

INSPECTION REPORT

HOLY TRINITY ROMAN CATHOLIC PRIMARY SCHOOL

Brierfield

LEA area: Lancashire

Unique reference number: 119652

Headteacher: Mr J Connolly

Lead inspector: Mrs C E Waine

Dates of inspection: 13th – 16th October 2003

Inspection number: 256496

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:	95
School address:	Halifax Road Brierfield Nelson Lancashire
Postcode:	BB9 5BL
Telephone number:	01282 613709
Fax number:	01282 690319
Appropriate authority:	Governing Body
Name of chair of governors:	Fr T Schofield
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Holy Trinity is a small voluntary aided primary school on the outskirts of Brierfield. Pupils are all baptised Catholics and almost all are of white UK origin. All pupils speak English on entry to school. Pupils are drawn from a wide range of home backgrounds, which are average overall. Attainment on entry varies from year to year but is often above average. The attainment of the children in the current reception year is average overall. Reception year children are taught in a separate class whilst Years 1 to 6 are taught in 3 classes, each containing two year groups. Less pupils than usual have special educational needs but an average proportion has statements of special needs. The school is part of a small schools' support group, the Pendle Networked Learning Community, which is seeking to improve staff training and enrich the curriculum.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23081	Mrs C E Waine	Lead inspector	Foundation Stage English Art and design Design and technology Music Physical education
9446	Mrs H Griffiths	Lay inspector	
27541	Mr J Collins	Team inspector	Mathematics Science Information and communication technology History Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school that promotes **very good** achievement for all its pupils. A strong Christian family ethos promotes the development of pupils' personal qualities **very well**. Standards are well above average because teaching is **very good**. The school is highly committed to including all its pupils in all activities and provides very well for those with special educational needs and those who are higher attainers. There is **very good** leadership, which is promoting improvement in pupils' achievements. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Achievement is very good and pupils attain high standards in their work, particularly in English and mathematics.
- Teaching is very good and sometimes excellent.
- Leadership and management by key staff are very good and the leadership of the headteacher is excellent. The school is constantly striving to improve provision and raise standards.
- The use of assessment is very good; pupils understand their targets and very good marking of work informs them exactly what they need to do to improve.
- The school makes very good provision to develop pupils' personal qualities, including their spiritual, moral, social and cultural development. This promotes very good relationships and behaviour and pupils are very mature and confident.
- Parents and pupils have very positive views of the school and pupils develop very good attitudes to learning.
- Although the accommodation is good, that for the reception class is currently cramped and limits the range of practical activities that can be provided, particularly in poor weather.

The school has made very good improvement since its previous inspection in 1998. The quality of education has improved considerably and this has resulted in much higher standards, particularly in English and mathematics.

STANDARDS ACHIEVED

Current standards are well above average, at the end of both Year 2 and Year 6. This reflects good improvement on the standards recorded in mathematics and science in the national tests in 2002, shown in the table below.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	B	A	A
Mathematics	A	A	C	C
Science	B	B	D	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.*

Children make good progress in the reception class, and are on course to achieve the learning goals set for them; some are likely to exceed them in all areas of learning. In Years 1 to 6, pupils' achievement is **very good**, particularly in English and mathematics. Standards are well above average overall in both Years 2 and 6 and are similar to those recorded in the national tests in 2003. This reflects particularly good achievement in mathematics for the pupils in Year 6, whose results in national tests at the end of Year 2 were below average. The promotion of pupils' personal qualities,

including their spiritual, moral, social and cultural development is **very good** and firmly rooted in the school's Catholic faith. Pupils have very good attitudes to school and are eager to learn. Behaviour is **very good**. Pupils are keen to come to school and their attendance and punctuality are well above average.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **very good** overall. Teachers have very high expectations of what pupils can achieve and plan work very well to meet their needs. Pupils find lessons interesting and are highly motivated to learn. The quality of teachers' assessment and marking is very good; they gain a clear picture of pupils' progress and pupils are very well informed on how to improve their work. All pupils are fully included in activities because of very good planning and support.

The curriculum provides a good range of activities and is enhanced well by the teaching of French and the provision of very good resources. The accommodation is mainly good but that for the reception class is cramped, although there are plans to improve it. A strong programme of extra-curricular activities enriches learning and provides well for those with creative talents. There is a very good partnership with parents who have very positive views of the school. Strong links with the church and other schools also enrich the life and work of the school. The school provides a very good standard of care for its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The leadership of the headteacher is excellent; he has a very clear vision for the school and has provided very good improvements in provision. Leadership and management by other key staff are very good. All share a common purpose and there is a very clear view of the school's strengths and weaknesses. Governance is good and governors play an active part in the school's life, helping to shape its direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and most have great pride in it. They particularly appreciate its Catholic ethos and the way that it encourages their children to become mature and responsible. Pupils are also very positive about school life; they enjoy lessons and have great faith in their teachers.

IMPROVEMENTS NEEDED

The school has no major areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is very good and standards are well above average, particularly so in English and mathematics. Standards at the end of the reception year are above average; most children achieve the goals that are set for this age group and a good proportion exceed them. Standards are well above average in Years 2 and 6. This is particularly commendable for Year 6 pupils as 20 per cent of pupils left the school during Years 3 to 6 and a further 20 per cent entered, including some with special educational needs. Great care must be taken in interpreting results of national tests because of the small number of pupils in each year group. This can cause large swings from year to year but this school is very successful in minimising such fluctuations.

Main strengths and weaknesses

- Pupils make very good progress through the school and achieve very well.
- Standards in English and mathematics are high.
- Standards are above average by the end of the reception year.
- Standards in science are above average at the end of Years 2 and 6

Commentary

1. Standards vary from year to year on entry to the Foundation Stage, because of the small number of pupils. They are often above average but in the last two years have been average, with few children who were of higher attainment on entry. Children make good progress in the areas of learning and are on target to achieve the learning goals set for this age group. A good proportion are likely to exceed these goals in communication, language and literacy and mathematics and their personal, social and emotional development and standards in these areas are likely to be above average by the end of the reception year.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.7 (16.1)	15.8 (15.7)
Writing	14.8 (14.2)	14.4 (14.3)
Mathematics	18.5 (17.3)	16.5 (16.2)

There were 12 pupils in the year group. Figures in brackets are for the previous year

2. Standards in Year 2 are well above average and pupils achieve very well. This reflects an improvement on the standards recorded in national tests in 2002. Test results in 2003 improved significantly in all three subjects, particularly in reading, and reflect current standards but there is as yet no national data available for comparison. There has been a big rise in standards since the previous inspection because the school identified its weaknesses and took very effective action to remedy them. Standards in science are above average and they are average in information and communication technology (ICT).

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.3 (27.9)	27.0 (27.0)

Mathematics	27.0 (28.4)	26.7 (26.6)
Science	27.5 (29.3)	28.3 (28.3)

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

3. Standards are well above average in the current Year 6. They are much better than those recorded in the tests of 2002 and are similar to those attained in the tests of 2003. These represented high achievement in English and mathematics for that year group, as they recorded poor results in the tests at the end of Year 2 in 1999, particularly in writing and mathematics. The pupils made impressive gains in Years 3 to 6 in both of these subjects because of the action the school has taken to raise standards. Standards in the current Year 6 have been adversely affected by the movement of pupils in and out of the school, with more lower attaining pupils entering than leaving. Despite this, the high standards are being maintained.
4. Standards in English are well above average in all areas and are much improved since the previous inspection. The impact of the school's initiatives to raise standards has been very effective. For example, the school had concerns about boys' achievement, particularly in writing, and took action which has resulted in very good improvement. Boys now achieve as well as girls. Standards in mathematics are well above average and have improved since the previous inspection. Improvement has been secured by the effective introduction of the National Numeracy Strategy and improved quality of teaching and learning. The provision of booster classes in both subjects for all pupils has been very effective in improving results in national tests.
5. Standards in science have improved since the previous inspection but not as quickly as those in English and mathematics. In the tests of 2002 and 2003 not enough pupils achieved a higher level than that expected for their age. This reflected some underachievement for those pupils, although middle and lower attaining pupils achieved well. This is being rectified in the current Year 6 and higher attainers are now being challenged well and achieving as well as other pupils. The school also has firm plans to provide booster classes in science as well as English and mathematics. Standards in ICT are average by the end of Year 6 and pupils achieve well.
6. Throughout the school, pupils with special educational needs make very good progress towards the targets set for them because work is planned very well to meet their needs. They are fully included in all lessons and activities and are supported effectively. This enables them to work on the same topics as other pupils and contribute successfully to whole-class work. Pupils who are gifted or talented also make very good progress because of the way work is planned to meet their needs and the fact that additional opportunities are afforded them through the range of musical tuition and clubs.
7. Standards in art and history are average by Years 2 and 6 and pupils achieve well. Other subjects were only sampled in the inspection and no judgement was made on standards or progress in French, geography, design and technology, music and physical education. However, all work seen was at least satisfactory. In music, singing was above average, as was the instrumental playing of pupils who have specialist tuition. It was not possible to observe lessons in personal, social, health and citizenship education, which is taught as part of religious education, which was inspected separately.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good because the school places a high priority on developing their personal qualities. A particular strength of the school is the way it provides for pupils' personal development, including their spiritual, moral, social and cultural development. Pupils' attendance is very good.

Main strengths and weaknesses

- Pupils are eager to learn and join in all activities with enthusiasm.
- Pupils' willingness to show enterprise and take responsibility is very good.
- The school promotes very good relationships, including racial harmony.
- Pupils' confidence and self-esteem are high.
- Provision for the development of pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good.
- Attendance and punctuality are very good.

Commentary

8. Pupils are very enthusiastic about school. They find lessons very interesting and join in the whole range of the activities that are offered with great enjoyment. In lessons, they show very good concentration and work hard, in response to teachers' high expectations of their work ethic. They are very confident and have high self-esteem because they know that the school values all that they have to offer. They talk confidently with adults and express their views and feelings in classroom discussions.
9. Behaviour is very good, sometimes excellent in lessons, because pupils are so well engaged in learning. They collaborate very well in group work, showing high levels of respect for others, such as when evaluating others' work sensitively and constructively. Relationships between pupils are very good and they play well together in mixed age and gender groups. Pupils develop respect for each other and there is little incidence of bullying, racism or other forms of harassment. A small number of parents expressed some concerns about bullying, but pupils maintain that this is rare and is resolved immediately it is brought to the school's attention. If unpleasant incidents do occur, pupils know what to do and are very confident that the staff will deal with them effectively. There have been no exclusions in recent years.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Any other White background
Mixed – White and Black African
Mixed – White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
85	0	0
4	0	0
3	0	0
2	0	0

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

10. Attendance and punctuality are well above average; this reflects pupils' enthusiasm for school and parents' commitment to their children's education. The headteacher and school secretary monitor attendance regularly for patterns of lateness and absence.

Attendance in the latest complete reporting year (96.1%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0
National data	5.4	National data	0.5

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

11. The provision for pupils' personal development is very good. It is rooted in the school's Catholic faith and strongly supported by the links with the church and its parish. Spiritual

development is very good; pupils are valued and their achievements celebrated. They develop a high level of self-awareness and learn to value others, respecting their feelings and beliefs. Social and moral development is very good and pupils develop a very clear sense of personal responsibility. They learn how to make sensible decisions about their own lives and how to be responsible members of a community; pupils are also encouraged to show initiative. The school council provides an effective forum for pupils' ideas on improving life in school, some of which are implemented. For example, following a survey, it was found that the aspect of school life that pupils liked least was the cloakrooms. The council recommended that the governors provide an extension and this is now a priority in the school's improvement plan for the current year. A wide range of educational visits enhances social development. Cultural development is promoted very well through the curriculum, through the range of musical and art clubs and by the close links with other schools. For example, pupils listen to a wide range of music, including music from other cultures, such as African music and sometimes compose music in that style.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good.

Teaching and learning

Teaching and learning are very good. They are good for the children in the Foundation Stage and very good in Years 1 to 6.

Main strengths and weaknesses

- