

INSPECTION REPORT

ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

Long Eaton, Nottingham

LEA area: Derbyshire

Unique reference number: 112910

Headteacher: Mrs A Glynne-Jones

Lead inspector: Mrs L B Moore

Dates of inspection: 19th – 22nd January 2004

Inspection number: 256071

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 to 11
Gender of pupils:	Mixed
Number on roll:	233
School address:	Bracken Road Long Eaton Nottingham Nottinghamshire
Postcode:	NG10 4DA
Telephone number:	0115 9733209
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr Kevin Clark
Date of previous inspection:	13 th March 2000

CHARACTERISTICS OF THE SCHOOL

English Martyrs' is a voluntary aided Catholic Primary School of about average size, catering for pupils aged 4 to 11 years. Almost all pupils come from white British backgrounds and none speak English as an additional language. Pupil numbers have been decreasing in recent years, partly due to the nationwide trend, but this may also be linked to the previously strict admission procedures which have recently been relaxed by the governing body. Pupils are drawn from the three local parishes and many travel some distance to school. Few join or leave the school other than at the usual times. The majority come from advantaged backgrounds, and pupils' attainment on entry to the school is above average. The number of pupils identified as having special educational needs is below average, but the number with a statement of special educational needs is about average. The school is involved in the Leadership Development Strategy in Primary Schools, received a School Achievement award in 2003 and is part of the Broxtowe College Learning Support Programme for Parents and Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21243	Mrs L B Moore	Lead inspector	English as an additional language Mathematics Music
9132	Ms J Godfrey	Lay inspector	
22805	Ms J Greer	Team inspector	Foundation Stage Science Art and design Design and technology Physical education
32358	Ms H Griffith	Team inspector	Special educational needs English Information and communication technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

English Martyrs' Catholic Primary School is a good school which is still improving because of effective leadership. Pupils are well taught so they make fast progress. The school achieves these good things on a low budget and so gives very good value for money.

The school's main strengths and weaknesses are:

- There is excellent provision for the spiritual, moral and social development of its pupils.
- Achievement is good in English, mathematics and science.
- The school has a very strong ethos of care and inclusion.
- The pupils show very good behaviour and attitudes towards their work.
- The headteacher's leadership is particularly effective, but subject co-ordinators are not all involved in monitoring the work of the school.
- Parents make an effective contribution towards their children's learning at home.
- Assessment information is not always used well enough by teachers to plan the next steps in learning.
- Pupils have some good involvement in their learning, but feedback through marking is inconsistent and they have limited opportunities to acquire and develop independent research skills.

The school has improved well since the previous inspection two years ago and has responded well to the issues raised in the previous report. Standards have begun to rise in Information and communication technology (ICT) as the subject has developed along with the use of the new ICT suite. The curriculum for children in the reception class has improved. The role of the governing body has been extended to include more rigorous monitoring of the work of the school. A rolling programme of refurbishment has begun, with some classes now having more appropriate furniture and more attractive classrooms. Good achievement has been maintained, and, compared to similar schools, the 2003 Year 6 results were the best for three years.

STANDARDS ACHIEVED

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

*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.*

Achievement is good overall in the school. By the end of the Foundation Stage, most children are achieving well and have exceeded the goals children are expected to reach by the end of reception. Results in the 2003 national tests and tasks at the end of Year 2 were very high in reading, writing and mathematics, and well above average in science. Current standards in these subjects are above average and pupils' achievement is good. Results in the 2003 tests for Year 6 pupils were well above average in English and above average in mathematics and science. Current standards in these subjects are above average and pupils' achievement is good. Standards in ICT are average across the school. The slight variations between standards in different year groups reflect the varying levels of attainment of different groups of pupils when they start school. The school has set appropriate targets for the end of Year 6, which change slightly each year according to the ability of the pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attitudes and behaviour are very good in lessons and at play. Attendance is very good. Spiritual, moral and social development is excellent. Cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good, and assessment is satisfactory overall. Lessons are clearly planned and include appropriate learning objectives that are shared with the pupils. A good range of teaching methods is used, which encourages and engages the pupils, although the challenge for the higher attaining pupils varies too much. As a result they sometimes achieve very well but occasionally their achievement is barely satisfactory. Assessment results are used well to show what pupils have achieved, but are not always used well by teachers to ensure work is well matched to the wide range of pupils' levels of attainment. Marking, too, is inconsistent and rarely encourages pupils to improve the presentation of their work, which is often untidy or carelessly set out. Support staff make a valuable contribution and all staff have high expectations of pupils' attitudes and behaviour. There is an increasingly wide range of activities that enrich the curriculum. However, the lack of an accessible separate library means that research skills are harder to develop.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall, with the leadership of the headteacher being particularly good. Although the headteacher has only been in post for four terms, she has developed a clear vision of how the school should move forward. Key staff support her well, although the co-ordinators do not all carry out enough monitoring of teaching in their subjects. The governors have worked hard to extend their involvement in the school and have improved their strategies for understanding its strengths and weaknesses. Statutory requirements are met, with the exception of minor omissions in the governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very well satisfied with the school. They feel their children like the school, and are encouraged to become mature and responsible. Expectations of work are high and teaching is good. They gave few negative views. However, there was some concern about information on progress. The school provides satisfactory information about progress, but some parents would like more information about how well their children are doing compared to the national picture.

Pupils also show good levels of satisfaction. They like being in school and feel safe and secure. They feel they work hard and teachers help them to learn well. They like the way they are trusted to do things on their own. On the questionnaires, a significant number of pupils did not feel that there was an adult they would go to if they were worried at school. However, inspectors found relationships to be very supportive and pupils to have few worries.

