

INSPECTION REPORT

ST MARY'S CATHOLIC PRIMARY SCHOOL

Derby

LEA area: Derby

Unique reference number: 112916

Headteacher: Mr R A Smith

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 6th - 9th May 2003

Inspection number: 247289

Full 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:	Broadway Derby
Postcode:	DE22 1AU
Telephone number:	(01332) 554831
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Appropriate authority:	The governing body
Name of chair of governors:	Very Rev T O'Sullivan
Date of previous inspection:	13 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Educational inclusion	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9002	Mr D Ashton	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?
20348	Mrs M Marriott	Team inspector	Provision for children in the Foundation Stage Special educational needs Art and design Design and technology	
22651	Mr M Madeley	Team inspector	Geography History English	How good are the curricular and other opportunities offered to pupils?
11528	Mr M Wainwright	Team inspector	Science Music Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Voluntary Aided Catholic Primary and Nursery School is a school for boys and girls, aged three to 11, situated in Derby. There are 316 pupils on roll, including 18 children in the nursery; the school is larger than most primary schools. The ethnic background of the pupils is largely white with United Kingdom heritage, with a few pupils being white with Irish background, white with other backgrounds, mixed white with black African and white with black Caribbean backgrounds and other backgrounds. No pupils have English as an additional language. The percentage of pupils known to be eligible for free school meals is below the national average. Both the percentage of pupils identified as having special educational needs and the proportion with statements of special needs are below national averages. The nature of pupils' special needs includes moderate learning difficulties, hearing, speech and physical difficulties, and autism. Pupil turnover is relatively low. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards for pupils currently aged 11 are well above average in English and mathematics, and above average in science. The overall quality of teaching is good, and leadership and management are very good. The school is providing very good value for money.

What the school does well

- Pupils achieve well, especially in English, mathematics and science.
- Pupils' attitudes are excellent and relationships are very good; these both contribute very positively to pupils' learning.
- The overall quality of teaching is good, with a high proportion of very good teaching; pupils learn well.
- Overall provision for pupils' spiritual, moral, social and cultural development is very good.
- Provision for children in the Foundation Stage is very good.
- Pupils with special educational needs are well provided for and learn well.
- The school is very well led and managed by a committed head, senior management team and governing body.
- This is a brand new, purpose-built school, offering very good accommodation for its pupils.

What could be improved

- Assessment of pupils' work in subjects other than English, mathematics and science.
- The consistency of both the presentation of pupils' work and the quality of marking.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in October 1997. Standards in the core subjects of English, mathematics and science by the age of 11 have improved considerably. The overall quality of teaching has improved significantly, with a much higher proportion of very good or better teaching. The school's accommodation has vastly improved with the school moving from a Victorian building, with the playground across a busy road, to a purpose-built school on a green field site with some state-of-the-art facilities. The key issue, to monitor and evaluate teaching and learning rigorously and systematically, to improve the quality of teaching in the infant phase, has been fully met. The roles of the subject co-ordinators have been defined clearly. Curriculum planning focuses clearly on the skills to be taught, and is appropriately matched to pupils according to their age and prior attainment. Pupils' progress is adequately tracked, but this could be further improved. School

development planning has improved effectively. There is now sufficient teaching time for all subjects. The school has a very good capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	A	A
mathematics	C	C	B	B
science	B	C	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests in 2002 for 11-year-olds, pupils' attainment was well above the national averages in English. Pupils' performance in mathematics and science was above average. Compared with those of schools of a similar type, pupils' results were well above average in English and science, and above average in mathematics. Over the three years from 2000 to 2002 taken together, pupils have left the school nearly six months ahead of pupils nationally in English, nearly one term ahead in science, and just ahead in mathematics. The results at the end of the junior phase, up to 2002, rose at a similar rate to results nationally. The school's targets for future improvement are suitably ambitious.

Standards at the end of the infant phase for pupils aged seven in 2002 were above the national average in reading, well above average in writing, and average in mathematics. Compared to that of schools of a similar type, pupils' attainment was above average in reading, well above average in writing, and average in mathematics. In the teacher assessments in science, standards were broadly average. Over the three years from 2000 to 2002 taken together, pupils have left the infant phase nearly one term ahead of pupils nationally in reading and mathematics, and nearly two terms ahead in writing.

In the work seen during the inspection, standards for pupils aged 11 were well above national expectations in English and mathematics, and above expectations in science. Standards for pupils aged seven were above national expectations in reading and mathematics, well above in writing, and matched expectations in science. For pupils aged seven and 11, standards met national expectations in information and communication technology, design and technology, physical education and music. For pupils aged seven, standards met national expectations in history, geography and art and design; for pupils aged 11, they were above expectations in all three subjects. The majority of children aged five are on course to meet or exceed the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.)

Pupils' achievement is good overall, and the current Year 6 are achieving very well. Standards at this school are sufficiently high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are excellent. They truly want to learn, enjoy school and are very enthusiastic.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms, is good. There is an absence of oppressive behaviour and bullying.
Personal development and relationships	Pupils' personal development is very good; relationships are very good. The school council is a vibrant forum for pupils to air their views and take responsibilities.
Attendance	Pupils' attendance is in line with the national average, as is the level of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching in English and mathematics is very good; the skills of literacy and numeracy are very well taught. Strengths in teaching include the way in which most teachers carefully explain the precise purpose of the lessons, and check to see at the end to what extent this has been achieved. Teachers manage their classes very well and generally have very high expectations. In a very small minority of lessons in the lower juniors, however, pupils' learning could be greater if expectations were higher. Strengths in pupils' learning include their concentration and perseverance. The school meets the needs of all its pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good. The curriculum is enhanced by a wide range of activities outside lessons. All areas of the curriculum meet statutory requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good, and is an emerging strength of the school.
Provision for pupils with English as an additional language	No pupils are in the early stages in the acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good. Provision for pupils' spiritual, moral and social development is very good, and for pupils' cultural development it is good.
How well the school cares for its pupils	The school's care for its pupils is very good. Child protection procedures are very good; staff have had appropriate training.

The school works well in partnership with parents and tries to involve them as much as possible. Parents are involved in a range of activities, including the building up of the new library, hearing pupils read, and raising large sums for school through the active parents' association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are both very good. The headteacher is deeply committed to his pupils. The senior management team is very effective and committed to high standards.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is very good.
The school's evaluation of its performance	The school's evaluation of its performance is very good. It analyses pupils' performance in external tests rigorously, and ensures that teachers know which areas of learning are in need of further development.
The strategic use of resources	The school's strategic use of resources is very good.

The school is well staffed; the administrator, bursar and clerk are efficient and help to ensure its smooth running. The brand new accommodation, which is bright, spacious and conducive to learning, is kept spick and span by a dedicated caretaker and cleaners. Lunchtime staff and mid-day assistants help ensure the smooth running of the mid-day break. Resources to support pupils' learning are good in both quality and quantity, especially in the Foundation Stage, art and design, and information and communication technology. The school spends its money wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school with any questions or concerns. • Teaching is good. • The school works closely with parents. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents are not happy with the level of homework. • Some parents would like more information about how their children are getting on. • Some parents would like to see a greater range of extra-curricular activities.

The inspection team agrees with parents' positive views; it finds the level of homework to be satisfactory, and both the information for parents and the range of extra-curricular activities to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. **Children enter the school in the Foundation Stage.** This consists of four classes comprising morning and afternoon nursery classes and two reception classes. Children enter the school in one of the nursery classes and then proceed to a reception class.
2. **In the reception classes,** children are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2002 was judged to be broadly average. An analysis of previous intakes shows that the intake in 2002 scored similarly to previous intakes.
3. **By the age of five, near to the end of their time in reception,** children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in reception are attaining the majority of these goals, and many are on course to exceed them by the time they leave the Foundation Stage.
4. **At the age of seven, close to the end of their time in Year 2,** pupils take the end-of-infant-phase national tests in reading, writing and mathematics. The pupils who sat these tests in 2002 obtained levels that were above the national average in reading, well above average in writing, and average in mathematics. Standards in science, in the teacher assessments, were broadly average. Pupils' attainment when compared to that of schools of a similar type was also above average in reading, well above average in writing, and average in mathematics. Those who took the tests in 2001 attained standards that were below the national average in reading, above average in writing and average in mathematics. Taking the results over the last three years from 2000 to 2002 averaged together, pupils' performance has been nearly one term ahead of national averages in reading and in mathematics, and nearly two terms ahead in writing. In all three subject areas, boys have performed slightly better than girls.
5. **Inspectors find that pupils currently in Year 2 are reaching above-average standards in reading and mathematics, well-above-average standards in writing, and average standards in science.** Standards in information and communication technology, art and design, design and technology, music, geography, history and physical education meet national expectations.
6. **By the age of 11, near to the end of Year 6,** pupils take the end-of-junior-phase national tests in English, science and mathematics. Pupils' performance in the 2002 tests in terms of national curriculum points scores was well above the national average in English, and above average in mathematics and science. It was well above average in English and science, when compared with that of pupils in schools of a similar type. Taking the three years from 2000 to 2002 together, pupils have left the junior phase nearly six months ahead of pupils nationally in English, nearly one term ahead in science, and just ahead in mathematics. Again, boys' performance has been marginally better than that of the girls against the national average.
7. **Inspectors find that pupils currently in Year 6** are working at well above national expectations in English and in mathematics, and are above national expectations in science. The quality and quantity of work in their books show that they have made very good progress over the last twelve months in all three subjects. This cohort of pupils performed poorly in the national tests at the age of seven. Standards in mathematics have improved compared to those reflected in the national tests, as a result of the work done by the headteacher and two co-ordinators in rigorously monitoring, evaluating and, as a result, improving the quality of teaching. As with pupils lower down the school, standards in information and communication technology, physical education, design and technology and music meet national expectations. Standards in history, geography and art and design are above national expectations.

