

INSPECTION REPORT

BARKSTON ASH CATHOLIC PRIMARY SCHOOL

Barkston Ash, Tadcaster

LEA area: North Yorkshire

Unique reference number: 121635

Headteacher: Mrs A O'Neill

Lead inspector: Mr A M Scott

Dates of inspection: 17 - 19 November 2003

Inspection number: 255243

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	121
School address:	London Road Barkston Ash Tadcaster
Postcode:	LS24 9PS
Telephone number:	01937 557373
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Susan Ferguson
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Barkston Ash Voluntary Aided Catholic Primary School is a smaller than average village school with 121 pupils. Some pupils come from the immediate village but most come from further afield, especially from the nearby town of Sherburn-in-Elmet. Approximately half of the pupils are Catholic and there are strong links with the Catholic Church. Virtually all the pupils have white British heritage and come from average social backgrounds. Five per cent of pupils have special educational needs, which is well below average. Nearly all these pupils have moderate or specific learning difficulties. Half of these pupils have statements of special educational needs and that is above average. At present, pupils have mostly average knowledge and skills when they enter school, but this varies from year to year because of the small numbers involved.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	English
			Information and communication technology
			Geography
			History
			Music
			Special educational needs
9572	Mrs Kitty Anderson	Lay inspector	
31157	Mr Arthur Allison	Team inspector	Mathematics
			Science
			Art and design
			Design and technology
			Physical education
			Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. After a slightly unsettled period, a new headteacher is in post and the school is now more stable. Standards are beginning to rise again. Pupils enter school with average abilities and make good progress. Standards in the main subjects have improved and are now above average by the end of Year 6. The quality of teaching is good. The effective leadership of the headteacher is ensuring a strong team spirit among staff and a shared focus on improvement. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- The clear vision and good leadership from the headteacher which motivate the staff and which are establishing good priorities for the school
- The good teaching, particularly in Years 2 and 6, which is raising standards in English, mathematics and science
- The below average attainment in information and communication technology (ICT)
- The positive, caring ethos which produces pupils who are considerate, sociable and eager to learn
- Not all teachers have high enough expectations of their pupils
- The governors do not evaluate carefully enough how well the school is developing
- The consistently high rate of attendance which shows that pupils are enthusiastic about coming to school

The school's improvement since the last inspection is good. Standards in English, mathematics and science have improved, especially the investigative aspect of mathematics. The quality of teaching has improved. Subject leaders are now more involved in developing their subjects and there are better systems for checking how well pupils learn. Pupils' attitudes to school are more positive and there are stronger links with the community and other schools. However, there has been little improvement in the provision for ICT and the accommodation has not improved enough.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	C	E
mathematics	B	D	B	E
science	B	C	B	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Caution is required in interpreting the data. In years when there are 10 or fewer pupils, results may not be wholly reliable, and data may be influenced by a high percentage of pupils with Special Educational Needs.

Pupils achieve well by the time they leave the school. Children's achievement in the Foundation Stage is satisfactory. They enter school with average abilities and achieve the goals expected of them by the end of reception. By the end of Year 2, pupils' attainment is average in reading, writing and science, and their achievement is satisfactory. In mathematics, pupils achieve well and they have above average standards. However, standards in ICT are well below national expectations and their achievement is unsatisfactory. Pupils achieve well by the end of Year 6 and have above average standards in English, mathematics and science. In ICT, standards are below national expectations and so pupils' achievement is unsatisfactory. Pupils with special educational needs are all in Years 3 to 6 and they achieve well. Standards have declined in recent years, but have now begun to rise again significantly.

Pupils develop well as individuals. **Their spiritual, moral, social and cultural development is good.** They have very good attitudes to work and they behave well. Their keenness for school is demonstrated by the rate of attendance, which is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good. Teaching and learning in the Foundation Stage (reception class) are satisfactory. In Years 1 to 6, teaching is good, with some very good teaching in Years 2 and 6. Teaching is particularly strong in these classes because teachers plan work adeptly to build on pupils' existing knowledge and skills. The high proportion of good teaching throughout Years 1 to 6 ensures that pupils learn well. Teachers are most confident when teaching mathematics, so pupils' standards tend to be slightly higher. Teachers do not teach ICT well enough, and so pupils' learning is unsatisfactory.

The curriculum is satisfactory, and is enriched by visits and after school clubs. The provision for pupils with special educational needs is good. The accommodation is unsatisfactory because the hall is not available for physical education, music or other activities on a regular basis. The hall is being used temporarily as an extra classroom. The school takes good care of its pupils' well-being; pupils know there is always an adult to turn to in case of need. There are good links with parents and other schools and very good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. In her very short time in charge, she has established harmony, a vital teamwork and a clear sense of purpose. The leadership and management of other key staff are satisfactory but improving, as the rising standards suggest. The school has good systems for checking its own progress but has not, in the past, drawn sharp enough conclusions to remedy areas of concern. The governance of the school is satisfactory. The governing body is very supportive and active in overseeing the school's development. However, the governors are not rigorous enough in evaluating how well the school is doing and in taking appropriate action.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have a high opinion of the school. They particularly appreciate the quality of teaching and the high expectations by teachers of pupils' work and behaviour. They believe their children are treated as individuals and that they make good progress. A few parents have concerns about previous incidents of bullying and the unsatisfactory accommodation. The inspection team finds that this has been mainly an issue of communication in the past and knows the school is keen to resolve any concerns. Pupils are very happy with the school and, like their parents, appreciate the expectations of their teachers. Younger pupils have reservations about some of the boisterous behaviour in the playground. The inspectors found no evidence of unacceptable behaviour.