IMPROVEMENTS NEEDED

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

- Improve marking so that it consistently helps pupils to see how they can improve both the content and presentation of their work and use assessment results to provide appropriately challenging work for all pupils.
- Provide opportunities for pupils to acquire and develop independent research skills.
- Enable curriculum co-ordinators to monitor their areas more consistently.

and, to meet statutory requirements:

- Ensure that minor omissions in the governing body's annual report to parents are rectified.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Standards are above average overall, and in English, mathematics and science, in Year 2 and Year 6. Standards are above those expected at the end of the reception year.

Main strengths and weaknesses

- Standards are above average at the end of Reception, and last year's results were very high at the end of Year 2 and high at the end of Year 6.
- Pupils demonstrate a particularly good grasp of problem solving in mathematics lessons.
- Standards in ICT have improved since the previous inspection.
- High standards of work are produced as a result of special projects such as Arts Week.

Commentary

1. By the end of the Foundation Stage, most children are achieving well and have exceeded the goals children are expected to reach by the end of reception.

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

Standards in:	School results	National results
English	19.3 (18.6)	15.7 (15.8)
mathematics	17.7 (16.7)	14.6 (14.4)
science	19.2 (18.7)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

2. Results in last summer's national tests and tasks at the end of Year 2 were very high in reading, writing and mathematics, and well above average in science. This higher attaining group of pupils achieved well. Current standards in Year 2 in these subjects are above average but pupils' achievement, taking their capability into account, is still good. Standards in ICT are average.

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

Standards in:	School results	National results
English	28.9 (27.8)	26.8 (27.0)
mathematics	27.5 (28.1)	26.8 (26.7)
science	29.7 (29.4)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year

3. Results in 2003 tests for Year 6 pupils were well above average in English and above average in mathematics and science. When compared with similar schools, results in English and science were well above average with those in mathematics being above average. This indicates that achievement was very good, and this is supported by an analysis of 'value added' – how well each individual pupil moved on between Years 2 and 6. The current Year 6 pupils' standards in these subjects are above average and pupils' achievement is good, taking their standards when they were in Year 2 into account. Pupils demonstrate a particularly good grasp of number and problem solving in mathematics lessons. This is because the element of

problem solving is used as a way of learning other aspects of mathematics. Attainment in ICT has improved since the previous inspection, and is now about average. Other subjects were only sampled, but high quality two- and three-dimensional artwork and murals were produced in the last Arts Week.

4. The slight variations between standards in different year groups reflect the varying levels of attainment of different groups of pupils when they start school. The school has set appropriate targets for the end of Year 6, which are reviewed each year according to the attainment levels of those particular pupils.
5. Pupils are achieving well in lessons as well as overall. There is no one ability group achieving better or worse overall than any other. The issue concerning challenge for higher attainers is one of consistency. In some lessons higher attaining pupils do particularly well, for example when they are grouped together in science. In others they do not do as well as others – for example in mathematics, when they are given the same work as all the others in the class. Results show that higher attaining pupils do as well as other pupils compared to similar schools.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development, including spiritual, moral, social and cultural development, has improved since the previous inspection and is very good. Their attendance and punctuality are also very good.

Main strengths and weaknesses

- Provision for spiritual, moral and social development is excellent, resulting in mature, confident pupils and an outstanding community spirit; the personal and social development of children in the Foundation Stage is very good.
- Pupils are happy in school; their very good attitudes have a significant impact upon achievement.
- Relationships across the school are excellent; pupils work very well together and care for one another.
- Behaviour in lessons and at play is very good.
- Attendance is well above the national average; pupils like coming to school.

Commentary

6. Spiritual development is intrinsic in all activities. It is especially enhanced in assemblies and religious education and is supported by visiting clergy. The school is very successful in its stated aims of fostering a love of God and neighbour. Regular prayer offers pupils the opportunity to reflect on their role in life and the community. A strong sense of belonging to a whole school community is fostered. They gain an appreciation of nature and their part in its survival through visits to nature parks and topic work. During the inspection, pupils in Year 2 were outraged at the impact of poachers on animal populations.
7. Pupils have an excellent understanding of right and wrong. Staff are good role models, showing respect and concern for the individual needs of all pupils and taking their views seriously. The pupils respond very well to teachers' high expectations and positive approach to good behaviour and are very polite to visitors and to each other. Moral development pervades all school activities and is well supported in 'circle time', which encourages self-esteem and respect for the feelings and emotions of others. Pupils have a good awareness of those less fortunate than themselves and raise vast sums for a variety of Catholic and other charities.
8. Social development and relationships across the school are outstanding. The school is very successful in its aim to create a caring community. Pupils from minority ethnic backgrounds are very well integrated and those with special educational needs are accepted and supported

by all. A sense of responsibility is cultivated and the pupils like that they are trusted to do things on their own. Parents agree that their children become mature and independent. There is a great willingness to take on responsibility and enterprise and, by the time they reach Year 6, all pupils have their own duties. For example, they listen to younger readers, sell snacks at break times and act as bus monitors. Pupils learn about democracy and citizenship through the recently formed school council, which sets its own agenda. Pupils enjoy the numerous enrichment activities such as visits out of school, chess club, choir and after-school sports. A week-long residential experience in Year 6 contributes strongly to pupils' personal development and maturity.