8. **Since the last inspection**, standards attained at the end of the junior phase have risen in English, mathematics, science, art and design, history and geography. By the end of the infant phase, standards have improved in music. In other areas, standards have been broadly maintained.
9. **Pupils identified as having special educational needs**, including those with a statement of special educational need, make good progress, This is because they are well supported in class and some receive additional specialist support.
10. **Pupils are generally achieving well**, considering their prior attainments; the current Year 6 are achieving very well, especially in English and mathematics. Literacy and numeracy across the curriculum are helping to further raise standards.

Pupils' attitudes, values and personal development

11. The school aims to foster an atmosphere of Catholic values and attitudes. It promotes a disciplined, orderly, respectful community, and is successful in encouraging pupils to develop personal and social responsibility.
12. Pupils have excellent attitudes to their work; they are enthusiastic and eager to learn and to be taught, and enjoy working on their tasks. This reflects the good teaching and very good relationships throughout the school. Pupils respond to their teachers positive, caring attitudes and demand for courtesy and respect for others. Pupils are involved in a wide range of activities and make the most of the opportunities provided. They work well, both together in different groupings and individually.
13. Behaviour is good. Pupils are polite, courteous and friendly to each other and to adults; they show patience, tolerance and maturity in many situations, such as when acting as school councillors. No aggressive behaviour to other pupils was observed and there have been no exclusions. Pupils take care of school property and help with the setting up and clearance of equipment.
14. Children under five quickly adapt to classroom routine. They begin to develop independence in dressing and personal hygiene and sustain interest and concentration for increasing amounts of time at their planned and free-choice activities. Children learn the difference between right and wrong and share equipment amicably.
15. Pupils with special needs show a willingness to learn; they respond and behave well in lessons. For many their targets for improvement relate to aspects of personal development, including behaviour. With very effective support from staff, they increase their confidence and self-esteem and ability to contribute significantly to lessons. They mix well with other pupils, and are fully integrated into the day-to-day life of the school.
16. The quality of relationships is very good, and is a strength of the school. This helps to create an environment for very effective learning. Pupils grow in maturity as they progress through the school, carrying out their responsibilities sensibly and thoughtfully. Pupils respond well to the system of awards and certificates for achievements in academic, sporting and social areas.
17. Christian values are emphasised in the way pupils raise money for charities and take part in the Sacramental programme. Their personal development is enhanced by these activities.
18. Pupils with special educational needs respond well to additional support from teachers and teaching assistants. They are motivated and enjoy good relationships with each other and with adults. Teaching assistants know their pupils well and, as a result, pupils are confident that they can speak to adults and share concerns they may have. Attitudes to work are good and pupils persevere with their tasks.

19. Attendance is satisfactory. Unauthorised absence is minimal. Pupils enjoy coming to school and lessons begin promptly. The school has recently sent a reminder to parents regarding punctuality. Standards have been maintained since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good, with a high proportion of very good teaching. This school has a competent, committed and caring team of teachers. Overall, teaching in the lessons seen was good in the Foundation Stage, good in the infant phase and good in the junior phase. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 22 per cent of lessons, good in 36 per cent, very good in 32 per cent and excellent in 10 per cent. Excellent lessons were seen in reception and Years 1, 2, 5 and 6.
21. Whilst overall standards of teaching were at least satisfactory, examples of very good lessons were seen in each of the three sections of the school and every teacher taught at least one good lesson during the inspection period.
22. The biggest strengths in teaching include the helpful manner in which teachers usually share the learning objectives for lessons with their pupils, the way in which they manage their pupils, which is very good throughout the school, their generally very high expectations and the very good way in which the basic skills of literacy and numeracy are taught. An analysis of work in pupils' books, however, shows that expectations could be higher in the lower juniors, especially for many of the average and below-average-attaining pupils.
23. Teachers work really hard and know all their pupils well. Pupils are aware of what is expected from them in terms of behaviour, and virtually always respond appropriately. In an excellent numeracy lesson for pupils in Year 1, in which the teacher showed excellent class management, the pupils' response was first class and they showed clear enjoyment for the subject; these pupils made excellent progress in their knowledge and understanding of finding numbers that were 'one before' or 'one after' a given number. In a very good music lesson for pupils in Year 6, the pupils responded very well indeed to the excellent class management. Classroom support assistants through the school make a valuable contribution to pupils' learning.
24. The pace of lessons is very good throughout the school. In the best lessons, pupils are reminded of the time limits on an exercise, as in an excellent Year 2 numeracy lesson.
25. Throughout the school, literacy and numeracy are very well taught. Lessons generally start with effective question-and-answer sessions, to revise previous work and set pupils thinking. For example, in a very good literacy lesson for pupils in Year 4, the pupils' learning was stimulated by the teacher's questioning on ideas for writing a story about a dilemma, and how the characters in the story are affected by it.
26. Teachers' knowledge and understanding are generally very good in all subject areas. The teacher of the Year 4 class has great expertise in information and communication technology (ICT) and has worked tremendously hard to build up ICT provision through the school to support pupils' learning. Indeed, he has built several of the computers in the classrooms. He is spreading his understanding of ICT skills to other staff, and has made a positive impact on pupils' learning in this subject throughout the school.
27. Day-to-day marking of pupils' work is variable in quality. In Year 6, it is often exemplary, with points for development to help pupils to reach even higher standards. In the lower juniors, however, it is sometimes sporadic and does not always fully support pupils' further learning. The presentation of pupils' work is, again, variable. Generally speaking, it is of a good standard, but it is significantly better in some classes than in others.
28. Lessons generally have clear learning objectives and these are usually looked at again at the end of lessons, to see how far they have been met. Very occasionally, the wording of the learning objective is too complicated for pupils to understand fully. Many lessons end with a worthwhile oral

question-and-answer session, as in the majority of literacy and numeracy lessons. The skills of literacy and numeracy are both taught very well across the curriculum. The use of homework is satisfactory overall.

29. The teaching for pupils with special educational needs is good and well planned. Teaching assistants are well trained to carry out their support role. Activities focus appropriately upon specific targets in the pupils' individual education plans, and individual pupils are taught effectively in short, specialized sessions. They acquire basic literacy skills well because of the careful repetition in these programmes, and therefore make good progress towards their targets.
30. Standards of teaching have improved considerably since the last inspection. At that time, around one in seven lessons was judged to be unsatisfactory and only one in a hundred as very good or better. In the current inspection, no unsatisfactory lessons were seen and approximately forty lessons in a hundred were very good or better. Teaching in the infant phase has improved very considerably from the time of the last inspection.

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

31. Overall, the quality and range of learning opportunities at all stages are very good. The curriculum is broad, balanced and relevant, and since the last inspection, the school has made significant improvements. The curriculum for Years 1 to 6 meets legal requirements, and the Foundation Stage curriculum is in line with Government guidance for children of this age. The school is effective in meeting the needs of pupils with physical or learning difficulties. The overall provision for personal development and for pupils spiritual, moral, social and cultural development is very good.
32. There is a very good breadth and balance within the curriculum for Years 1 to 6, and curriculum planning for this stage is detailed. Policy statements for core subjects are firmly in place. The curriculum is stimulating, and it encourages very high achievement. The time allocated for subjects is generally appropriate, although the time dedicated to art and design and to design and technology is quite low compared to national averages. The curriculum is fully relevant for pupils. Appropriate schemes of work are in place, and effective use is made of resources to support the curriculum.
33. The way the National Literacy Strategy has been implemented has raised standards in all year groups. Pupils are extremely confident writers from an early age, and their speaking skills have improved massively since the last inspection. The way literacy skills are taught in the school is very effective, and this in turn has made a strong impact on pupils' attainment in subjects such as science and history. The school has implemented the National Numeracy Strategy successfully, and there is considerable evidence of rapidly improving standards in mathematics. Numeracy skills are taught very well throughout the school, and there is evidence that better numeracy skills are improving standards in other subjects, such as geography, design and technology and science.
34. The provision for pupils with special educational needs is very good in the Foundation Stage and good in Years 1 to 6. From the Foundation Stage onwards, the special educational needs co-ordinator supports the teachers effectively in identifying pupils who need more help in literacy and mathematics. Individual plans are developed appropriately.
35. Provision for extra-curricular activities is good, and after-school clubs are an integral part of school life. The range of games offered as part of the physical education curriculum provision is good, with pupils learning all the major team sports, but fewer individual sports like tennis. Outside formal lessons, a reasonable range of sports, such as netball, gymnastics and soccer is offered, and many older pupils participate in extra-curricular sporting events. Competitions within the school and with other schools are regular features of school life, and teams have been very successful in the recent past. The school's productions and musical events are major events and

very well supported by pupils. Out-of-school visits are a regular feature of a rich curriculum, and pupils benefit considerably from the two residential visits in Years 5 and 6. One-day excursions or visitors to school are also a strong feature of provision. The younger pupils remembered the recent visit of the 'Victorian lady' to Years 1 and 2 both fondly and accurately. Though not run by the school, the after-school club is a useful facility for working parents.