IMPROVEMENTS NEEDED

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

- Improve the attainment of all pupils in ICT
- Extend the very effective teaching, evident in Years 2 and 6, so that all teachers plan lessons based clearly on prior learning to meet the needs of all pupils
- Ensure that the governing body is more effective in evaluating the work of the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well by the end of Year 6 and standards are above average in the main subjects. Pupils' achievement in the reception class and in Year 2 is satisfactory and their standards are average. Pupils with special educational needs achieve well. There is little difference between the achievement of boys and girls. Standards throughout the school fell in the years following the last inspection but they are now making a positive recovery.

Main strengths and weaknesses

- Standards are above average in English, mathematics and science by the end of Year 6
- Pupils achieve well by the end of Year 6
- Standards in ICT are well below average in Year 2 and below average in Year 6
- Pupils with special educational needs achieve well and attain good standards in relation to their ability
- Standards in mathematics by Year 2 are above average

Commentary

1 When children start school, they have average knowledge and skills. They make satisfactory progress through the reception year and are likely to attain average standards in the goals they are expected to reach by the time they reach the end of the reception year. Children in the reception class have satisfactory personal and social skills. They are polite, kind and understand how to take turns in activities. Children's language skills are as expected for their age by the time they enter Year 1. They listen carefully and talk simply but clearly about what they are doing. For example, they can explain that they have to read words from left to right. They have a satisfactory grasp of number and work with numbers up to ten. Too few lessons were seen to be able to make clear judgements about children's knowledge and understanding of the world, and their physical and creative development.

2 In the national tests of 2003, pupils' standards in Year 2 were average in reading and writing. However, their standards in mathematics were below average because higher attaining pupils did not achieve as well as they should. Teachers assessed science to be slightly worse than mathematics at well below average. The results continued a decline in standards over recent years and put the school well below standards of similar schools. There are differences between the attainment of girls and boys but these fluctuate from year to year, because of the small year groups, and are not significant. Results were especially weak this year because the class had a higher than usual number of pupils with special educational needs and because their class teacher was absent for some considerable time.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.8 (17.3)	15.7 (15.8)
writing	14.7 (15.5)	14.6 (14.4)
mathematics	15.9 (17.8)	16.3 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year

3 Standards in the current Year 2 are better. Pupils achieve satisfactorily overall but are beginning to achieve well. This is because the teaching situation is now stable and the quality of

teaching is good. As a result, pupils attain above average standards in mathematics. Pupils have a good understanding of number and are already tackling their times tables. Pupils attain average standards in English, but are above average in reading. Pupils read well and are beginning to use the right methods for tackling new words, such as breaking up the syllables. Standards remain average in writing and science. Writing is improving but it is no better than satisfactory because there are weaknesses in punctuation and handwriting. Not enough higher attainers achieve their expected levels in science to make the subject above average. Standards in ICT are well below average. Most pupils simply have too little experience and ability on computers.

4 In the national tests of 2003, pupils at the end of Year 6 attained standards that were average in English and above average in mathematics and science. This showed a return to the usually above average standards after a weak performance in 2002. A high proportion of pupils achieved the expected standards in all three subjects but the quality of writing kept the English result comparatively weaker. These results put the school on a par with schools from a similar socio-economic background, but well below those schools whose pupils had similar prior attainment in Year 2. Although the situation varies, there is no significant difference between the attainment of girls and boys. The test results mean that the school met its own targets for English and exceeded its targets in mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.4 (24.3)	26.8 (27.0)
mathematics	28.2 (26.4)	26.8 (26.7)
science	29.4 (28.8)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

5 Standards in the current Year 6 are above average in English, mathematics and science. Pupils are achieving well because the quality of teaching is consistently good, with much that is very good in Year 6. In English, virtually all pupils read well and enjoy a good range of literature. Their writing, while satisfactory, is improving through good opportunities, such as poetry. In mathematics, they have a good technical vocabulary and are increasingly adept at problem-solving. In science, pupils can carry out experiments thoroughly and efficiently. Standards in ICT, however, are below average. Too few pupils are confident in computer operation and all of them have little experience with wider aspects of technology.

6 Pupils with special educational needs achieve well. Teachers plan work that is suitable for these pupils and involve them totally in whole class activities. Pupils make good progress in literacy and numeracy especially, because they benefit from close adult support in small groups.

Pupils’ attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and their behaviour is good. The school makes every effort to encourage pupils to attend school regularly and, consequently, attendance is very good. The provision for pupils’ spiritual, moral, social and cultural education is good.

Main strengths and weaknesses

- The very good relationships that permeate the school create a very positive atmosphere
- Pupils are eager to learn, take a lively interest in all activities and work hard
- Pupils have very good moral values, behave responsibly and are generally considerate towards one another and staff
- The school is very successful in promoting attendance and punctuality

- The school could do more to make pupils aware of the different traditions and cultures in today's society

Commentary

7 Teachers make the school a happy and positive experience for their pupils. They plan interesting lessons and they encourage pupils to work well together and to work hard. As a result, pupils are not only keen to learn but remain attentive and focused throughout lessons. They are mostly sensitive to one another's needs. They rarely call out or interrupt other pupils or teachers. They co-operate very well in activities such as science experiments or dance lessons. When the whole school sang together in a music lesson, it was with one voice.

8 Pupils behave well. They are well aware of how teachers expect them to behave and appreciate the praise they receive for being sensible. The buddy system is effective and ensures that all the younger pupils have an older friend who looks out for them around the school. Behaviour in the playground is lively and can be boisterous, but it rarely goes beyond this. The occasional incident of bullying is a thing of the past and was mostly dealt with very appropriately. Older pupils, in particular, are very responsible in carrying out their various duties, whether plying visitors with tea or coffee or operating the sound system in the hall.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	118	0	0
White – any other White background	2	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9 Pupils have a very clear idea of what is right and what is wrong. They understand the school rules and help to create their own good classroom rules. They do not need to be told constantly what to do. They just knew it was right to sit calmly and silently while waiting for other pupils to arrive in assembly, for example. Socially, pupils have very good skills. Lunchtimes, for example, are enjoyable and orderly affairs, where such things as life and the quality of the lunches are discussed. Children in the reception class have a very good and enjoyable time with their friends in the outdoor play area. Pupils are caring and raise money for charities like Lepira and a local hospice.

10 Pupils have good spiritual awareness. Teachers often encourage pupils to reflect on themselves and on wider issues. The possible impact of a pop star's death on world peace certainly caused pupils in Year 6 to be contemplative. Pupils are encouraged to stand up for what they believe and have faith in their own ideas and opinions. They learn to appreciate the indefinable quality of art, as seen in the range of their poetry. However, the school does not maximise all opportunities. Assemblies, for example, are suitably religious but are not always uplifting or inspiring. Pupils have a satisfactory awareness of their own culture, through art, music and literature. They learn at first hand of different religions from visitors but teachers do not promote the diversity of cultures enough.

Attendance

The school is very good at promoting attendance. There are very efficient systems to check with parents on pupils who are absent. The school analyses patterns of attendance effectively to detect any anomalies. However, the school is most effective at ensuring that pupils simply enjoy their time at school, so that they really want to be there and not miss out.

Attendance in the latest complete reporting year (96.1%)

Authorised absence	
School data	3.9
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides for its pupils is good. Teaching and learning are good, especially in Years 2 and 6 where there is some very good teaching. The curriculum is satisfactory and there is good provision for pupils' personal and social education. The very good relationships between staff and pupils ensure that all pupils are well looked after and cared for. There are good partnerships with the parents and other schools, and very good links with the local community, all of which improve pupils' learning.

Teaching and learning

The quality of teaching and learning is good overall. In Years 2 and 6, teaching is consistently good with some that is very good. In the other classes, teaching is always at least satisfactory. Pupils' learning matches the quality of teaching. The school has good systems for assessing how well pupils learn but does not make full use of its data.

Main strengths and weaknesses

- There are very good relationships between staff and pupils that create a positive working atmosphere in lessons
- Teachers explain new learning skilfully so that pupils know exactly what they have to learn
- Lessons are planned well and teachers often provide work which is challenging for all pupils, however, they do not all do so consistently or effectively enough
- Teachers use interesting resources to inspire and motivate pupils
- The work of teaching assistants is sensitive and effective
- Teachers do not always mark pupils' work constructively enough, so that pupils are clear where they have made a mistake and what they need to do to improve

Commentary

11 Classrooms are happy and productive places of work. Teachers plan lessons carefully to ensure a good structure to learning and to stimulate pupils' interest. They encourage and value pupils' contributions. Pupils appreciate and respect this, so they behave well and are enthusiastic about learning. For example, pupils in a Year 5 mathematics lesson were intrigued by some problems of number sequences, and delighted in rising to the challenge. Teachers select resources that not only capture pupils' attention but clarify tricky concepts. In a Year 3/4 geography lesson, a computer enhanced graph quickly helped pupils to understand how weather patterns vary in such different places as Nairobi and London.

12 Teachers are good at explaining work to pupils. They not only make the aims of lessons obvious but they also demonstrate new ideas or techniques clearly. This enables pupils to learn quickly and complete tasks efficiently. In a Year 6 science lesson, the teacher demonstrated very clearly how to dissolve yeast so that pupils were then able to carry out their work on fermentation efficiently. When teaching is particularly good, teachers make a point of putting learning in context by involving other subjects. In a dance lesson, pupils in Year 6 developed very good movement to

music, by portraying how Lucy might have reacted when she went through the mirror in ‘The Lion, The Witch and The Wardrobe’.

13 Teaching is more effective in Years 2 and 6 because teachers expect more of their pupils. In these classes, teachers provide work that matches pupils’ abilities and which is demanding of them. In an English lesson on alliteration, for instance, pupils in Year 2 were able to extend their ideas. Many pupils thought up good examples, such as ‘a cool coat’ and ‘a handy hat’, while higher attaining pupils were more imaginative with ‘a silvery skirt’. Higher attaining pupils often benefit from suitably challenging work, particularly in mathematics and science and, often in English, but they do not have enough similar opportunities in all subjects and do not always learn as well as they might.

14 Pupils with special educational needs have good individual plans for learning and they are well supported in lessons. Teaching assistants, in particular, work closely with these pupils, explaining new learning systematically and expecting full commitment. However, the statements of special educational needs, which are prepared by support staff from the local education authority, are unhelpful to teachers. The assessments and advice are very vague and could apply to most pupils. In spite of this, the teaching of pupils with special educational needs is good.

15 The school has good systems for assessing pupils’ work and progress. There are regular formal tests and the school has a good overview of pupils’ learning as they progress through the school. This alerts the school to any weaknesses in standards. However, the school does not make the best use of this information. Reaction to declining national test results over recent years was slow. Furthermore, although some teachers are clear about what pupils already know, some are not and therefore cannot be certain of pitching work at the right level.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	12	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is **satisfactory**. There is a satisfactory balance of subjects taught and good provision for pupils’ personal and social development. There are good exciting learning opportunities for pupils, although the school building is not suitable to support all areas of learning.

Main strengths and weaknesses

- Provision for personal, social and health education is good and helps to make pupils responsible and thoughtful individuals
- There are not enough opportunities to develop literacy and ICT through other subjects
- Enrichment, notably by visits and visitors, is good and broadens pupils’ horizons
- Provision for pupils with special educational needs is good, and so pupils achieve well
- The school prepares pupils very well for their transition to secondary education
- Poor facilities inhibit learning in physical education

Commentary

16 Teachers ensure that the curriculum benefits all pupils equally. The curriculum is planned, for example, to cater for the different abilities of pupils. In this way, provision for pupils with special educational needs is good. The work is challenging but achievable and teaching assistants sensitively make sure that these pupils understand new learning.

17 The curriculum is broad and balanced, and is enriched well by stimulating opportunities. For example, pupils take part in productions at Christmas and contribute to celebrations of mass in church. They also perform in assembly for other pupils. This includes the chance to play musical instruments, which they learn in school or after school. Pupils' knowledge is widened by educational visits, for example, to museums such as Beamish. Visitors to the school, who include authors, poets, representatives of other faiths and a puppet maker, give a real depth to pupils' learning. Special occasions, such as a 'Science Day', also serve to raise pupils' interest and expand their practical experience in the subject.

18 Teachers sometimes blend subjects effectively to put learning clearly in context. There are good examples of this in English in Year 6, where pupils acquire different styles of writing using different subjects. For instance, they practised a narrative style by writing about an episode from World War 2 and a factual style when describing the life-cycle of the common frog. In Year 2, pupils not only develop dance naturally through music but also have to create movements to match the personalities of characters of a book. However, there are also many examples of missed opportunities to improve pupils' experiences. Pupils do not always sing in assembly. They do not explore ICT enough, for example, to display graphs of findings in mathematics or to help in science experiments.

19 The accommodation is unsatisfactory because pupils cannot use the hall for physical education. Teachers have to teach the subject outside or clear space in a classroom to teach dance. This does little to motivate the pupils and inevitably restricts learning. There are imminent plans to overcome this problem through refurbishment of the school. Although learning resources are satisfactory overall, there is a lack of wheeled play equipment for the reception children to develop their physical development fully.

Care, guidance and support

Provision for the care, safety and welfare of pupils is good. Pupils have very good relationships with staff and the school takes good account of pupils' views. Teachers provide satisfactory support and guidance for pupils in their development.

Main strengths and weaknesses

- Pupils have a great deal of confidence and trust in their teachers
- The school has good procedures for the health and safety of its pupils
- Pupils' opinions and ideas are welcomed and valued, although there is no formal process of accessing them

Commentary

20 The school thinks highly of its pupils. The staff set very good examples for pupils to follow, and treat all pupils fairly and equally. As a result, pupils are very happy to place their trust in their teachers and other staff in the school. When they fall in the playground, they know there will be a helping hand and a comforting word. If they have a problem, they appreciate the sympathetic ear close by. The school helps this by timetabling sessions each week when pupils can discuss personal and wider social issues.

21 Teachers are interested in what pupils have to say. They encourage healthy debate in lessons and respect their suggestions. In a Year 6 physical education lesson, for instance, the teacher was delighted with the very good ideas for interpreting music in dance. In return, pupils appreciate that every opinion is valid. However, as there is no school council, pupils do not have the chance to contribute more formally to the development of the school. Teachers give satisfactory support to work, especially through praise and through targets to highlight areas of weakness. The targets can be very precise. Many pupils in Year 2 had to concentrate on using capital letters and full stops properly. However, the targets are often not specific enough. One Year 2 pupil had decided with his teacher that 'I will choose what I write carefully.'

22 The school looks after its pupils well. Child protection procedures are satisfactory, and there is good attention to detail over security and good training for first aid. Pupils, therefore, feel safe and sound. There is a sensible approach to health education. The school encourages healthy eating, by recommending healthy snacks, and it ensures that all pupils learn to swim in Years 3, 4 and 5. The school's support and guidance for pupils with special educational needs are satisfactory. When pupils are identified, the support is good but it is likely that pupils are not identified early enough. The headteacher is well aware of this and already has plans to tighten up procedures.

Partnership with parents, other schools and the community

The school's links with parents and with other schools are good. The links with the community at large are very good.

Main strengths and weaknesses

- Pupils gain a great deal from their involvement with the church and the village
- Parents think highly of the school and take an active part in its operation
- Information for parents about the life of the school is very regular and detailed

Commentary

23 The church plays an important role in the education of pupils. The parish priest is a governor and a frequent visitor, and so gives pupils a real insight into the Catholic faith. He leads assemblies, prepares pupils for baptism and reads his inspiring stories and poetry for the pupils. Pupils attend mass at the local church and, occasionally, use the church hall for school productions. Other than this, pupils develop a strong sense of charity by, for example, raising funds for a nearby hospice and sharing their Harvest Festival offerings with residents of the village.

24 Parents' support for the school is very good. They are good at supporting their children with homework, and several of them help regularly in classrooms. A number of parents are very active in 'Helping Hands', the parents' association, which raises considerable funds through activities like barbecues and cheese and wine evenings. These have helped to provide extra computers, large play equipment and have contributed to the building development.

25 The school keeps parents well informed of its progress. Weekly newsletters and home-school books keep parents up-to-date and parents know what homework their children should be having. Parents appreciate the details of their child's progress on the regular parents' evenings. However, communication has occasionally not always been so effective. A very small minority of parents are still concerned about how the school has consulted parents about issues in the recent past, especially the classroom in the hall and some instances of misbehaviour. These are historical issues and the school has done its best to overcome them.

26 Links with other schools add well to pupils' experiences. Teachers from two secondary schools have led older pupils in art workshops. As a result of one, pupils in Year 6 produced a colourful mural for the playground. Year 6 pupils also have ample opportunity to acquaint themselves with the secondary school of their choice. The good communication with local pre-school provision means that children have a smooth and straightforward start to school life.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The leadership of the headteacher is good. The leadership of key staff, the quality of governance and the management of the school are satisfactory.

Main strengths and weaknesses

- The headteacher provides calm, thoughtful and firm leadership
- The headteacher is successful in sharing her vision for the school with other staff
- Monitoring systems are good but the outcomes are not rigorous enough
- The governors do not evaluate carefully enough how well the school is developing
- The induction of new staff is good

Commentary

27 The headteacher is a good leader with a clear vision for the future. It is not possible to judge the full impact of her skills at this stage, because she has only just taken up her post. However, she has been very astute in recognising the various strengths of the school and any areas for development. After a period when there has been a significant turnover of teaching staff and some decline in standards, it has been a priority to re-establish stability and maintain a team spirit and a firm sense of direction. In this, she has been successful.

28 The headteacher has ensured that the atmosphere in the school is positive. The new teachers have been made to feel very welcome, given ample support and guidance and they now feel an intrinsic part of the school. The headteacher has been good at identifying areas of concern. She has plans underway to analyse why pupils who may have special educational needs have not been identified earlier. The headteacher is also aware of the differing opinions among parents and keen to resolve them. A programme of classroom observations is already taking place. The head is rightly taking time to reflect on all the school's issues before producing a new school action plan to replace the existing one, which is voluminous and unwieldy.

29 The other key staff in the school are beginning to be effective. The subject leaders for literacy, numeracy and science are now ensuring that standards of pupils' work are rising, after a period when they were slipping. They are increasingly involved in monitoring their subjects and this has helped to strengthen teachers' skills and improve learning resources. They lead by example, because they are good teachers. However, they have yet to ensure that all other teachers follow their good practice. The leadership of ICT is unsatisfactory because standards are still below expected levels.

30 The school keeps a satisfactory check on its progress. Its monitoring systems are good. There are yearly analyses of the pupils' performance in national tests and annual overviews of all subjects. The headteacher is supported by governors and advisers from the education authority to monitor teaching. However, the findings of these checks are not rigorous enough. For example, teachers' strengths are praised but areas for development can be nebulous. One teacher was advised 'to continue to develop the planning format.' Similarly, although governors keep a watch on the school's developments, they do not ask searching enough questions as to why things are as they are.

31 The work of the governing body is satisfactory. Governors give a good deal of time to the school and are very supportive. They are very involved in new developments, such as the building programme, but have tended to rely too much on the headteacher and local authority to decide on educational matters. The governors have not, for example, done enough to question why standards in ICT are still below average. In addition, decisions on spending are not well evaluated. Two years ago, an extra class was created and the same has happened during this year. The governors have not formally analysed whether these options represent good value for money, nor have they analysed whether the use of the hall for the extra class has affected learning by all pupils who cannot use the hall for physical education or music.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	325,990
Total expenditure	306,246
Expenditure per pupil	2,430

Balance from previous year	49,309
Balance carried forward to the next	69,053

32 The balance of the school's budget is much higher than is expected of schools. However, the school is using part of this to fund an extra class during this year, and has allocated much of the rest to the imminent refurbishment of the building, together with improved ICT facilities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the children in the reception year is **satisfactory**. It was not possible to observe teaching in all areas of learning but there are clear indications that there is a suitably broad curriculum for these children. Teaching was satisfactory in the areas of learning seen and so children learn satisfactorily in these areas. They mostly start school with average ability, achieve satisfactorily and are likely to reach all the goals expected of children by the end of the reception year. Accommodation is satisfactory, but the outdoor area is restricted and there is no indoor hall available for the children, so that their physical development can develop fully. The leadership of the Foundation Stage is satisfactory. These findings show that provision is the same as it was at the time of the last inspection.

Main strengths and weaknesses

- There are very good relationships between staff and children
- Teaching is satisfactory but good in the focus groups
- There are good and varied opportunities to develop language
- Staff do not always support and guide pupils in their activities to strengthen learning

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

33 Children make a good start to school, because staff ensure that children settle in quickly and soon learn the classroom routines. Children have satisfactory social skills and so they behave and participate in whole class and group activities well. They learn to take turns. For example, they learn to listen to each other and take a turn to speak when the teacher is asking questions. Children learn to share equipment and be friendly and kind towards each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

34 Language and communication are a vital part of all activities. Children are encouraged to talk to each other and to adults about what they are doing. However, adults do not always make use of opportunities to ask questions that will foster speaking and listening skills. They sometimes miss chances to extend children's vocabulary, for example, about colours and shapes when children are painting. All children know about books and understand the concept of a word. They 'write' using marks appropriate for their age and are beginning to explore the sounds at the beginning of words, associating the sounds with letters. Teaching in this area is often good because the approach can be imaginative and the teacher makes good use of ICT. When pictures of clothes from an 'Animated Facts' computer programme were projected on to a screen, the children's interest was rapidly heightened. The main strength of the teaching is in the focused teaching groups. Here, adults work effectively because they draw ideas from the children by well-phrased questions and use praise thoughtfully to encourage good effort.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

35 Teaching is satisfactory, and often good. The teacher plans well to develop mathematical learning through a range of activities. For example, children explore number, shape and construction by building with different shaped blocks. Children act out action rhymes such as 'Five currant buns' to help them learn about 'more than' and 'less than', whilst reinforcing their handling of numbers to

five. The teaching in the focus group with the teaching assistant is brisk. She challenges children to explain their answers when, for example, they use interlocking cubes to solve basic addition and subtraction with numbers to ten. This also fosters their speaking and listening skills. One group consolidated their learning with help of a student by using a number ladder painted on the outside play area.

OTHER AREAS OF LEARNING

36 To develop their **knowledge and understanding of the world**, children have opportunities to use both small and large construction equipment. They explore textures in the sand tray and learn some properties of materials, as when melting chocolate to make crispy cakes. There is limited opportunity for **physical development** because the hall is not available for activities. Within the classroom, the children learn to use pencils, scissors, brushes and the computer mouse efficiently. When working independently on these activities, all children usually behave well. Their enjoyment of the activities was clearly demonstrated when a groups of boys worked together with large construction blocks to build a 4x4 vehicle. In their **creative development**, children are able to sing simple songs and rhymes from memory, such as, 'If you're ready and you know it'. They can paint, draw and make collages satisfactorily by, for example, using tissue paper to make flowers.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6, especially in listening and reading
- The quality of teaching is good, particularly in Years 2 and 6
- Pupils have positive attitudes to learning
- The good leadership of the subject has improved its provision

Commentary

37 English has improved since the last inspection. By the end of Years 2 and 6, standards in reading and listening are above average, and standards in speaking and writing are average. However, pupils' writing in Year 2 is only just good enough which makes their overall standard average and their achievement satisfactory. In Year 6, pupils are more confident in their writing and so their standards are above average overall and they achieve well. Pupils with special educational needs also achieve well because their individual plans for learning are good and they receive good support from teaching assistants.

38 Teaching is good but not consistently so. Quite often teaching is satisfactory but the teaching of the older infant and junior pupils is mostly effective. All teachers have very good relationships with their pupils. They present new learning in a clear and interesting way, so that pupils are eager to learn. Pupils, therefore, remain attentive and learn to listen well. Teachers ask good questions and provide good opportunities to develop this. In a Year 5 lesson, for example, pupils had to listen intently to an extract from 'The Lion, The Witch and The Wardrobe' to suggest reasons as to why Aslan martyred himself. This good reinforcing of listening skills is not always the case. When one pupil in Year 1 talked about her birthday party, the teacher did not insist that all other pupils listened.

39 Teachers promote discussion in lessons and encourage pupils to acquire a wide vocabulary. In one lesson, Year 6 pupils came up with 'distraught' and 'flustered' to describe Lucy in the same C S Lewis story. However, pupils are not always good at explaining things. One Year 6

pupil explained that Lucy 'was flustered because she was red in the face.' Teachers do not do enough to urge lower attaining pupils to contribute to lessons and so their speaking lacks confidence.

40 Teachers structure lessons well. They plan work carefully so that pupils have a good blend of activities, which consolidate learning. Teachers can be good at matching work to suit the abilities of pupils and often have high expectations. Reading is a constant priority and, as a result, pupils are capable readers and enjoy an interesting range of books. Teachers ensure that pupils with special educational needs receive the right level of work and are well supported by teaching assistants.

41 However, pupils are not all consistently challenged and inspired. Not all teachers double-check enough what pupils already know and can do so, sometimes, pupils are merely consolidating their existing knowledge. This is often true for higher attainers in classes other than Years 2 and 6. For example, all pupils in Year 5, whatever their ability, usually have the same work on grammar and comprehension. Teachers do not all have high enough expectations of accuracy. They praise pupils well both verbally and through marking but are not insistent enough about the quality of spelling and handwriting.

42 There are good opportunities for creative writing, especially poetry. Teachers clearly motivate pupils to be original in their ideas and this gives rise to thoughtful expression. One pupil in Year 2 wrote:

Under the bed.
After having a fight.
Getting stuck in the dark.
That's much too scary.

43 The subject is well led. The school has recognised any weaknesses in literacy and has put good plans in place to improve them. The whole school emphasis on writing has paid dividends. Pupils are now competent writers and show every sign of improving to match their abilities in reading. Teaching is improving because the good practice in Years 2 and 6 is starting to have an impact in the other classes.

Language and literacy across the curriculum

Teachers make satisfactory use of other subjects to promote literacy and language. Pupils debate environmental issues in geography and develop technical language when writing science experiments. However, teachers do not use ICT enough to reinforce learning through reading up topics on the Internet or word-processing written work. In Year 6, the use of other subjects is very good and intrinsic to the teaching of literacy. One history lesson promoted elements of English, music and ICT. Having looked at the impact of John Lennon's death, pupils had to write their own lyrics to 'Imagine' and some of these were word-processed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the previous inspection
- Pupils make good progress and achieve well because teaching has improved
- All pupils have positive attitudes to the subject
- Support for pupils with special educational needs is good and enables them to achieve well
- The subject is led and managed well
- Some marking, though satisfactory overall, does not often enough contain sufficient guidance to pupils on how to improve
- Individual targets for learning are not sufficiently clear to pupils

Commentary

44 Raising standards in mathematics has been and still is a priority for the school. In this, the school has been successful, and standards in both Year 2 and Year 6 are now above average. This is a clear improvement since the previous inspection. All teachers use the National Numeracy Strategy effectively, and have managed to develop pupils' mental skills, which were a weakness identified in the previous inspection.

45 Teaching and learning are good. Teaching is good overall, with the best teaching in Years 2 and 6, where much is very good and occasionally excellent. Progress is good and pupils achieve well because of the quality of the teaching. Teaching is good because teachers plan well, have high expectations of work and behaviour, and lessons usually move along at a good pace. Tasks are matched well to prior learning. There is good support for lower attaining pupils and for those with special educational needs from teachers and teaching assistants. The adults are sensitive to their needs and help to build up the pupils' confidence; this ensures they achieve as well as other pupils. Higher attaining pupils also benefit from the right kind of challenge. In a lesson in Year 5, these pupils investigated Fibonacci numbers and patterns. This really tested their skills.

46 Teaching is sometimes excellent in Year 6. The pace of lessons is not simply brisk, it is unrelenting. In the imaginative introduction to one lesson, the teacher used a kangaroo glove puppet to capture the immediate and full attention of all pupils. Pupils questioned the kangaroo to identify the shape drawn on a piece of paper in the puppet's pouch. They used mathematical vocabulary very well when doing this, with the teacher constantly challenging them to explain what they meant if they used technical terms, like 'scalene'. This enabled the teacher to check closely on their learning. The enthusiasm of every single pupil was abundantly obvious and had a very positive effect on their learning. Lower attaining pupils used appropriate software programmes on computers to consolidate their learning. Progress in this lesson was excellent and all pupils achieved very well.