9. Pupils have a good awareness of the differences in cultural beliefs. This is supported through religious education, art and design and topic work on Africa, for example. Pupils learn about Christianity and other religions in religious education in order to overcome prejudice and misunderstanding. The pupils' awareness of British culture is good and is promoted through music, performance, geography and history, although displays around the school do not reflect the multicultural dimension of this country.
10. The pupils' attitudes to learning have improved since the previous inspection. They are now very well motivated and enjoy learning. They settle quickly in lessons, listen attentively and contribute confidently. They are interested in their work and keen to answer teachers' questions or volunteer for tasks. The pupils try very hard to achieve well and persevere with tasks, but written work is often untidily presented. They participate enthusiastically in physical activities such as singing and physical education. The pupils work together constructively on tasks and when sharing resources, for example, in using computers.
11. Behaviour in class, at lunchtime and at play is very good and even better than at the last inspection. Staff have very high expectations and use praise and rewards consistently and effectively to encourage good behaviour. Pupils behave very sensibly when out of school, for example, when attending swimming lessons at a nearby community swimming pool. There have been no recent exclusions. A nurture group, set up last year to improve behaviour and relationships in one group of pupils, has been very effective. There is a high awareness of bullying and isolated or perceived incidents are dealt with quickly and effectively.
12. Attendance by pupils continues to be well above the national average and has a significant impact on overall achievement. Pupils and parents say pupils enjoy coming to school. Parents fully support their children's good attendance and punctuality, although a high proportion of pupils travel to school by buses, which are occasionally delayed. Parents are very good at reporting absence and the school has good registration procedures. There is no recorded unauthorised absence, but on rare occasions too much holiday is authorised by the school. Holidays are noted but not recorded officially as such in registers.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
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 provided by the school is good. There are particular strengths in the care given to pupils and the enrichment of the curriculum, but the use of assessment to plan lessons and give feedback to pupils is sound rather than better.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory overall.

Main strengths and weaknesses

- Lessons are effectively planned and include clear learning objectives that are shared with the pupils.
- Support staff provide a valuable contribution and all staff have high expectations of pupils' attitudes and behaviour.
- Assessment results are used well to show what pupils have achieved, but teachers do not always take account of the information they have to set challenging work.
- Marking is inconsistent and rarely encourages pupils to improve the presentation of their work, which is often untidy or carelessly set out.

Commentary

During the inspection three classes were being taught by temporary staff because of teacher illness, maternity leave and a vacancy. This meant that observations of teaching in these classes were not necessarily representative and judgements were supplemented by examining work and talking to pupils..

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3.3%)	4 (13.3%)	15 (50%)	9 (30%)	1 (3.3%)	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.

13. Teaching has improved since the previous inspection, when just over half the lessons were good or very good. Though a number of parents are concerned that pupils in Year 2 get too much homework, inspectors found the use of homework supports learning well.
14. Teachers plan their lessons well, including clear learning objectives which are shared with the pupils at the beginning of the lesson. This means that pupils are aware of what they are trying to learn. However, teachers often overlook the opportunity to refer back to the objectives in the plenary session at the end of the lesson, in order to help the pupils identify what they have learned and thereby assimilate it better.
15. Teachers usually begin lessons well, using appropriate activities to remind the pupils of what they had learned in previous lessons and prepare them for further learning. There is some variation in the quality of the main activity within a lesson. In the better lessons, teachers have prepared activities that help all pupils to learn at their own level and speed, with appropriate challenge or support for those who need this. Where a support assistant is available, their work with a small group of pupils is a valuable addition to the teaching. They are fully aware of the learning objectives of the group they are teaching and question and involve pupils well. All staff have high expectations of pupils' attitudes and behaviour.
16. Marking is inconsistent and rarely encourages pupils to improve the presentation of their work. Untidy or careless work is not sufficiently criticised. Comments sometimes do give good advice to pupils but this is inconsistent.
17. The use of assessment to measure progress and provide appropriate support for pupils with special educational needs is good. In general throughout the school assessment results are used well to show what pupils have achieved. This means that teachers do have the information that they need. However, the use of assessment to help teachers plan appropriate work for the needs of all pupils is inconsistent. In some lessons different work or different

activities are planned for pupils of different standards so that they make rapid progress. In a science lesson, for example, some higher attaining pupils were grouped together, and this enabled them to bounce ideas off each other. However, in some other lessons higher attaining pupils were not challenged as the same activity was given to all. The pockets of good practice have not yet been used to help improve the overall use of assessment throughout the school.

The curriculum

The curriculum at the school is good. There are very good opportunities for enrichment through extra-curricular activities in sport and music. Accommodation and resources are good and meet the needs of the curriculum overall.

Main strengths and weaknesses

- Extra-curricular opportunities are very good.
- The provision for pupils with special educational needs is good, including the use of support staff.
- There is a good range of resources to support all subjects of the curriculum.
- There are minor inconsistencies in the curriculum coverage for pupils who take instrumental lessons or who are of the same age in different classes.
- The accommodation limits the way pupils' skills of independent learning can be developed.

Commentary

18. Support for learning outside the school day is very good. Pupils in both key stages take part in the externally provided sports programme, which helps them to build their expertise and confidence in physical education. Lunchtime activities are popular with all pupils. The chess club gives older pupils the chance to pass on their learning of the game when they play with younger pupils. The school uses a range of visitors to enrich the curriculum and also takes the pupils outside the school to widen their experience in sport, art, science and art. A recent Arts Week made very good use of visiting artists to extend pupils' experiences in the arts, producing some high quality two- and three-dimensional art work and murals, which have been used to make corridors and work areas more interesting and inviting. A similar Science Week is planned for the near future.
19. The provision for pupils with special educational needs is well planned and reflects the needs of those pupils. The individual education plans of the pupils with special needs include well thought out individual targets and how these will be addressed. Support staff are used very effectively to address these needs, usually within class groups. Where pupils are withdrawn from classes, this is an effective use of pupil and staff time to supplement pupils' literacy and numeracy work.
20. Currently, some classes contain pupils from two different year groups. This has arisen because of the admission numbers. Teachers try to ensure that they provide similar curricular opportunities for the pupils in the same age groups, whilst also taking into account their need for particular challenge or support. However, this provision is not fully consistent at present, partly due to the number of new and temporary teachers in school. Some pupils have instrumental tuition during lesson time. Although class teachers are aware that these pupils are missing parts of lessons and provide some opportunities to catch up with their work, the school has yet to address the situation in a coherent way.
21. The school site is attractive and accommodation has been improved. Two classrooms have recently been refurbished as the start of a rolling programme to improve all accommodation at the school and this improvement has had a positive impact upon pupils' learning. The school is a single storey and the grounds are level, so access for people with limited mobility and parents with young children in pushchairs is good. However, there is currently no dedicated library area and pupils have only limited opportunities to acquire and develop library and

independent research skills, using books within classrooms. The recent improvements in ICT resources and the whole-school review of resources across the curriculum have led to re-organisation and upgrading of this provision, but as yet computers are not used as a matter of course in classrooms. This too limits skills of independent learning and research.

Care, guidance and support

The school takes very good care of pupils' welfare, health and safety. Support, advice and guidance based on monitoring of achievement and personal development are satisfactory, and pupils have a good involvement in their school.

Main strengths and weaknesses

- Health and safety procedures are very good; great care is taken to ensure the safety of pupils in and out of school.
- Monitoring data is insufficiently used to support pupils' progress.
- The school seeks, values and acts upon pupils' views very well in lessons and through the school council.
- Induction arrangements for new pupils in their first year at school are sound, but stressful for some of the shyer children.

Commentary

22. Formal procedures for health and safety are very good. School governors are involved well and very good care is taken to ensure pupils' safety in school. Comprehensive risk assessments are undertaken for all school activities and there is good provision to ensure safety on trips out of school. The school has satisfactory procedures for child protection. All staff are aware of their responsibilities though no recent training has been provided. Work towards 'Healthy School' status has had a good impact on pupils' personal development.
23. Longer serving members of staff know pupils well and give good support, advice and guidance based on knowledge of pupils' academic and personal achievements. Parents are involved as necessary. Recent problems in staffing may explain why a significant number of pupils responding to the questionnaire felt there was no adult they could go to if they were worried at school; pupils are happy and secure. Pupils' progress in all subjects is tracked meticulously, but data is not yet used sufficiently to inform planning, nor to feedback on progress systematically to individual pupils. Pupils' views of their own progress are recorded in 'My Week' books which teachers find helpful to assess progress, and pupils set their own targets for academic improvement and personal development, but these are not sufficiently linked to the assessment data that teachers have. Pupils are well prepared for the transition to secondary school. Pupils with special educational needs receive good support and achieve well.
24. Induction arrangements into the school are satisfactory. Children come from a large area and a variety of different nurseries and pre-school groups. They visit the school once before starting in reception. Some find the full day tiring to begin with and a few parents say their children found it difficult to settle when they started school.
25. Pupils have a good involvement in the school, especially by the time they reach Year 6. Pupils like that teachers listen to their ideas and value their views. The school council is particularly effective in terms of the way the pupils are encouraged to set the agenda. At the moment it is exploring ways to improve the playground and raise funds for charities.

Partnership with parents, other schools and the community

There are good links with parents, who are very supportive of the school. The school has good links with other schools and with the community.

Main strengths and weaknesses

- Parents' involvement in their children's learning is very good.
- Parents want more information on how well their children are doing.
- The good links with the community and local industry enhance pupils' curriculum opportunities and personal development.
- Formal links with pre-school groups are underdeveloped.
- Very good links with secondary schools prepare pupils well for transition to this stage of their education.

Commentary

26. Parents support their children's learning very well at home. For example, they hear them read regularly and this has a very good impact on achievement. Nevertheless, the use of the reading diary for communication between school and parents is inconsistent. A useful and well-supported workshop on numeracy was held for parents last year to help them to help their children learn. Parents are comfortable in approaching the school and many help regularly in lessons or with specific activities such as swimming, activity weeks and school visits. The 'Friends of English Martyrs' is a very active association and makes a very strong contribution to the social and financial life of the school. Several of the foundation governors are also parents who thus have a good involvement in the management of the school. Governors have good informal contact with parents and the school occasionally seeks the views of parents formally. The large majority of parents think the school seeks their views sufficiently and takes them into account.
27. Parents like the school and are very positive about the provision for their children's learning. However, a significant number of parents do not feel well informed about their children's progress. Inspectors found the provision of information on progress to be satisfactory. Most parents appreciate the opportunity to discuss progress at two consultation evenings each year. Pupils' annual reports are satisfactory overall, but inconsistent. Some give limited information on pupils' progress and too little guidance on how pupils can improve. Some parents would like to know how well their children are doing compared to others nationally; this information is given as is required through test results for Years 2 and 6, but is not indicated for other year groups where there is no national requirement to do so. Good links are maintained with parents of pupils with special educational needs, who are kept well informed of progress and involved in setting targets for improvement.
28. Regular newsletters and letters from teachers keep parents well informed about school activities and what their children are learning. The prospectus and governing body's annual report to parents are informative, but there are some minor statutory omissions in the latter regarding the next election for parent governors and the school's provision for the disabled, and attendance figures are inaccurate.
29. The school's links with the local community and industry contribute positively to their learning and personal development. For example, a good variety of visitors, including artists, local clergy, representatives of charities and professional footballers, broaden pupils' horizons and give them an insight into the world of work. Links with other primary schools support the development of management, literacy and numeracy satisfactorily. The very good links with the two secondary catholic schools help smooth transition to the next stage of education. A good number of secondary school and nursery nurse work experience students are helpful in lessons. However, links with the large number of nurseries and pre-school groups that pupils

arrive from are insufficient to support good integration into reception, and this is one reason that some children find their first days very challenging.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher and key staff is good. Management and governance are satisfactory. The governors' annual report to parents has minor omissions and therefore does not fully comply with all statutory requirements.

Main strengths and weaknesses

- All key issues from the previous inspection have been addressed well.
- Although the headteacher has only been in post for four terms, she has developed a clear vision of how the school should move forward.
- Key staff are very supportive and most co-ordinators lead their subjects well; but the monitoring roles of some co-ordinators are underdeveloped.
- The governors have worked hard to extend their involvement in the school, including monitoring standards, teaching and learning.