36. The curriculum is socially inclusive. Pupils ages are carefully considered in class and curriculum planning, and pupils attainment is also taken into account. As far as possible, the school ensures that pupils who receive additional support or music tuition outside of the classroom do not miss the same lesson every week. The school welcomes, cares for and educates all pupils, regardless of prior school record, and is ready to work with the most and least advantaged in order that they should be happy in school and fulfil their potential.
37. Overall, the school has improved its provision for pupils personal, social and health education since the last inspection. Specific lessons in personal, social and health education, called 'circle time' in classes for younger age pupils, are secure within the curriculum. The provision of guidance in citizenship is new to the school. The school's council has played a major part in helping pupils understand how democracy works and the pupils directly involved have taken on their responsibilities, such as the roles of chairperson and treasurer, with alacrity. Already they are writing to the governing body asking for a budget! The provision of health education is good, and teaching about drug misuse is also a high priority. The governing body is committed to the provision for sex education, and consultation with parents about its teaching has taken place. Parents view the materials to be used before the lessons are initiated. The school ensures that parents are informed of their right to withdraw their children from sex education lessons. Some of this programme is delivered through the science lessons, whilst other aspects are discrete units often taught in the summer term of Year 6 with the help of the school nurse.
38. Overall, the impact of the community on pupils learning is excellent. The links with the Church community are considerable, ranging from First Communion lessons to summer fairs. The school also provides links to those people in the parish who no longer have children at the school, as well as to former pupils and their families. Pupils social skills are improved by the schools very strong involvement in the locality with such activities as 'well dressing', at which the infant pupils recently won first prize! Using Barnaby, the travelling bear, to travel with families and friends of Year 1 and 2 pupils has increased pupils knowledge of their place in the world. The impact on pupils sense of citizenship is very significant. The school makes extremely effective use of resources within the locality, such as the theatre at the local High School and the nearby river for a river study. Representatives from the local community are encouraged to visit and speak to pupils. Pupils very often access the Internet, both at school and at home, using it successfully for project work in history and geography.
39. Overall, relationships with local schools are very good. The school works closely with early years providers and parents of children joining the nursery class, ensuring that the transition to school is as smooth as possible. Contacts with other local schools are well established as a way of developing the curriculum, and the schools contact with them significantly enhances the quality of its sporting provision. The school maintains excellent relations with the local secondary school, which helps pupils move smoothly from primary to secondary education, as well as enhancing teaching and learning through the loan of equipment, expertise and facilities.
40. The provision for pupils spiritual development is very good. Assemblies are carefully structured to reflect Catholic principles. Pupils listen attentively and with a good sense of reverence. They join in the hymns and prayers confidently, and are encouraged to reflect on their own and other people's lives. Staff and pupils celebrate significant events in the Christian calendar and pupils are offered insights into other faiths. Teachers take full advantage of the opportunities in the curriculum to raise the spiritual awareness of their pupils in science, art, history and music. Older pupils are encouraged to question and consider fundamental moral issues.
41. The school makes very good provision for the moral development of its pupils. High expectations of behaviour are based upon clearly stated aims and policies that are consistently applied

throughout the school. Praise and encouragement are used at every suitable opportunity, and pupils are publicly rewarded for their efforts and achievements. Pupils help to compile classroom rules and have a clear understanding of right and wrong. The positive atmosphere of the school and the good examples set by the staff reinforce moral principles. Challenging behaviour is effectively controlled. Throughout the curriculum, there is an emphasis on positive, supportive attitudes and respect for the views and feelings of others.

42. Provision for social development, which has improved since the last inspection, is very good. The school successfully promotes a sense of belonging and pride, with very good relationships between pupils and staff. Teachers value and respect pupils views and opinions. Even the youngest pupils are encouraged to take responsibility for their own behaviour and belongings. At all levels, pupils are provided with opportunities to work together in pairs and in groups. Several pupils take on additional responsibilities, acting as school councillors and library monitors. Pupils develop an awareness of their environment through a range of educational visits, including residential courses for the older pupils. They develop a sense of citizenship through a wide range of social and fund-raising activities for local and national charities. Regular music and drama productions are valued both by the school and the community.
43. There is good provision for pupils cultural development, which has improved since the last inspection. Pupils have a good understanding of the customs and traditions of their own culture and participate in local festivals and events. They learn about authors, artists and composers, and have a growing awareness of other cultures through stories, reading, religion, and art and history lessons. Extra-curricular activities include sport, music and drama and gardening. The school is aware of the need to prepare its pupils for life in a multi-cultural society. This is addressed by visits to a local temple, a museum, and a connection with a school in India. Special visitors to the school also make a valuable contribution. Pupils with special needs have equal access to the opportunities that exist to support their spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides support and guidance of a high calibre. It cares for its pupils very effectively, in an atmosphere of Catholic values, attitudes, and practice.
45. The school takes very good care of its pupils. They are made to feel safe and secure within a calm but disciplined atmosphere. Staff know the children and their families well, and show a good understanding of their emotional needs in school, home and within the community. The quality of learning is enhanced by this support.
46. Child protection procedures are very good. All staff are aware of the relevant arrangements, and the school maintains good links with the education welfare services. The school provides a safe and harmonious environment, which makes an effective contribution to the standards the pupils achieve. A comprehensive health and safety policy contributes to the pupils welfare, and good procedures exist for carrying out risk assessments.
47. The school has good procedures for promoting discipline and good behaviour. Where instances of misbehaviour do occur, they are dealt with quickly.
48. There are good procedures for monitoring and improving attendance. Unexplained absences are quickly followed up, and the educational welfare officer provides effective support.
49. Induction procedures for children under five are well planned. New entrants and their parents are invited to spend one or more afternoons in the nursery class. Transitional arrangements for pupils entering secondary education are very good, and include meeting with former pupils who relate their experiences of adapting to secondary school life.
50. The provision for pupils who have a statement of special educational need is good and effectively managed. There are good procedures in place for identifying pupils with special educational needs and the school has a policy of early identification and intervention. Pupils' progress towards their

targets is regularly reviewed. The learning support assistants provide strong support, and work in close co-operation with the teachers. Parents of children with special needs feel well supported, and are very satisfied with their children's progress.

51. The assessment of pupils' work and its use to plan future work is satisfactory overall, but could be better in the foundation subjects. Progress in this area has been made since the last inspection, and tracking is now taking place in English, mathematics and science, but assessment in the foundation subjects, most especially geography, history, music and physical education is not consistently implemented through the school. Setting of pupils in the core subjects is having a positive effect on standards in these subjects and pupils are aware of their targets for improvement. The school uses the optional national tests in Years 3, 4 and 5 appropriately.
52. The school benefits from a conscientious and industrious caretaker, who takes a pride in the cleanliness and appearance of the premises. Overall, good improvement has taken place since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The partnership with parents is good. The positive response by parents to the inspection questionnaire and their comments at the pre-inspection meeting showed that they think very highly of the school. Parents have positive views about their children's progress and the quality of teaching. They are pleased with the very good academic standards, pastoral support, the Catholic principles, discipline in the school and the community spirit. Inspection findings mostly confirm the parents views of the school. In relation to parental concerns, homework levels are satisfactory, and both the information to parents and the range of extra-curricular activities are good.
54. Links with parents are of a consistently high quality. Parents are welcomed and encouraged to visit and help in the life and work of the school. A parent and a grandmother were helping in class during the inspection.
55. Home-school records provide an effective means of exchanging information between home and school. A detailed prospectus, governors' reports and the headteacher's newsletters provide a wealth of information, keeping parents well informed. School documentation is clearly presented and enhances the readers image of the school.
56. Annual reports on pupils progress are well written, in-depth and critical where necessary. The reports contain suggestions about how parents might help their child to improve, but could be further improved by detailed target setting. Opportunities for further consultation are provided on a termly basis and parents are happy with the accessibility of teachers at all times. Parents of pupils with special educational needs are appropriately involved in their child's review and kept well informed of their progress. The school welcomes parents as partners in the education of their children, and provides good quality information for them.
57. An effective Parents Association supports the school through substantial fund-raising and by organising social events. Pupils learning, behaviour and personal development benefit from the good liaison with parents. Good improvement has been made, overall, since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management by the headteacher are very good, in both the academic and pastoral spheres. The headteacher is very committed to his pupils, and he knows just how he wants the new school to develop. His leadership ensures very clear educational direction for the school and he is fully backed by an incisive governing body. The headteacher wants the very best for his pupils, and is an inspirational leader. The school's aims and values are easily seen in the daily routines of the school, and the mission statement has recently been re-drafted, following discussions with staff, governors and parents. The three assistant headteachers, who are the co-ordinators for the Foundation Stage and the infant and junior phases, are all very competent

teachers and work well with the headteacher. This management team was successfully created after a major re-structuring following which there were a number of staff changes two years ago. The subject co-ordinators now manage their subjects most diligently, monitoring planning, marking and teaching. However, inconsistencies in marking practice, identified by co-ordinators, have still to be fully addressed.