47 The assessment of pupils' work is satisfactory. Teachers' marking is satisfactory and sometimes good. However, there are examples of work being ticked as correct when it is incorrect, such as $£1.00 - 85p = 25p$. Teachers do not always correct numerals written back to front or key words that are spelt incorrectly. Comments in books often praise the efforts of pupils, but rarely take learning forward by setting informal but very relevant goals such as, 'Tomorrow, try to form the numeral 7 correctly.' The school uses assessment satisfactorily to set targets for the class, for different groups within the class and, for older pupils, for individuals. However, the wording of many targets is very formal and not sufficiently clear for pupils.

48 The subject is led and managed well. The co-ordinator has a very clear vision of what is required to raise standards further and has initiated training for staff, identified and remedied shortfalls in resources and helped staff to improve displays relating to mathematics. This has contributed to better teaching.

Mathematics across the curriculum

All pupils have good opportunities to consolidate what they have learned in mathematics in other subjects. For example, they use measuring skills in science to record temperature and distances, and explore their knowledge of shapes in art and design.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average
- Pupils make good progress from Years 3 to 6 and achieve well because teaching is good
- All pupils have positive attitudes to the subject

- The subject is led well
- Some marking, though satisfactory overall, does not often enough contain guidance for pupils on how to improve

Commentary

49 Standards in Year 2 are average. Standards in Year 6 have improved since the previous inspection and are now above average. These higher standards are the result of good teaching that provides work based carefully on what pupils already know.

50 Teaching is good throughout the school and pupils achieve well. Teaching is good because teachers plan well, have high expectations of work and behaviour, arouse the interest of pupils and foster a positive working atmosphere. Tasks are matched well to prior attainment. There is good support for lower attaining pupils and for those with special educational needs from teachers and learning support assistants. Higher attaining pupils are catered for well because of the demands made on them by more challenging tasks. In a lesson in Year 6, the investigation had an additional task that challenged their thinking and extended their investigational skills. Questions are used effectively to check on learning. Marking of work is satisfactory, but rarely contains guidance about how to improve. Wrongly spelt key vocabulary is not always corrected and this hinders learning.

51 The enthusiasm of pupils for science is shown by the way they respond to questions and to the tasks set. They are keen to answer questions and, in the Year 6 class, pupils collaborated enthusiastically in the small group investigation about micro-organisms.

52 The subject is led well. The co-ordinator knows what is required to raise standards further through monitoring of the subject. This enables her to produce an annual action plan that identifies key areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of work are below average in Year 6 and well below average in Year 2
- Teachers do not teach enough of the basic skills
- ICT is not developed effectively through other subjects
- Pupils do not have enough access to computers

Commentary

53 Pupils in Year 2 have weak skills on computers and lack experience in other areas of the subject. In Year 6, most pupils have reasonable computer skills but many are still not wholly confident and their knowledge of other applications, such as data-handling, is limited.

54 Teaching is unsatisfactory because pupils do not have the time, scope and guidance to develop enough skills. Pupils in Year 6 have on average about ten minutes per week at a computer and this is not enough to develop the range of skills expected of them. Lower attaining pupils, for example, are slow at typing and move from programme to programme with difficulty. It is a very similar picture in Year 2 where only the higher attaining pupils have appropriate skills, such as accessing programmes, saving work and good mouse control. Most pupils are unfamiliar with a keyboard and have to hunt for individual letter keys when writing anything. Lower attaining pupils struggle to type anything at all.

55 Teachers do not diversify learning enough. The school has sufficient resources to teach the whole curriculum but learning tends to focus on word-processing and some research on the

Internet. Teachers do not give pupils opportunities to use ICT simulations, for example, or to carry out simple programming. Pupils in Year 6 will produce a multi-media presentation this year but their existing skills are unlikely to make this wholly successful. Pupils understand the concept of databases but cannot create one on the computer.

56 Teachers are good at presenting new learning, however. In a Year 1/2 lesson, pupils were left in no doubt about how to fill in doodle designs on the computer with different colours. Consequently, they were able to produce quite variegated designs. In addition, teachers motivate pupils well. Pupils are very happy to work at a computer and so listen carefully to instructions and advice. Teachers use digital cameras to enhance pupils' work but pupils do not use the cameras themselves.

57 The school has not given enough importance to ICT in recent years. The co-ordination of the subject is unsatisfactory because standards have not improved since last inspection. The lack of space in the school building has meant a long delay before a computer suite can be built. This is due for completion within a few months and may well help to promote good standards.

Information and communication technology across the curriculum

58 The school does not develop ICT well through other subjects. In the best lessons, pupils use computers to consolidate and expand learning. Pupils in Year 6 have searched the Internet to find information about the orbits of planets for a space topic. Pupils word-process poems and historical accounts. However, ICT is not used sufficiently well on a regular basis by enough pupils to make a significant impact on their learning.

HUMANITIES

Geography

59 It is not possible to judge the provision in geography. There is an appropriate curriculum but there was not much pupils' work available and it was only possible to see one geography lesson. This lesson was satisfactory but the expectations of learning were not very high. Pupils had to suggest personal belongings to take with them to different parts of the world. They already knew that they would need sunglasses in Australia and a thick coat for Alaska, for example, and they did not really expand enough on the obvious.

60 Discussions with pupils and an analysis of the small amount of written work available did not provide enough evidence on which to judge pupils' attainment overall. Pupils in Year 6 could recall their study of mountains in Year 5, but were not clear about details and were hazy about other areas of geography. However, they will concentrate heavily on geography over the next two terms and this should help matters. Pupils in Year 2 do not commit much to paper but do a lot of their work orally.

61 The school has not given much emphasis to geography recently and so the co-ordination is unsatisfactory. It is not taught with regularity and there can be as much as nine months between topics. The school misses opportunities to develop other skills through geography, such as pupils' vocabulary and quality of writing, as well as computer-based research.

History

62 It is not possible to make an overall judgement about the provision in history. Only one lesson was seen, and there was too little evidence of pupils' work from Years 1 and 2 on which to base a firm judgement about their standards. However, there was sufficient evidence from older pupils to show that standards of work by Year 6 are satisfactory.

63 By Year 6, pupils show a sound, and sometimes good, knowledge of historical topics. When they carry out their own research, they produce detailed and interesting accounts. When

highlighting how awful life was in a Victorian coalmine, one pupil said, 'trappers sat in the dark all day opening doors for the hurries.' Pupils are inspired by more modern history. They are aware of how grim life was in post-war Liverpool and were eager to explore opinions about the impact of John Lennon's death on world peace. However, teachers sometimes rely heavily on worksheets to provide information and this limits pupils' scope to discover facts and present information convincingly for themselves.

64 As with geography, the school has not considered history to be a priority recently. The planning shows that all topics are covered, but it is not clear how thoroughly pupils learn about them. The lesson in Year 6 was very good and suggests that pupils may achieve well in this class, albeit satisfactorily overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

65 There is insufficient evidence to make a judgement about provision. Teachers' planning suggests that pupils receive the full curriculum. An analysis of pupils' work and discussions with pupils indicate that standards are similar to those expected nationally by Year 2 and Year 6. Pupils make steady progress and achieve satisfactorily.

66 Only one lesson was seen. The teaching in this lesson was very good because the teacher had high expectations of both work and behaviour and the lesson was planned well. The teacher demonstrated a weaving technique very well, which ensured that all pupils were very clear about what was expected of them. As a result, they made very good progress.

67 Year 6 pupils have satisfactory experience of working with a range of media. They have used ICT to create work in the style of the pointillist artist, Seurat. Pupils talk enthusiastically about their experiences in art and design. Books about the work of artists such as Lowry, Turner and William Morris and the sculptors Rodin and Henry Moore are used to inspire and motivate pupils.

Design and Technology

68 As no lessons were seen, there is insufficient evidence to make a judgement about provision. All areas of the curriculum are covered and pupils experience the full range of skills. Displays of work show that pupils in Years 1 and 2 not only design and make objects, but also evaluate the finished product. One example was their work on mechanisms in storybooks, which also promoted a positive interest in books. Pupils in Year 6 talked enthusiastically about design and technology topics that they had covered in Years 3 to 6. For example, one pupil brought in a slipper she had designed and made in Year 5. She, together with other pupils, explained in detail the design process, how materials were chosen and how the slipper was made. They also suggested how the finished article could be improved. Inspection evidence indicates that standards are average in Year 2 and Year 6.

Music

69 Too little music activity took place to allow a judgement about provision for music. It was only possible to observe part of one music lesson and a whole school singing practice.

70 Pupils sing satisfactorily. They know a variety of familiar hymns and songs, and enjoy singing. They all take an active part and sing in good unison, with a good sense of rhythm and tempo. Pupils understand the need to vary the pitch to show emphasis and they often sing with gusto. They sing in tune but not melodically or expressively. They tended to charge through 'The Lord of the Dance', insensitive to its lilting melody. The lesson seen was satisfactory. Pupils had a good opportunity to write lyrics for a Beatles' song, but did not sing them to the music. They felt awkward about singing in front of other pupils, so they simply read the words out.

71 Although the school values music, it is not always apparent. Pupils do not sing, for example, in every assembly. Teachers teach techniques and praise pupils for effort, but do not always insist on high enough standards.

Physical Education

72 There is insufficient evidence to make a judgement about overall provision. Teachers' planning indicates that all areas of the curriculum are covered. It is not possible to make a judgement about the quality of teaching, as only two lessons of dance were seen, in Year 2 and Year 6. Teaching was very good in these lessons because of good planning, very high expectations of both work and behaviour, a brisk pace and the encouragement from the teachers. Both lessons were closely linked to books the pupils were enjoying in class - 'Boo' in Year 2 and 'The Lion, the Witch and the Wardrobe' in Year 6. This helped to motivate the pupils fully. All pupils concentrated very well and were keen to do as well as possible. Standards seen in these lessons were average, but pupils achieved well because of the very good teaching. They did not achieve better than this because the accommodation for physical education is unsatisfactory. The hall is unavailable because it is currently being used as a classroom. The Year 2 lesson was, therefore, in the playground and the Year 6 lesson was in their classroom. This was only possible because there are 17 pupils in Year 6. Pupils in Years 3 to 5 have swimming lessons and most pupils learn to swim a minimum of 25 metres.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- There is a strong supportive atmosphere, based on the Catholic faith
- Pupils have good opportunities to consider and discuss personal issues
- The school promotes a healthy lifestyle

Commentary

73 The school places a good deal of emphasis on the personal and social education of its pupils. Much of this is promoted successfully through the Catholic ethos that is fundamental to the work of the school. Teachers also use special lessons sensibly each week to allow pupils to learn about and discuss personal and more general issues. Health education features prominently in the science curriculum, and is added to by visiting experts. For example, a drama group raises pupils' awareness of drugs effectively and the school nurse teaches sex education. Teachers use these and other opportunities to encourage pupils to relate to other people and accept responsibility. As a result, pupils develop a real maturity and self-confidence.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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