Commentary

30. The school responded well to the issues raised in the previous inspection report. Standards have begun to rise in ICT as the subject is developed along with the use of the new ICT suite. The curriculum for children in the reception class has been improved. The role of the governing body has been extended to include more rigorous monitoring of the work of the school. A rolling programme of refurbishment has begun, with some classes now having more appropriate furniture and more attractive classrooms.
31. Although the headteacher has only been in post for four terms, she has developed a clear vision of how the school should move forward. She actively reflects on current provision. For example, she has appropriately identified the impact of mixed age classes as an area for review. Key staff support her well. All staff promote inclusion issues well and this has a very positive effect upon the ethos of the school. The school improvement plan (SIP) provides a clear picture of the school's identified priorities and how they are to be tackled. It is closely linked to the recently improved methods of school self-evaluation and has been drawn up by staff and governors together.
32. Many aspects of management in the school are good. Good systems are in place for supporting new staff and effective use has been made of professional development, including performance management, to improve areas within teaching, learning and moderation. However, some subject co-ordinators have little opportunity to monitor teaching and learning, and this limits their contribution to school self-evaluation. However, the SEN co-ordinator now has non-contact time, which she uses very effectively to assess, monitor and evaluate the needs and progress of pupils with special needs. She has completed training for the role which relates to the national standards for special educational needs co-ordinators.
33. The governors have worked hard to extend their involvement in the school, including monitoring standards, teaching and learning. They have improved their strategies for understanding the strengths and weaknesses within the school and are beginning to help shape its vision and future direction more effectively. The governing body makes good use of the SIP as the driving force behind financial decisions. The governors' annual report to parents is a largely sound document, and the minor statutory omissions will not be difficult to correct.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	525,712
Total expenditure	542,596
Expenditure per pupil	1,959

Balances (£)	
Balance from previous year	-31,495
Balance carried forward to the next	-28,379

34. The governors are aware of the seriousness of carrying forward a deficit budget and have taken advice about how to tackle this problem. They have ensured that all spending has been carefully monitored and are considering ways of increasing pupil numbers in order to augment the school's budget. They have looked carefully at projected reductions in pupil numbers and have made suitable provision to improve admission rates and protect class numbers for the next academic year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Children achieve well in the reception class. They are admitted during the year they become five either in September or January. At the time of the inspection, the younger children had been in school for only two weeks. Almost all children have had some pre-school experience. They enter school with a wide range of attainment, but overall this exceeds that usually found for their age, particularly for social, language and mathematical development. Many of them bring a wealth of experiences and knowledge from home. By the end of the reception year, most children achieve the national goals set and about a third exceed them.
36. Because there are fewer than usual reception age children, a group of Year 1 pupils are taught in the same class. The teacher is supported at all times by a very capable classroom assistant. Initially each adult focused on a group of either Year 1 pupils or reception children, leaving the remaining children to engage in activities independently. Following discussions, this changed during the inspection so that only one adult focused on groups whilst the other interacted with children who were working independently. The new organisation resulted in a well-managed structure with all pupils and children achieving well so that teaching and learning became consistently good. Planning for the good range of free choice activities is effective. A comparison between the children who started in September and those who had had only two weeks' in school indicated that all children make good progress during their time in reception class. Their overall progress is monitored well, but there was little evidence that their choice of activity each day was being monitored. Curriculum leadership is satisfactory overall for the foundation stage.
37. The previous inspection identified a need for an outside play area. This has been addressed well and children now have access to an appropriate range of outdoor activities. The classroom accommodation is adequate but in need of refurbishment; this is planned for the near future. The previous inspection also identified a need for further development of the curriculum for children in reception year. Despite the difficulties of providing appropriate learning experiences for the two age groups with different curricular requirements, the curriculum for reception children is now appropriate. Induction arrangements and links with parents are sound, but links with the many different pre-school groups are inconsistent, often limited and sometimes absent.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because the well-planned activities encourage them to become independent and self-reliant.
- Most children exceed the standards expected for their age by the end of the year.

Commentary

38. The teacher and classroom assistants provide a happy, safe and caring environment. Children sit quietly for register at the beginning of the day. They are well mannered and polite. In group activities, in the classroom and outside, they co-operate well. They work and play well together without adult supervision. Teaching is very good. The teacher has established her expected routines, such as putting on aprons for painting and water play, very effectively - even the newest children carefully follow them. Children tidy up and clear away quickly and efficiently. There is a good balance between teacher-directed and self-chosen activities. Children remain with their chosen activity for lengthy periods, concentrating and persisting very well. Any new children who are very shy are gently encouraged until they feel safe and confident enough to

begin to make choices and interact with other children. This was very evident during the inspection when a very diffident child made very good progress because of the understanding and awareness of adults, so that by the final day she was happily choosing for herself and beginning to play with other children rather than alongside them. Most of the children who started in September already concentrate on what they are doing for long periods, for instance a small group of boys stayed with the computer for the whole session, discussing the drawing program between them. Most children have already achieved the standards expected by the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All adults use opportunities well to develop children's language skills.
- Early reading and writing skills are well structured.
- Children are sometimes expected to sit on the carpet for too long.

Commentary

39. Almost all children, even the newest and shyest, have well developed speaking and listening skills. Children improve these skills well in class. Good opportunities are created for children to talk about what they have been doing and they listen well to each other. Children's articulation and vocabulary are often well above that expected for their age. They often use complicated sentences including connectives such as 'because' and 'although' when they are describing events or stories they have read. During free choice activities, adults hold good discussions with children, extending their vocabulary further and developing their thinking skills well.
40. Teaching, learning and achievement are good. Teachers pay good attention to children's early writing and all adults check carefully that letters are formed correctly. The most able children are beginning to write captions for their pictures independently using their knowledge of sounds to make phonically sensible attempts at spelling. All but the newest children write their own name, often including their surname. Children enjoy listening to stories and recall in detail what they have heard. They make good predictions of what may happen next. The teacher provides very interesting resources to encourage children's enjoyment of stories. She encourages children to join in repetition when reading from 'Big Books' so children begin to acquire a sight vocabulary - words they can recognise in books. However, occasionally whole-class sessions continue a little too long for the young children to maintain their concentration. All children have a book to take home. The most able already read fluently the early books in the school scheme. A new child described in great detail the story in her picture book, including why things happened and how the characters felt, with no help whatsoever. All children make good progress in acquiring a sight vocabulary and recognising letters and their sounds. Most children will achieve the early learning goal with a significant number exceeding it.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Whole-class number activities are well matched to the above average standards children bring from home.
- There is a good range of free choice and teacher-directed activities to cover all aspects of mathematical development.