59. The governing body's fulfilment of its statutory responsibilities is very good. The governors want the very the best for the school and are determined that it should continue to succeed in its new location. They play a significant part in helping to shape its educational direction. Governors visit the school regularly, and have monitored the implementation of the curriculum appropriately, particularly in numeracy and literacy. There are particularly good links between governors and the respective subject co-ordinators. The governing body has a very good understanding of the main strengths and weaknesses of the school. Between them, the governors bring a very wide range of expertise to the running of this school and hold it to account for its performance.
60. The headteacher and senior management team have rigorously monitored teaching of all subjects in all classes. By the end of the current planning cycle, all co-ordinators will have monitored the teaching of all subject areas. Monitoring by curriculum co-ordinators is having a marked impact on standards. The headteacher has thoughtfully arranged that co-ordinators do not monitor teaching on their own until they have carried out appropriate paired monitoring with experienced personnel. The headteacher has provided all staff with both verbal and detailed written feedback. Co-ordinators all monitor the planning of their subjects and marking across the school. There is a very good shared commitment to succeed.
61. The school's targets are appropriate and suitably ambitious. Inspection evidence suggests that the targets for 2003 and 2004 in English, mathematics and science will be fully met. The school has a very good capacity to succeed further.
62. The school's procedures for the induction of new staff are good. The recently appointed teacher in Year 5 has been appropriately mentored by the headteacher and by the assistant junior phase co-ordinator. Appropriate policies and plans are in place for performance management, with appropriate links to the school improvement plan.
63. The co-ordinator for special educational needs organises the provision well. She evaluates the current provision in terms of its impact on pupils' attainment and progress, and the value for money the funding provides. She has established good links with external support agencies, whose personnel visit the school regularly to support pupils with differing needs, and are used very effectively.
64. The match of teachers and support staff to the demands of the curriculum is currently good. The new accommodation is very well designed and spacious, most conducive to learning and is very well maintained. There is a most attractive play area for the under-fives, but the large grassed area in front of the school is not used by pupils, as it has yet to be brought up to standard. Classrooms have very attractive displays, which fully celebrate pupils' work. Resources are generally at least satisfactory and usually good in both quality and quantity. The new information and communication technology suite is very well equipped.
65. The effectiveness of the school's use of new technology for administrative purposes is good. Finances are handled well, and the school applies the principles of best value very well. Specific grants are used appropriately. The school improvement plan is a most useful working document that clearly prioritises the school's needs; there are now appropriately measurable criteria for gauging the success of developments.
66. Since the last inspection, there has been very good improvement overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the school, the headteacher, senior management team and governing body should:

- (i) improve the assessment of pupils' work in subjects other than English, mathematics and science; and

(paragraph 51)

- (ii) ensure that there is greater consistency of both the presentation of pupils' work and the quality of marking.

(paragraph 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	6	20	23	14	0	0	0
Percentage	10	32	36	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	18	298
Number of full-time pupils known to be eligible for free school meals	0	27

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	28

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	24
	Girls	23	23	24
	Total	44	46	48
Percentage of pupils at NC level 2 or above	School	92 (78)	96 (88)	100 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	22
	Girls	23	23	22
	Total	47	47	44
Percentage of pupils at NC level 2 or above	School	98 (83)	98 (88)	92 (95)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	16	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	12	10	12
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	73 (71)	68(73)	78 79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	10	10	11
	Total	24	27	28
Percentage of pupils at NC level 4 or above	School	62 (69)	68 (81)	70 (75)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
228	0	0
9	0	0
3	0	0
5	0	0
1	0	0
4	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
5	0	0
7	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	101

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	2
Total aggregate hours worked per week	36

Financial information

Financial year	2000-2001
	£
Total income	672,919
Total expenditure	621,146
Expenditure per pupil	1,679
Balance brought forward from previous year	55,038
Balance carried forward to next year	51,773

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	40	4	3	12
My child is making good progress in school.	38	44	7	3	8
Behaviour in the school is good.	44	44	4	4	4
My child gets the right amount of work to do at home.	35	45	10	4	6
The teaching is good.	65	27	4	4	2
I am kept well informed about how my child is getting on.	33	46	8	3	10
I would feel comfortable about approaching the school with questions or a problem.	59	33	1	1	5
The school expects my child to work hard and achieve his or her best.	41	49	4	4	2
The school works closely with parents.	47	43	3	2	5
The school is well led and managed.	43	42	5	4	5
The school is helping my child become mature and responsible.	47	33	5	3	2
The school provides an interesting range of activities outside lessons.	37	44	9	4	6

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

67. Children enter the nursery the term after their third birthday, and most children stay there until they enter the reception class in the term in which they are five. At the time of the inspection, there were 40 children attending the nursery on a part-time basis, and 34 children in the reception class. Children start nursery with a fairly wide range of skills, which are broadly average overall. Children achieve well whilst they are in the nursery, and their attainment on entry to the reception class is average.
68. By the end of the reception year, attainment overall is average in mathematical development, creative development, knowledge and understanding of the world and in physical development, with children meeting the Early Learning Goals. In communication, language and literacy, and in personal and social development, most children have exceeded the early learning goals, which are the nationally recognised goals for very young children. All children, including those with special educational needs and higher-attaining children, achieve well. They make good progress.
69. The quality of teaching is good in the nursery class, across all areas of learning. This is a consequence of the very good learning environment created throughout the Foundation Stage. The nursery nurse and the teacher have a very good working relationship. Teaching is well planned and organised to cover all areas of learning in a relevant and interesting manner, and all staff show sensitivity in meeting the diverse learning needs of the children in their care. As a result, children settle quickly, enjoy the activities on offer, demonstrate high levels of independence, and make good gains in their learning.
70. In the reception class, teaching and learning are very good overall, with some excellent teaching seen. There is very good and sometimes excellent teamwork between the teachers and the nursery nurse. This makes a valuable contribution to teaching and learning. The good and sometimes very good progress that the children make results from this high quality teaching and thoughtfully planned learning experiences. The children enjoy a wide and practical curriculum, and areas for learning around the classrooms are carefully planned. There is a very good balance between directed activities and those that the children can choose. The stimulating resources and displays capture the children's interest and imagination. The teachers' planning is thorough, and makes effective use of regular assessments to support the planning of future lessons. The work is challenging and relevant to the children's experiences and stages of development. The children with special needs are supported very well and their progress is good. Very effective relationships exist with children's parents. Teachers make frequent opportunities to speak with parents to ensure that there is a good exchange of information.
71. An area for improvement in the Foundation Stage is that not all staff question the youngest children in a manner which fully develops their thinking skills, nor do they give children sufficient opportunity to respond fully, particularly when children are outside, choosing from a range of activities such as blowing bubbles, 'reading books from the outside box', taking part in pretend games, using the 'saw' to cut logs and investigating wet sand.

Personal and social development

72. The school has established effective arrangements to ensure that all children learn the rules and routines of everyday life at school, such as playing outside, having lunch and snack time with each other and moving around the school considerately. They are also taught to consider the needs of others through activities that require them to share and to take turns. Teachers build well on the children's increasing attention span and consequently, they listen with good interest to their teachers and work for quite long periods independently. All staff promote the children's skills of

independence effectively, providing regular opportunities for them to make choices about activities and the resources they will use. By the time they leave the reception class, most children have already learned to cope well with aspects of their personal care, such as undressing for physical education lessons and washing their hands after visiting the toilet. The teaching-learning experiences in this area of development are preparing the children very well for the next stage of their education, and almost all children are on course to exceed the early learning goals for this aspect of their education.

Communication, language and literacy

73. The teaching of communication, language and literacy is very good and sometimes excellent. The children's skills develop well because the teachers are very good at providing a wide range of appropriate and well-matched learning opportunities. The older children's speaking and listening skills are particularly well developed throughout the day, as well as in specific activities.
74. Colourful and stimulating texts are used to teach children their early reading skills and to promote their very good attitudes to books. When sharing books with the class or a group, the teachers are adept at modifying their questions to different children, so that all are challenged and able to participate at their own level. Very effective teaching about letter sounds and names and how these are put together to form words promotes reading and writing skills extremely well. The use of alphabet puppets, for example, enhances learning as children consider their 'sounds for the week'. During the inspection, children were learning to write 'hot' and re-arranged the puppets to make the word. When teachers share books with the children, they use good questioning strategies to encourage children to talk about 'how a book is organised', and they encourage them to retell the story both verbally and in their writing task. Children in the nursery enjoyed listening to and taking part in the story of Noah's Ark. Children in the reception classes, together with the teacher, read the story of 'The fish who could wish'. Higher-attaining children helped to read the story, and read fluently with expression. The last page of the story was not read. Children then wrote the last page of the story into their writing books, suggesting what happened to the fish. One child wrote, 'He wished for a jumping car. He went to the shop and when he came out his car broke down'.
75. The higher- and average-attaining children already recognise many common words by sight and use their knowledge of letter sounds to help them when they read and write. Teachers constantly draw children's attention to print, spelling patterns and rhyme in words. This raises their awareness and curiosity, and improves their literacy skills. By the end of the year, most children have gained good pencil control and produce well-formed letters.
76. All children are on course to reach the early learning goals by the time they reach Year 1, and at the moment, their standards are above average, as a significant proportion have already exceeded the expected level.

Mathematical development

77. The children make very good progress. In a range of specific and everyday tasks, the teacher provides activities that promote basic number skills effectively. For example, in one very good lesson, the teacher made very good use of a picnic set; children used their investigative skills to decide how many plates, cups, knives, forks are needed for a family of four people. As a result, children were able to divide the given number of objects onto four plates. To further reinforce learning, the teacher recorded the number onto the board for children to see. The high quality of support by the nursery nurse ensured that all children took a full and active part in the lessons, and made very good gains in their learning. Teachers constantly involve children in answering questions, and ask them to explain how they work out their answer. The children are taught how to write down their work as it follows on from a practical activity. Rhymes and songs that promote counting are a regular part of daily activity; for example, they sing, 'The centipede has lots of legs' as they count to 100. Children are beginning to have a good understanding of other mathematical ideas, such as patterns and shape and measure, through tasks in creative art and also whilst working with sand and water. Most children are on course to achieve the early learning goal by the end of the reception year, and at the moment their standards are broadly average.

Knowledge and understanding of the world

78. The good teaching in this area enables children to develop an appropriate knowledge and understanding of the world in which we live. The activity connected with work on 'Water' was a good example. The children investigated the differences between sea water and tap water. The nursery nurse who took the session used a very good range of vocabulary which supported learning, and introduced a 'feely bag', in which children found different objects linked to water, which they then described. This underpinned language development and was very good both for speaking and listening and for personal and social skills as children patiently waited for a turn. Outside activities included blowing a stream of bubbles into the air.
79. The children's skills in information and communication technology are promoted well. The teachers endeavour to ensure that most lessons include relevant ICT links. Consequently, children show good control of the mouse to make things happen, and are familiar with a range of programs that support learning in literacy and numeracy.
80. The children work effectively with construction equipment to make recognisable models. All children are on course to reach the early learning goals for this area of learning by the end of the reception year.

Physical development

81. The provision made for the children's physical development is good. The access to the outdoor area is planned very carefully for all children. Everyone has regular opportunities to practise their physical skills, by peddling and manoeuvring wheeled toys such as tricycles. Sand and water play are continued outside when weather permits. Specific physical education lessons develop the skills of using space carefully and exploring a range of small equipment such as beanbags, to balance on their shoulders and heads as they travel around the hall. The children show good awareness of the space around them and show consideration for others. They all show very good attitudes to their physical education lessons and share and take turns willingly.
82. Specific tasks to develop children's finesse in movement include cutting, sticking and using malleable materials and various tools to make marks and patterns. The children are taught to hold pencils correctly and to work in a controlled way. Most children are on course to reach the early learning goals for their age in their physical development by the time they enter Year 1.

Creative development

83. The teachers provide a very good curriculum for the children's creative development. There are regular opportunities for painting, collage, making models and using malleable materials. For example, the children were in the process of making a collage of 'The Ocean Blue', which was an artistic expression of their ideas linked to the topic of Water. Children used a variety of materials and a range of paint, glue and textiles to make fish, the water of the ocean, starfish and rocks. They paint pictures, make models and play imaginatively with the small world toys, especially the crocodiles! Their activities in the role play area enable them to co-operate creatively, as they undertake tasks such as baking and cleaning. The children have many opportunities to sing their favourite songs and rhymes, which are used effectively to support learning in numeracy and literacy. They use the classroom computer to 'paint' pictures and show a developing control of the mouse. Almost all children are on course to reach the early learning goals for their creative development by the time they leave the reception class.

ENGLISH

84. Standards are well above national expectations by the end of Year 2 and Year 6. Teaching and learning are very good throughout the school, and pupils achieve very well. This is a tremendous improvement since the last inspection.

85. Overall standards in the current Year 2 are well above national expectations, and boys and girls achieve equally well. Inspection findings suggest that pupils' attainment is broadly similar to last year's national test scores for this age group, when pupils achieved very well when compared to all schools and when compared to similar schools. The school's national test results have been steadily rising over the last five years.
86. Pupils in Year 2 speak confidently to one another and to the class when answering questions. They like to talk to each other in 'talking partners'. They are keen to share their interests and have an improving sense of 'waiting their turn'. They often use high quality vocabulary, learned both at home and in school; for instance, when describing a fictional character they say 'selfish', 'lazy' and 'spiteful'.
87. Almost all pupils in Year 2 read well for their age. They have a good understanding of how to use their knowledge of sounds when reading an unknown word, and many self-correct when what they read aloud doesn't make sense. They read with fluency and accuracy, and know how to choose a book independently. They are starting to like the work of certain authors rather than others. They have a very basic idea of how to get information from books in the library, and are well aware that two types of book, fiction and non-fiction, are stored there.
88. Pupils' writing is very good; they write with enthusiasm and creativity, as was seen in the lively poetry work using 'Nag, Nag, Nag' as a stimulus. They are beginning to understand different styles of writing such as narrative, report and book evaluation. They form letters correctly and confidently, using a joined handwriting style much of the time. Spelling remains firmly rooted in their knowledge of letter sounds, but everyday words are often spelt accurately and pupils are starting to use word banks and easy dictionaries. Sentences are usually punctuated correctly.
89. Standards in the current Year 6 are well above national expectations. They are very similar to those indicated by last year's national test scores. In those tests, pupils achieved very well when compared to schools nationally, and when compared to standards achieved by pupils in similar schools. Higher-attaining pupils achieved particularly well against all these measures. The trend in results is gradually and continually upwards over a five-year period, with boys and girls achieving approximately equally well.
90. Pupils' speaking and listening skills are well developed. They nearly all talk confidently about their work, their hobbies and interests and recent school events, using quite a broad vocabulary. In groups, they listen to each other's viewpoints patiently, and can present quite logical arguments if they disagree with their friends. Members of the school council get the opportunity to use a formal register of language when discussing issues in meetings, as do those who perform in the regular school plays, assemblies and religious festivals.
91. All pupils read well. They read accurately and with good flow, but little intonation and expression. Their sense of audience is not yet well developed, and could be enhanced by reading with children from younger classes. They have a clear idea of plot, character and setting, and predict quite well what might happen next. They are starting to read 'between the lines'. Pupils' personal reading could be more closely monitored. This would encourage them to read more widely, gain a broader vocabulary and experience different genres and authors.
92. Pupils' writing skills are very well developed. They select an appropriate style for their purpose and audience; for instance, the school council treasurer used a formal letter to write to the headteacher, asking for a budget. Pupils choose their words carefully, trying to create an effect with each one, using, for example, 'yelled' and 'ranted' rather than 'said'. They know the importance of planning and use it well as a basis for their piece. Spelling of everyday words is mainly accurate, but even the most able continue to be confused by 'their' and 'there', 'new' and 'knew', and 'to', 'too' and 'two'. Presentation of work by most pupils is careful and they consistently use a joined writing style that is easy to read. The presentation of pupils' work is especially good in Years 5 and 6, but sometimes less good in the lower juniors.

