeping time. In groups they work on compositions and write pieces of music using different graphical notation. Using a range of tuned and untuned instruments they rehearse and perfect their compositions, so that by the end of the lesson they are able to perform in groups, and then come together as a whole class orchestra. By the end of this key stage, pupils have developed an understanding of composing music that has a 'base line' and in groups they perform their own 'scat' and 'base line' compositions. Pupils at both key stages receive instrumental tuition in violin, flute and recorder. They have gained sufficient skills and confidence to perform as a small orchestra in assemblies and in concerts outside school.

140. The quality of teaching and learning in both key stages is good, and on the week of the inspection there was some examples of excellent teaching at both key stages. This is an improvement from the previous inspection. All teachers teach music and a high number of staff have musical expertise. This has a beneficial impact on the quality of learning, especially in the area of creativity. For example, in both key stages, a number can play musical instruments, sing and conduct. Those teachers who do not have a high degree of musical expertise are well supported by the co-ordinator when planning lessons and the use a commercial scheme to help them, for example, in the development of 'scat' patterns to a base line in Year 6. Planning is very good, with clear objectives for each lesson which form the basis for ongoing assessment, and these are well linked to National Curriculum programmes of study. Teachers' expectations are high especially at Key Stage 2, where all pupils are expected to participate and achieve the objectives set for them. Lessons are lively and pupils are set time limits to compose, practise and then perform, especially in Year 5 where they move on to the next activity quickly. This has a positive impact on pupils' motivation, and they make them concentrate on perfecting their performance. Attitudes to the lessons are very good at both key stages. All pupils show a keen interest in music, and because of this the quality of singing in assemblies is good, as is that of the choir who are taking part in 'Adiemus – A Sanctuary of Songs'. Teaching is well supported by the music support service that provides instrumental tuition for those pupils who wish to play the flute or violin.
141. The curriculum at both key stages is broad and balanced, and has improved since the previous inspection especially at Key Stage 2. A new policy and scheme of work has been devised in the last two years, and this has been developed alongside a nationally accepted scheme, and therefore reflects the programmes of study of the National Curriculum. All pupils are taught music for the appropriate amount of time as there is a balance between appraising, composing and performing. They now have opportunities to demonstrate their skills as a whole school, both in singing and in instrumental playing in assemblies. However the school has still to develop the link between music and information and control technology for producing and investigating sounds. Pupils' achievements and levels of attainment are assessed and reported to parents in the school's annual reports. Ongoing assessment takes place as it is part of the lesson planning and evaluation, but teachers only collate this information at the end of a year and not at regular intervals to provide them with an on-going record. The curriculum contributes very well to the spiritual, social and cultural development of pupils. For example, pupils are expected to work and perform in groups, taking turns and supporting each other. Cultural development is well supported through the visits of musicians and the performance of the pupils in local churches and concerts.

142. A new co-ordinator has been appointed in the last two years and is very well qualified. There has been a clear vision of how the subject should be developed and much of this has been achieved through careful review and planning for improvement. Leadership is excellent as is the monitoring of the subject by the co-ordinator, who has been released from timetable commitments to carry this out. Evidence in files shows that this has had identified strengths and weaknesses and the actions taken have made a considerable impact on raising standards. All teaching takes place in classrooms, which is appropriate but sometimes disturbs other classes. The resources for teaching the curriculum are good, both in quality and quantity, but the school has yet to develop the use of information and control technology as a resource.