Commentary

41. Children are provided with appropriate tasks that are well matched to their mathematical development and they achieve well. Teaching and learning are good. Adults take many opportunities to develop mathematical language through counting, comparing and singing rhymes.
42. Numeracy skills are developed well, using a range of activities. Some of these are chosen by the teacher and some by the children. For example, when introducing early subtraction by counting back, the teacher used the day's fruit to count how many would be left from the bowl when one was taken and eaten. The most able children decided independently to write down the numbers; these were correct although sometimes reversed. The newest children all count objects correctly to ten at least. Some already recognise numbers to five and order them correctly when cutting randomly numbered speckled frogs and sticking them to form a number line. Almost all children will achieve the expected goals and many will exceed them by the end of the year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43. It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the learning seen was good. A study of the programme of work shows that learning is well planned. The classroom computer is always available; children have good mouse control and understanding of how to use it to draw and paint. In one teacher-directed session, children enjoyed recognising many different wild animals. They described how each animal moves and explored for themselves different ways of moving across the floor. Resources were well provided for children to develop the theme further. A particularly good resource was a matching game produced by a father using his professional photographic skills. This volunteer parent made a valuable contribution to children's computer skills, helping them to program a floor turtle to move forwards, backwards and make turns.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children control their bodies well to move in a variety of ways, following instructions.
- They have good control of both large movements in the playground and the fine movements needed for pencils and crayons.

Commentary

44. Achievement is good and standards are above what is expected. Children enjoy outside physical play when they use wheeled toys, as well as whole class lessons in the hall. In the hall, children move with control, following the teacher's directions. They are becoming aware of the changes in their bodies following physical activity. They use the large wheeled toys such as tricycles and scooters, and space hoppers with good control, avoiding collisions when moving around vigorously. They enjoy following the marked tracks on the playground.
45. Teaching and learning are good. There are good opportunities to develop manipulative control such as paint, modelling media, scissors and glue and different construction kits. As a result the children show some careful control and enjoy the products they make. Children are expected to at least meet the goals set for the end of reception year, and many are likely to exceed them.

CREATIVE DEVELOPMENT

46. It was not possible to make an overall judgement of provision or standards in this area of learning. Good opportunities are provided for children to use their imagination through role-play. An area is set up as a vet's surgery with good quality materials including a telephone and prescription pad for children to develop language and literacy skills. Children spent lengthy periods here developing the roles in great detail. Musical instruments are available to experiment with. Other resources regularly available are the home corner with dressing up clothes, paint, modelling and collage materials which children are often free to explore in their own way.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is good throughout the school because teaching is interesting and motivates the pupils.
- Strong subject co-ordination has been effective, identifying strategies to improve standards in the subject.
- Assessment is not applied consistently across the school.
- The absence of a discrete library area limits pupils' chances to develop independent library and research skills.

Commentary

47. Last year, standards at the end of Year 2 were very high in reading and writing and those at the end of Year 6 were well above average. This indicates an improvement in results since the last inspection. Standards for this year's group of pupils are not as high, but achievement is good.
48. Throughout the school, pupils listen to the views of adults and other pupils, showing both interest in and respect for others' opinions. They are confident to express their own views. Reading and writing are also developed effectively. Reading homework is provided across the school; activities to support literacy at home were the focus of a workshop for parents. Pupils are taught to look at what they are reading as an aid to writing. For example in Year 2, pupils correctly identified an 'apostrophe of possession', both the term and its function within a text. By Year 6 pupils understand linguistic terms such as 'time connectives', 'passive' and 'complex sentences' and are able to use these in their writing. Joined handwriting is introduced from reception to Year 2, so that by the end of Year 6 most pupils write using a flowing, legible script.
49. Teaching and learning are good. Teachers make learning interesting, which is reflected in the pupils' enthusiasm for English. In the combined Year 5/6 class and the Year 6 class, teachers used questioning well to enable the pupils to identify different features of balanced and persuasive arguments. Teachers share the objectives with pupils at the start of literacy lessons. However, in some lessons they have too many objectives and few teachers check with pupils whether they have attained them. Pupils with special educational needs are well supported in literacy lessons, either by the class teacher or by support staff; as a result of this support they progress well.
50. The previous subject co-ordinator monitored the subject well, analysed results and identified ways of addressing weaker areas of learning, with the intention of raising standards. Drama is now used to stimulate creative writing in Years 3 to 6 as part of this strategy. It is too early to fully assess the subject leadership of the recently appointed subject co-ordinator. She teaches in the Foundation stage and is aware of the need to have knowledge and understanding of English in all years and especially in Year 6. At the moment, despite the good teaching, there are significant inconsistencies in aspects of assessment in English.
51. Pupils' progress is recorded appropriately, but with different methods being used across the school. In Year 4, pupils review and evaluate their own extended writing, making comments on vocabulary, grammar, punctuation and presentation but this practice is not used consistently in other classes. Most pupils with special educational needs have formal targets for literacy, and pupils do have short-term targets for improving their writing. In most classes, these are made clear in pupils' writing books along with information that tells pupils what they have to do in order to improve. However, marking of pupils' work is inconsistent and does not make secure

links with the pupils' targets for writing. Where marking is good, teachers include constructive comments for pupils; where it is weak it is limited to ticks and brief, critical comments, sometimes without correct punctuation, which is not providing pupils with examples of correct English.