93. Progress through the school is very good because pupils nearly always receive consistent teaching in every class, and teachers have very good subject knowledge. Confidence in speaking and listening is promoted through opportunities to talk in pairs and groups, as well as by answering the teacher's questions. Reading, especially in Years 1 and 2, is closely monitored and supported. The recent emphasis on writing has had the desired effect, and pupils achieve well. Pupils with special educational needs make good progress towards their targets. They receive good support from their class teacher and the classroom assistants. When they are involved in group activities, like the 'Additional Literacy Strategy', they receive intensive tuition and support specifically directed at their needs. In general lessons, however, the way their specific needs will be met is not always formally noted in the teachers' lesson planning.
94. Teaching and learning are very good across the school. Teachers have very strong subject knowledge and use it to develop interesting lessons, which motivate pupils to learn, as in Year 4 where pupils are enthralled by the telling of the 'bubblegum' story. Pupils develop basic skills well because they are interested. Teachers in Years 1 and 2 used their knowledge of early writing to allow pupils to experiment with the written word and create a desire in them to be writers. Pupils are managed, motivated and rewarded well across all classes, and this creates the right atmosphere in which everyone can learn. Indeed, pupils are consistently attentive and generally work hard throughout lessons. Teachers' expectations are high. In most aspects of English they demand the best from their pupils. Resources, including computers, are not used as well as they might be, partly because the equipment is very new to the school. Homework, including monitoring of pupils' reading, whilst satisfactory overall, could play a greater role in pupils' learning. The books written by pupils in Years 1 and 2, such as those on pets, are very good and give them an opportunity to work collaboratively and to share their work. This is not a feature of many other classes. Marking in Years 5 and 6 is both full of praise and very constructive, but this is not consistently true of all classes.
95. The teaching of literacy skills is very good and pupils use them well in many other subjects. The quality of writing is strong in history and geography, where pupils create good quality projects on the world's rivers or write about life in the '60s. Report writing is sometimes used well in science to record experiments, and in religious education, pupils use narrative writing to retell the parables of Jesus. There are also planned opportunities for pupils to use their speaking skills, and these often involve 'talking partners' discussing a task or the reasons why an event happened in history.
96. The management of the subject by the two co-ordinators is good. Teaching and learning are monitored closely and support is offered to teachers who need it. Assessment and recording are detailed for end-of-year tests, but individual pupil records are not totally complete. National test papers are carefully analysed and evaluated. This has led to specific strategies such as the emphasis on writing being put in place, and they have proved to be very effective. New technology is not used as well as it might be, for instance, all lesson plans could be word-processed and used, after careful annotation, in future lessons. Although targets and success criteria could be more tightly written, the action plan for the development of the subject is right.

MATHEMATICS

97. On the basis of 2002 national test results based on average national curriculum points scores, pupils' attainment matched the national average at the end of the infant phase. The percentage of pupils obtaining Level 2, the expected level, was average, but the proportion obtaining the higher Level 3 at the end of the infant phase was below the national average. Pupils' performance in the end-of-infant phase mathematics test was average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 2000 to 2002 was nearly one term ahead of the national average in the national tests. The performance of girls was slightly lower than that of boys in the end-of-infant phase tests over the last three years.
98. In the 2002 national tests at the end of the junior phase, pupils' attainment, in terms of points scores, was above the national average. The proportion of pupils obtaining Level 4, the expected level nationally, was slightly below average but the proportion reaching the higher Levels 5 and 6 was above average overall. When compared with pupils from schools of a similar type, standards

were well above average. The performance of boys has been marginally ahead of that of girls over the last three years.

99. For the current groups of pupils, evidence from the lessons observed, analysis of pupils' work and discussions with pupils indicates that attainment is above national expectations at the end of the infant phase, and well above national expectations by the time pupils leave the school at the age of 11. The reason for the difference between previous test results at the age of 11 and inspection findings is that the headteacher and recently appointed mathematics co-ordinators have rigorously monitored and evaluated teaching throughout the school, giving teachers very useful points for development, according to individual need. It is all the more commendable that pupils in the current Year 6 are at such a high standard, as this group of pupils performed poorly at the age of seven.
100. Within the range of mathematics work seen during the inspection, pupils in the infant phase show a good level of attainment related to investigative mathematics and number. Pupils in the junior phase know their multiplication tables very well, greatly helping attainment in other areas of mathematics. Pupils aged 11 are most adept at working out equivalent fractions; they fully understand the relationships between decimals, percentages and fractions. Pupils use correct mathematical vocabulary throughout the school, and this is a major factor in helping their learning. They develop appropriate strategies when solving problems in their heads, and are familiar with different ways of presenting data. Pupils aged seven appropriately understand that subtraction can be treated as the reverse of addition and enjoy correcting the teacher when she makes 'deliberate' mistakes. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards currently exceed those at the time of the last inspection for pupils at the end of both the infant and junior phases. Higher attaining pupils are sufficiently challenged but, just very occasionally, lower attaining pupils in particular are not given sufficiently demanding work in the lower juniors.
101. Overall learning of pupils in mathematics is very good in both the infant and junior phases; this includes those pupils having special educational needs. Factors aiding progress include the extremely positive attitudes and good behaviour of the pupils, and the overall very good standard of teaching. The quality of teaching is a strength of the school. The teaching observed was excellent in five of the ten lessons seen, very good in two lessons, good in two and satisfactory in one. The features that made the best lessons excellent, and contributed to a very high rate of learning, were the highest possible expectations on the part of the teachers, coupled with a brisk and purposeful pace, as part of which the teachers set time targets for pupils. Such lessons clearly explained what the learning objectives were at the outset in appropriate language, and re-visited these at the end of the session to see how far they had been achieved. Teachers in most numeracy lessons begin with effective question-and-answer sessions, to revise previous work and set pupils thinking. In numeracy lessons, the likeliest time for pupils to lessen their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets, as in, for example, an excellent Year 5 / 6 lesson on common factors. Pupils' achievements are very good.
102. The co-ordinators for mathematics have had a pronounced impact on raising standards. Along with the headteacher, they have monitored and evaluated teaching rigorously, providing valuable feedback to teachers on points for further development. The raising of standards is particularly evident with the current Year 6, who performed poorly in the national tests when they were seven. Assessment data and inspection evidence show that they are on course to achieve a high standard by the time they leave the school. ICT is used appropriately to support pupils' learning in mathematics; resources are good in both quality and quantity, and help pupils effectively to make progress. This was especially evident in a Year 1 lesson, where the teacher used a range of high quality aids very skilfully to help pupils' counting and problem solving. Numeracy across the curriculum is very good. There has, overall, been very good improvement since the last inspection.

SCIENCE

103. Standards attained by pupils at the age of 11 in tests in 2002 were above the national average. They were well above average in comparison with those of similar schools. Teacher assessments of pupils at the age of seven showed their standards to be average in comparison nationally and when compared with those of similar schools.
104. Inspection findings indicate that standards for the current pupils are similar to the above. By the age of seven, standards match national expectations. By the age of 11, they are above national expectations. Progress overall throughout the school is good, and pupils, including those with special educational needs, achieve well. This is an improvement on the findings of the previous inspection. Attention has been paid to the investigative aspect of the subject. Pupils are encouraged to explain their thinking and understanding, and they do so articulately.
105. By the age of seven, pupils identify forces such as pushes and pulls. Most note that to move the swing you pull and push. When they test cars travelling along different surfaces they record their work logically, showing what they did, how they measured and recorded their findings and explaining what they have found out. Pupils complete charts and bar graphs to show the information they have obtained. By the age of 11, they have good knowledge of scientific vocabulary, writing explanations of words such as seedlings, pollination and germination, for example. Pupils record investigations fully, from hypothesis to conclusion, including diagrams and tables. When appropriate, they use mathematics skills to work out the range and average of their results. They think about the limitations of their investigations and how to approach further study, duly aware of carrying out fair tests.
106. Teaching and learning overall are good. Teachers plan well and provide many practical opportunities for pupils to investigate their own ideas. They are asked to predict what they think is likely to happen and show great confidence in suggesting different ideas. Teachers have high expectations of pupils behaviour and relationships with each other. The pupils know this and the vast majority are also eager to learn. Consequently, when they work with partners or in groups, they co-operate very well, sharing ideas and helping to promote the learning of all. Teachers ensure that their own knowledge of the topic taught is sound, so that discussions flow well. Year 4 pupils enjoyed a particularly fruitful discussion because the teacher's knowledge of the subjects of magnetism and "hypnosis" was strong. He ensured that all participated, maintaining their attention with a lively pace and an interesting approach. They responded very well, notably when he "hypnotised" them! This resulted in them producing the scientific questions about magnets that he was seeking.
107. Resources are used effectively so that pupils are free to handle and experiment with different materials. Infant pupils were provided with a very good range of opportunities to investigate their senses. Year 6 pupils relate that, when they now think more deeply about topics which they also studied when they were younger, their earlier hands-on experiences are invaluable. On occasions, however, some of the older pupils are over-managed, with insufficient opportunities to fully devise and carry out their own investigations. This results in a loss of pace to the lessons, and a lack of real excitement in learning. A feature of all lessons is the emphasis on pupils' explaining. Teachers ask follow-up questions on topics so that pupils have to think hard and explain clearly. They are taught to use appropriate formats when they reply, such as I think.....because..., or aner....er answer. Thus a class 5 pupil writes, It gets louder as I get nearer to the source. Whatever the task, pupils are required to predict an outcome, and arrive at a conclusion, which has to be explained. The recording of investigations is good in the infant and older junior classes, but does not develop consistently through the school. This is true also of pupils presentation of work. In some classes, expectations could be higher. The marking of work varies. Some good examples are seen where teachers clarify or probe pupils understanding. Occasionally, as seen in Year 4, a pupil writes a response to the teachers question and this further aids learning.
108. Leadership of the subject is good. Action has been taken to address problems, such as the fact that recent test results show many pupils achieving the higher Level 5 and even Level 6, but also show too many pupils not achieving Level 4. Pupils in Years 5 and 6 are now grouped according to prior attainment. Both teachers and pupils find this beneficial. Methods used are well suited to the group being taught. This includes those pupils with learning difficulties. Booster classes have

also been established for those pupils requiring additional help. Pupils are tested at the end of each topic and their attainment is tracked through the school. They also have individual targets and assessment sheets, which indicate what they know they can do. Resources are good and well used, as are the school's new facilities in information and communication technology.