PHYSICAL EDUCATION

143. Standards at the end of both key stages are above those normally expected of pupils of a similar age. This was also the judgement reported in the previous inspection in 1997. The quality of teaching, very good facilities for sport and the provision of a wide and varied programme of extra-curricular sporting activities are largely responsible for maintaining the high standards. In all the lessons observed, pupils were enthusiastic and keen to compete. At the same time, they were considerate of others and worked well individually, in pairs or in small groups. During the last year, pupils' high standards of achievement meant that the school successfully competed against other local schools, winning trophies for football, cross-country running and swimming.
144. Children in the reception class listen well to instructions and show satisfactory levels of balance and control when performing actions from a story they have heard. All concentrate well when pretending to hoist a sail or row a boat, for example. They show satisfactory agility when imagining they are jumping or splashing in water. At Key Stages 1 and 2 all the lessons observed during the inspection were games lessons with pupils being taught skills to enable them to throw and catch, attack and defend or use a bat. Pupils in Year 5, for example, showed exceptional control when practising to hit a ball with a rounders bat in the school hall. Their lesson had to be moved indoors because of rain but all managed to practice and refine their skills very well in the restricted space available because of their sensible and mature attitude. Pupils in the Year 4 and 5 mixed age class were able to throw and receive a ball accurately but their skills in passing a large ball were below the standard expected. Teachers have already identified this as an area to develop and will introduce coaching skills for netball shortly. All pupils, including those with special educational needs and those for whom English is an additional language demonstrate good catching skills with small balls with many able to use one hand only. Most know the effects of exercise on their body and sustain energetic activity well. Pupils of all ages realise the importance of warming up before strenuous activity and how to relax their bodies at the end of sessions. They show confidence when demonstrating for the whole class and sensibly evaluate the performance of others. All pupils display similarly high standards during playground activities at break times when running, dodging or competing in playground games. In football, for example, boys and girls show a good competitive spirit and a very good sense of fair play.
145. The school reports that every year, all pupils achieve the expected standards in swimming by the end of Key Stage 2. During the inspection, the headteacher proudly reported that the last non-swimmer had managed to swim across the pool. A scrutiny of teachers' planning shows that pupils have good opportunities to take part in dance or gymnastic activities throughout the year.
146. The quality of teaching is good throughout the school. Teachers have high expectations of pupils and plan their lessons very well. Before and during lessons they give clear instructions, which means that all pupils know exactly what is expected of them. Tasks are sufficiently demanding in their content and their pace to keep all pupils appropriately

challenged and interested. Consequently, behaviour is invariably very good in lessons. All teachers pay strict attention to pupils' safety and discipline during lessons is always very effective. Any inattention or silliness caused by over excitement is dealt with quickly so that the lesson is not interrupted for all pupils. Demonstrations were used effectively to illustrate skills and to encourage pupils to improve their own performance. As a result, the quality of learning in all the lessons overall was good. Pupils' attitudes to games sessions are very good. They change quickly and quietly and listen well to instructions. All sensibly obey rules to safeguard their own and others' safety. Behaviour is very good, which means that little time is lost during lessons waiting for pupils' attention. Pupils of all ages and abilities are motivated, hardworking and keen to be involved. There was no shortage of volunteers to demonstrate skills in the infant games lesson, for example, and all were very keen to race one another along the running track. Pupils with special educational needs and those of higher attainment compete equally in lessons. All show a good sense of responsibility and fair play. For example, all pupils wait patiently for their turn to bat in rounders and work well together in small groups during lessons.

147. The breadth and balance of the curriculum provides a good range of activities for all pupils. The school uses a good range of commercial schemes of work to guide teachers in their planning from year to year and the coordinator is currently incorporating the latest 'Curriculum 2000' guidelines with these. This ensures that all teachers have good guidance to help them plan work that builds progressively on pupils' previous learning. Very good support is provided by class teachers and caring non-teaching staff for pupils with special educational needs, enabling them to take part fully in all activities. A very good procedure for assessing pupils attainment and progress has been developed since the previous inspection identified this as a weakness and teachers use the results well to plan future learning for their pupils.
148. A wide range of well-attended extra-curricular sporting activities enhances the curriculum. All pupils have the opportunity to play football and rounders on a regular basis and coaching for netball, cross-country or athletics is provided before competitions. Girls and boys have the opportunity to join in with team games and football matches are frequently arranged against other schools. This helps to give pupils a sense of fair play and sharpens up their spirit of competitiveness in sport.
149. The subject is managed in a very effective way by an enthusiastic subject co-ordinator. Good opportunities are provided for the co-ordinator to monitor or evaluate standards or the quality of teaching and the co-ordinator regularly and carefully checks teachers' planning. This answers a criticism in the previous inspection report about a more developed role for subject coordinators. The accommodation is very good with a large hall and spacious playing field and hard play areas. Although there is no enclosed outdoor play area specifically for the under-fives, they have access to a section of the playground or the use of the hall. Plans to enclose and develop outdoor play facilities for the under-fives are well advanced. The level of resources is good for all other aspects of the physical education curriculum. There is a strong commitment from all staff to maintain the high standards in this subject area.

RELIGIOUS EDUCATION

151. Reported in a separate inspection report.