Language and literacy across the curriculum

52. Language and literacy skills are developed in other subjects in all classes. For example, the Year 2 teacher skilfully linked a fictional text to geography work on the African savannah, and in the Year 6 class, the teacher has used a science display to promote scientific language, 'Filtration, solution, soluble – can you think of a definition for these words?'. Teachers encourage pupils to develop their speaking and listening. They are also good role models for conversation, especially in the ways that they incorporate stimulating and technical vocabulary into their dialogues with the pupils. ICT is used to support literacy effectively, and is the focus of a lesson in the ICT suite for each class every week. However, there is currently no discrete library area for all pupils to use as a part of their learning. Although some classrooms have inviting books corners and some non-fiction material, the lack of a library limits pupils' chance to develop independent library and research skills, because the range of books in any one classroom is necessarily limited.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils demonstrate a very good knowledge and understanding of number and use these skills well when solving problems.
- Teaching and learning are good across the school and pupils are achieving well.
- Teachers make good use of learning objectives at the beginning of lessons, but rarely refer to them in the plenary session.
- There is inconsistent use of assessment to help teachers plan effectively for all attainment levels.
- Limited use is made of mathematics to support other areas of the curriculum.

Commentary

53. The results of recent national tests show that standards were very high at the end of Year 2 and above average at the end of Year 6. Standards are now above average at the end of both Year 2 and Year 6, but for these groups of pupils this represents good achievement. This indicates an improvement since the previous inspection. Pupils demonstrate a very good knowledge and understanding of number and use these skills well when solving problems. Problem solving is introduced by teachers into some other aspects of mathematics; for example, when learning about money. As a result pupils are able to make use of their good enquiry and investigation skills in another situation and this is effective in enhancing learning. Standards in the aspect of mathematics that covers shape, space and measures are also above average.
54. Most pupils achieve well, particularly when teachers have clear and high expectations for all levels of attainment. Pupils with special educational needs are well supported and achieve well. Most teachers provide challenging work or specific timescales to maintain the concentration and perseverance of the higher attaining pupils. This teaching shows good use of assessment information. Some good practice observed included informal notes made at the end of each lesson, which were then collected together weekly to help the teacher to plan appropriate work for the following week. Higher attaining pupils do not achieve so well when they are given the same work as the rest of the class, as they find the work relatively easy and lose interest. Group work is usually appropriate, although, again, on occasion it does not provide sufficient challenge to maintain the motivation of the higher attaining pupils.

55. Teaching and learning are good throughout the school. Teachers generally plan their lessons well, including appropriate learning objectives that are shared with the pupils at the beginning of the lesson. However, teachers often overlook the opportunity to refer back to the objectives in the plenary session at the end of the lesson, in order to help the pupils identify what they have learned. Lessons start well, with teachers initially encouraging the pupils to think hard and solve simple number problems. Most teachers skilfully extend this activity into preparation for the main part of the lesson, making use of carefully targeted questions to check pupils' understanding.
56. The subject is led well, with a good range of resources and good advice being provided to support teaching and learning. However, there are currently insufficient opportunities for the co-ordinators to monitor teaching and learning in the year groups for which they have responsibility.

Mathematics across the curriculum

57. Insufficient use is made of mathematics to support other areas of the curriculum. A small number of graphs and charts were noted in science work and the ICT curriculum includes the use of spreadsheets, but overall this element of cross-curricular work is limited.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The results of recent national tests show that standards in science were well above average at the end of Year 2 and above average at the end of Year 6.
- Wherever possible, learning is through practical investigations so most pupils have a good understanding of the topic being studied.
- The teaching of mixed age classes grouped by ability is benefiting the more able pupils more than the less able.
- Presentation in exercise books is not always as neat and tidy as it could be.

Commentary

58. Standards seen in science are above average in both Year 2 and Year 6, and achievement is good throughout the school. Pupils have a good understanding of the topics studied because of the practical approach to learning. Pupils gain an early understanding of what a fair test is, and this means that some of their new knowledge and understanding can be gained by discovery. By Year 6, pupils understand the need to repeat experiments and average results to ensure accuracy. Pupils behave very well and pay good attention to the safe and proper handling of equipment in practical lessons. Teaching and learning throughout the school are good, with some very good lessons seen, though insufficient attention is paid to the presentation of work in exercise books. Diagrams are often very small and rulers are not used consistently when constructing graphs and tables.
59. Pupils are sometimes taught in mixed age classes, grouped so that the higher attaining pupils are together and separate from the lower attaining pupils. At the moment the highest attaining pupils make very good progress but the less able pupils are sometimes less stimulated and do not make progress that is as good. Most teachers use questioning well to assess what pupils already know and can do and to extend their thinking. They draw out ideas from pupils and then provide opportunities for them to test the validity of these ideas, but this was less effective in a class with the lower ability pupils. A positive feature, however, of the grouping of pupils by ability is that the factual work to be covered is well planned for their level of understanding. The problem in the lessons seen was that the less able pupils had weaker investigative skills and

benefited less from being asked to discover and question at a high level. A scrutiny of pupils' books showed that lower ability pupils' understanding is not always secure. Conversely, where more able pupils were grouped together they stimulated one another through their understanding and intuitive thinking, thanks to the very good questioning of the teacher.

60. The joint subject co-ordinators lead the subject well. Overall there has been good improvement since the last inspection. Standards have risen considerably. To ensure that pupils all follow the same programme of work regardless of which class they are in, they have provided an appropriate two-year rolling programme of topics. Teachers plan lessons carefully to match this programme but the lesson content varies slightly to match the different learning ability and age of pupils in each class. Assessment tests are planned at the end of each topic and results recorded on class record sheets. A system for assessing and recording scientific skills development has recently been introduced, but has not been in use long enough to have an impact. This sheet has the potential to be very useful, but needs further refining so that it is used consistently. Further explanation is needed to ensure that all teachers use it as intended. Although the co-ordinators monitor planning and pupils' work they have not yet had an opportunity to monitor teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Increased provision of hardware and software now matches the needs of pupils in all classes.
- Staff training has raised the level of teachers' knowledge and how it can be used to enhance teaching and learning.
- ICT is not yet used sufficiently to support other areas of the curriculum and computers are not used adequately in all classrooms.
- Some pupils do not behave well in lessons in the ICT suite because work is not well matched to the stage at which they are working.

Commentary

61. Standards across the school have recently begun to improve and are now average. This is a good improvement since the previous inspection, when standards were below average. Pupils are enthusiastic about using computers and applying their skills in a variety of ways and achievement is satisfactory. The school has recently created an ICT suite, which is enabling teachers to develop pupils' knowledge and skills. All classes are timetabled for the ICT suite each week; this ensures that pupils have appropriate opportunities for learning ICT skills. The resources are now adequate and include sufficient networked computers and other resources such as programmable toys, a digital camera and microscopes. Appropriate software, for example for musical composition, enables pupils to apply their skills in other subjects. The internet is widely used to access information. External technical support is used effectively and is currently funded by the Parent Teacher Association.
62. Teaching and learning are satisfactory. Although there are still some weaknesses in the teaching of ICT, recent staff training has increased teachers' knowledge and confidence in teaching and using ICT. However, the computers in classrooms are not used sufficiently to support learning in other subjects. This also limits the pupils' opportunities to apply and practise their ICT skills for research and to develop their independent learning. It also limits their development of understanding the way computers are used. Assessment is currently under-developed. There is inconsistency in how records are kept across the school although good practice was seen in Years 2 and 6. In Year 2, records link to the nationally recognised units of work and ICT skills achieved; detailed record sheets are available for the Year 6 pupils. However, in some other classes work is not well matched to pupils of different attainment

levels. This can result in pupils losing concentration and the usual high standards of behaviour lapsing, because they either find the task too easy or cannot find a way to do it.

63. The ICT co-ordinator role has been affected by recent staff changes and the new co-ordinator has been in post for a term. A review by external advisors has been effectively used to inform detailed long term planning in the subject. Management of the subject, including the vast improvement in resource provision, is good. Monitoring is starting to ensure that pupils make secure progress in learning and ICT is effectively integrated in long, medium and short term planning, sometimes explicitly, sometimes within topic work.

Information and communication technology across the curriculum

64. The current ICT co-ordinator is keen to ensure that ICT is linked to both literacy and numeracy, for example in spelling and vocabulary work, and this is beginning to develop in some classes. Year 2 pupils practise spelling strategies and use graphs to analyse favourite fruits and Year 6 pupils use word processing to present their work, sometimes combining this with graphics and text effects. Pupils also use their skills in art and science and acquire information through using the Internet. There are some good examples in science of using ICT as a tool for learning; though further development is needed in this area.

HUMANITIES

History was not inspected. Inspectors sampled work in geography.

65. In a Year 2 **geography** lesson standards were above average. The teacher gave the pupils opportunities to apply geographical skills in a gymnastics lesson, by giving them plans to use when setting out equipment. Displays in the Years 2 to 6 teaching areas show work on Africa, which has raised the pupils' awareness of how children live in other cultures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on any of these subjects fully because not enough teaching was seen or there was not enough evidence to judge achievement.

66. An Arts Week had been held the term before the inspection and the work produced displayed in corridors and other public areas of the school. This showed a high standard of work and an interesting range of media and techniques. **Art and design** work on display was not of such a high standard. There was very little use of paint and little evidence of real development in skills and techniques through the school. Sketchbooks are not used to develop drawing and painting skills. There is some evidence that pupils study the work of famous artists, particularly in Year 2, where pupils had created computer pictures in the style of Jackson Pollock, Claude Barry and Mondrian. This good practice is an example to others. In other classes most drawings were linked to current topics, such as Africa in geography and Victorian England in history. There is no current assessment of progress in skills or techniques in use.
67. From photographic evidence in **design and technology** it is clear that most projects are related to other areas of the curriculum, such as making an electric lamp linked to science and moving toys linked to history. In the one lesson seen, Year 6 pupils were planning a design for a garden area in the school grounds. They used their knowledge of the plot and reference books to produce relevant designs. The few examples of products seen suggest that making skills are not as good as they should be. Too much sticky tape is being used instead of proper joining techniques and products were not finished carefully enough. For example, balsa wood was coloured with crayon rather than paint.
68. In the class **music** lessons seen, standards were average, with teaching and learning good. When music was taught as an extra-curricular activity, standards were usually high. The school choir sings to a high standard, coping well with extra noise and movement in the hall.

Singing is tuneful, with clear diction and good attention to dynamics. Pupils sing in two parts with reasonable accuracy, confidence and obvious enjoyment. Instrumental tuition takes place during lesson time and includes pupils of varying levels of ability. The subject is well led by a knowledgeable and enthusiastic co-ordinator. Music is brought into a variety of lessons and scenarios, with great effect. For example, pupils in one class sang their Grace to a modern song and music was used well to create an atmosphere of reverence in assemblies.

69. Two lessons of **physical education** seen were in Years 1 and 2. Both lessons were well taught, particularly that in Year 2, which was of a very high standard. Pupils enjoy a good range of activities both as part of the normal curriculum and after-school clubs. They respond enthusiastically to the opportunities available to them. There are sound procedures in place for monitoring pupils' progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. A small sample of personal, social, health and citizenship education (PSHCE) was observed during the inspection and this indicated good quality provision in this area of learning. Each class has set times for 'circle time', although these are sometimes inappropriate, for example, a very short session at the end of the day might have been more effective if the teacher and pupils did not need to stop suddenly, just as a sensitive discussion had begun. Teachers select appropriate topics on which to focus and simple sharing exercises are used initially to help younger pupils become familiar with sharing ideas and feelings. Older pupils confidently join in discussions or compose prayers about current news stories, which indicate their mature yet empathetic understanding of the world around them.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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