ART AND DESIGN

109. At the last inspection standards were broadly average by the age of seven and 11. Progress was satisfactory for pupils aged 11, but unsatisfactory for those at the age of seven. Inspection evidence shows that standards are now broadly average for pupils aged seven, and above average for pupils at the age of 11. Progress for all pupils, including those with special educational needs, is good, and pupils achieve as expected nationally in relation to their prior attainment as they move through the school.
110. The creative development of pupils entering Year 1 is broadly average for their age. By Year 2, standards have progressed well and pupils are achieving as expected nationally. In Years 1 and 2, pupils were observed investigating the nature of malleable materials. The teachers played an important role in encouraging pupils to look at angles, and to discuss shape and the materials the sculptor had used. Very good use was made of pictures of famous sculptures, including those of Henry Moore, Picasso, Michelangelo and Elizabeth Fink. Pupils excitedly moulded their plasticine and experimented, using different tools to create different textures on their sculptures. The skilled teaching in Years 1 and 2 inspires creative responses from the pupils. Wall displays enhance the learning environment and celebrate the pupils' achievements.
111. Pupils in Years 3 to 6 begin to develop a critical appreciation of artists and their work, by experimenting with materials, trying to find out different processes and evaluating the effects of these. For example, pupils in Year 3 and 4 portray relationships, using pastels to draw a Mother and Child. Pupils investigate pattern and explore how colour and shape can be organised to create patterns for different purposes. In Years 5 and 6, pupils investigate a variety of materials that could be used to create a 'talking textile'. In one lesson, pupils discussed how stories have been represented in textiles; using the story of Gelhert and the wolf, pupils retold the story and then illustrated it, as preparatory work for a tapestry that they are proposing to make as part of a topic on The Greeks. Pupils developed their skills, knowledge and understanding as they discussed and investigated a variety of textiles and other materials that they could incorporate into a tapestry, and the ways they could be used. In this way, art and design makes a valuable contribution to pupils' cultural development.
112. The quality of teaching and learning is mostly good, with some very good features. Teachers have good subject knowledge and understanding, overall, which are used well to ensure that pupils gain knowledge and develop their skills at a good rate. Planning is appropriate and ensures continuity and progression throughout the school. Teachers' expectations are high, and as a result, pupils' productivity and pace of working are good. Teaching methods are effective and teachers make good use of time, support staff and resources to raise standards. As a result, pupils' interest and levels of concentration are maintained well in lessons and relationships are very well developed.
113. The co-ordinator provides sound leadership and management for the subject. She has recently taken over the role and has therefore not had time to monitor teaching and learning. However, scope for this is included in the school improvement plan and will be implemented in the Autumn term. Systems for assessment are generally appropriate, but do not provide sufficient information for teachers to adjust planning or set individual or group targets for improvement. Resources for the subject are good. Insufficient use is made of ICT to support learning in this subject.

DESIGN AND TECHNOLOGY

114. Observations of one lesson in Year 3 / 4, evaluation of teachers' planning and pupils' work and discussions with pupils and staff show that pupils are on course to reach average standards by the end of both Years 2 and 6. All groups of pupils achieve as might be expected in relation to their

prior attainment in Years 1 and 2, and achievement is good by the end of Year 6. This is because of the overall satisfactory teaching and close attention to the scheme of work, which is based on national guidance. All pupils have a satisfactory understanding of the design process throughout the school. Standards have been maintained since the last inspection. All pupils, including those with special educational needs, make satisfactory progress by the end of Year 2, and good progress in Years 3 to 6. This is an improvement since the last inspection.

115. In Years 1 and 2, pupils have used the design process from the original idea to the finished product, as they plan, make and evaluate a wheeled vehicle. Pupils planned and made a coat for Joseph, using different fabrics and joining methods. Older pupils have gained an understanding of a simple winding mechanism exemplifying the rhyme, 'Hickory dickory dock', making the mouse 'run up the clock' using a simple winding mechanism.
116. In Years 3 and 4, in a very good lesson, pupils built on their early expertise as they made monsters with at least one moving part, to be controlled by the pneumatic system. Pupils used their investigative skills well as they discussed how they were going to make a monster. Good use of books supported learning and stimulated pupils' ideas. The very good teaching ensured that all pupils were engaged, and developed their skills, knowledge and understanding. Other pupils created efficient money containers, developing their skills, knowledge and understanding in working with a range of materials including textiles. Pupils used a very good range of decorative techniques and applied them appropriately. Other pupils designed and made slippers, using a wide range of design and materials to great effect. Pupils evaluated their finished product against the original design. By Years 5 and 6, pupils have worked on control mechanisms and structures and used these to produce musical instruments. However, as yet pupils have very limited experiences of using ICT to refine and extend their ideas.
117. During the inspection, only one lesson was observed. On the basis of all the evidence seen, teaching and learning are consistently satisfactory by the end of Years 2 and 6. This is because teachers have sound subject knowledge and ensure that time and resources are used appropriately. Scrutiny of work shows that teachers could plan more use of ICT into pupils' learning.
118. Subject co-ordination and overall provision for design and technology are satisfactory. The co-ordinator provides sound leadership. She has not yet had sufficient time to develop monitoring of teaching and learning, but again, scope for this is included in the school improvement plan and will be implemented during the Autumn term. Assessment procedures do not yet provide sufficient information for teachers so that they can modify planning or focus on individual or group targets for improvement. Resources are good.

GEOGRAPHY

119. Standards by the end of Year 2 meet national expectations and exceed them by the end of Year 6. Teaching is now good in infant classes and through the school, all pupils achieve well. Assessment remains a weakness. Overall, this represents good improvement since the last inspection.
120. In Year 2, pupils have a growing awareness of what maps are and the information they contain. Their knowledge of the world is starting to go beyond the immediate locality. They are very aware of the features of the environment around them and are starting to have a viewpoint, for example, 'It is good to have our new school here because there are lots of trees around.' In Year 6, standards are above those expected nationally. Pupils have studied both local and more distant places, and use good technical vocabulary to describe the features found in them. They benefit significantly from the opportunities for fieldwork provided by the residential visits. They hold quite strong views on the environment, and are beginning to understand that pollution in the local river destroys the habitat of fish and insects, which in turn affects things away from the river, like bird life and small mammals.

121. Progress, from an average starting point, is good through the whole school. Teaching is of a good quality overall and the topics build well on pupils' knowledge and gradually extend it further. For instance, 'Holidays' in Years 1 and 2 is extended in Years 5 and 6 to pupils writing a holiday brochure for Greece. Pupils with special educational needs are well supported in their understanding and written work by teachers and classroom assistants. Because relationships are so good, they also receive significant support from their peers.
122. Teaching and learning in Years 1 and 2 are good. Teachers are interested in the subject, present lessons in a lively way and use lots of resources, all of which stimulate the pupils' interest. Pupils are keen to talk about postcards from different holiday destinations, and use good vocabulary for their age when doing so. Teachers use 'talking partners' well to promote their pupils' speaking and listening skills, and pupils are learning to justify their choices. The pupils are motivated to learn and teachers build on this positive attitude, often offering rewards for particularly good attitudes or behaviour. In this way management, motivation and stimulation of pupils is very good.
123. Because of the way the school organises its teaching, it was not possible to observe any lessons in Years 3 to 6. However, the scrutiny of work indicates that teachers have good knowledge of the subject and explain it well, because pupils are able to use technical vocabulary, such as that about rivers, with ease. Project work and links with other subjects, such as art and information and communication technology, are generally strong. Teachers help pupils produce quality projects on rivers, often using computers for both information and presentation.
124. Pupils enjoy their lessons. They show genuine interest in the subject and in the older classes produce good quality projects on 'Rivers' and 'Holidays in Greece'. They behave very well in lessons and are responsive to their teachers and each other. Very positive social attitudes are built up over their school careers. Provision culminates in residential visits in both Year 5 and Year 6, when group problem-solving and fieldwork are two important aspects of their stay.
125. The curriculum has a good range of topics, including contrasting United Kingdom and international localities, which aids pupils' understanding of the issues behind decisions, such as, 'Why is the town situated here?' The travels of Barnaby Bear in Years 1 and 2 help pupils in those classes to start to appreciate where places are and what maps tell us. Parents also play a positive role in enhancing pupils' knowledge by supporting Barnaby in his travels. Pupils' understanding is enhanced by appropriate visits, for instance, to the nearby river as part of Year 6 river study, and residential visits to North Wales.
126. The management of the subject is satisfactory. Some improvements have taken place since the last inspection but the turmoil of the move to the new building has understandably put geography 'on the back burner'. Some monitoring of teaching and learning has taken place. Assessment of pupils' learning remains rudimentary and often informal. Resources are good.

HISTORY

127. Standards by the end of Year 2 broadly meet national expectations and they are above them by the end of Year 6. Teaching is good in Years 3 to 6, and pupils achieve well. This represents a significant improvement since the last inspection. Management is satisfactory but assessment is not carried out consistently through the school.
128. Standards in Year 2 meet national expectations. Pupils place objects such as washing machines in 'time' order well; they know that electricity has had a big influence on the way jobs are done in the home. They have a growing understanding of different types of house and comfortably state that 'houses with no garage are older'. They have handled a very good range of resources sensibly and safely, and drawn good conclusions about their former use.
129. Standards in Year 6 are above national expectations. Pupils have a good understanding of life during the Second World War, and a growing appreciation of the rapid social changes since 1948. They are able to give sound reasons why some of these changes have come about, for instance, 'improved schooling because of the need for a more educated work force'. They use key

vocabulary such as 'democracy' and 'monarchy', and are starting to understand their meanings more fully through class activities. They use the Internet well as a source of information, but are less experienced at obtaining information from books and objects. Pupils present their work very neatly in Year 5 and Year 6 especially; presentation is sometimes not as good in the lower juniors.

130. Progress through the school is good. Pupils' knowledge of time improves steadily and they are taught well by generally enthusiastic teachers. Pupils with special educational needs make good progress. They receive support from class teachers and classroom support assistants, and group work often involves putting more able pupils with them also to offer some support.
131. Teaching and learning are good in Years 3 to 6. Pupils are managed well and this provides an atmosphere in which everyone can learn. Most teachers have good subject knowledge and this allows them to prepare and teach lively lessons, about quite difficult concepts clearly, such as types of governments in Greek city-states. Resources are not used as well as in Years 1 and 2. Displays are rather lacklustre and fail to spark pupils' interest in the forthcoming topic. Teachers in all classes allow pupils opportunities to write extensively in history. Because no history was taught in Years 1 and 2 during the inspection, it is only possible to comment on the work and displays seen. This evidence again suggests that teachers have good subject knowledge, and make very good use of objects and memorabilia to help pupils understand about the past. Marking of pupils' work is variable.
132. The subject makes a positive contribution to pupils' cultural development. They have an improving appreciation of Britain's history, and also of local culture. For instance, the school takes part in the 'well dressing' competition each year as a way of preserving local traditions.
133. Management of the subject is satisfactory. Standards and teaching have improved partly because of the monitoring done by the co-ordinator. A file of pupils' work was effectively used to re-write the standards expected of each age group and resources are improving. Assessment and recording remain an issue from the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Attainment at the age of seven and the age of 11 meets national expectations. By the end of the infant phase, pupils use information and communication technology (ICT) to assemble text in literacy. They are able to generate text and save and retrieve information. By the end of the junior phase, pupils can present information in different forms, showing awareness of their audience and the need for quality in their presentations. Their presentations include appropriate use of hyperlinks. Pupils' work on control, monitoring and modelling is at nationally expected levels.
135. Learning is good throughout the school, for all pupils, including those having special educational needs. It was possible to see three lessons in this subject, which were all taught well. The overall quality of teaching is good. The school makes efficient use of its new, centrally located, state-of-the-art ICT suite; all classes are timetabled for two sessions per week there, and the computers are networked to the computers in the classrooms, enabling further work to be carried out in class. Assessment is not yet used effectively to monitor pupils' progress in this subject.
136. Pupils' response is very good indeed. They show great eagerness for, and interest in, this subject. Pupils work hard in practising their skills and work co-operatively very well. They are not afraid to volunteer their own suggestions; relationships are excellent.
137. The co-ordinator for this subject is knowledgeable and is spreading his skills through the school. He has already provided some in-service training for colleagues, and has monitored and evaluated colleagues' practice. There are appropriate computers in every classroom, which are all networked together and networked to the suite. Many of the computers in the classrooms were built by the co-ordinator and the ICT technician. The school is linked to the Internet but does not yet have an up-to-date website. There is an appropriate range of cross-curricular software. Great improvements have been made since the last inspection in terms of the hardware available; standards remain in line with national expectations.

MUSIC

138. Standards throughout the school are similar to those expected by pupils at the ages of seven and 11. This shows improvement since the previous inspection, when standards at the age of seven were below expectations. Pupils have many opportunities to make and enjoy music. Individuals learn to play the piano, clarinet, guitar or recorder. There is a school choir, which performs publicly, and an annual production of a show, such as 'Sweeney Todd'. Pupils have the confidence to perform individually. However, although singing tunefully, there is a lack of vibrancy and enthusiasm when the whole school sings together. Progress is satisfactory for all pupils, including those with special educational needs. There is evidence of above-average standards in composition, showing good progress.
139. Teaching and learning are satisfactory overall. Some good lessons were seen when the teachers own enthusiasm was reflected by the pupils. The Year 1 teacher maintained a good pace for the pupils learning by employing a range of activities that retained their interest and application. The lesson included singing, composing and performing music using tuned instruments, as well as body percussion. The pupils reflected anger and sadness in their voices when they sang. Almost all kept the correct time when responding to the pulse of the music. When they heard Chopin's 'Raindrop Prelude' they were asked to think about the dynamics, and listened attentively. Although poor behaviour marred one lesson, pupils generally respond very well. Year 6 pupils attitudes and application were exceptionally good, resulting in their composing and playing significantly different examples of mood music. This very good lesson was well planned, so that pupils initially analysed examples of music, matching to their own mood and feelings. When they discussed the music, they used technical terms such as 'tempo', 'dynamics' and 'duration' with confidence. Teamwork was superb; each group was immediately fully on task and they played their instruments sympathetically, listening to their colleagues. At the conclusion of each performance there was spontaneous applause and observations were polite and astute. The pupils clearly enjoyed their work.
140. In discussion, Year 6 pupils show an interest and enthusiasm for music, with varied tastes. They know something of the music of other cultures. Irish music and dance is celebrated annually and they have experienced both Caribbean and African music, the latter linked with design and technology. Knowledge of the names and works of classical composers is poor, but pupils can discuss musical shows and other aspects of the subject. The new music room is ideal for individual and small group learning. Resources are satisfactory overall, but additional tuned percussion and storage facilities would be helpful. Although there is some evaluation built into the scheme of work, assessment of pupils attainment and progress is very basic. Information and communication technology is used appropriately.

PHYSICAL EDUCATION

141. Standards overall are average at the ages of both seven and 11, and thus have been maintained since the previous inspection. However, standards in swimming are well above average. All the Year 6 pupils have achieved the minimum standard set in the National Curriculum. A high proportion of them swim well in excess of that, with a few pupils achieving bronze, silver and gold awards. No gymnastics or dance lessons were seen.
142. Pupils in Years 1 and 2 show co-ordination and control compatible with their age. They throw beanbags and balls with reasonable accuracy and most pupils catch them successfully. Most of them co-operate sensibly and fairly, and they make good and safe use of the space available. When asked, they comment on how performances can be improved. Junior pupils perform energetically and collaborate very well with each other. They practise hard at the tasks in order to improve their skills.
143. Teaching and learning are satisfactory. One good lesson was seen, in Year 2. The teacher organised and managed the lesson very well, being alert to amend any practice that was not effective. The lesson was well planned so that pupils learning progressed well. Basic skills were

practised initially, and then applied in small-sided games in which pupils were focusing on tactics. At various points in the lesson, the teacher shared with the pupils the reasons for their improvement. Good use was made of demonstration, particularly by three pupils who showed above-average skills. All enjoyed the vigorous and purposeful exercise.

144. Not all lessons are as well focused, with an end purpose in mind. For example, a learning objective which is to develop and consolidate a range of skills is rather woolly. Teachers' planning for pupils to learn or reinforce specific skills does not always lead to pupils applying those skills, so the pupils may find the lesson boring and somewhat purposeless. Year 6 pupils learned how to use their arms effectively when sprinting, but were given no opportunity in which to put this to the test in a game with racing. On occasions, teachers have not sufficiently identified the key points of a skill, or do not highlight them sufficiently. However, lessons are well organised and managed so that pupils are exercised vigorously. They participate in suitable warm-up and cool-down activities, understanding the purpose of them. In the best lessons, pupils evaluate each other's performances and show a good and responsible attitude. Pupils in all except one class were dressed smartly, reflecting the dress and expectations of their teachers.
145. Good provision is made for the subject by an active and enthusiastic co-ordinator. This is not yet matched by teachers subject knowledge. Pupils have additional opportunities in football, netball and gymnastics. Year 6 pupils experience outdoor activities on a residential visit. Some pupils have visited a dance centre for specialist teaching. Competitive opportunities are provided in football and netball, with the school having achieved notable success, although the emphasis is always on playing sport with the best attitude. This makes a strong contribution to the pupils social and personal development. Other than in swimming, there is no formal assessment of pupils attainment and progress. Resources are good.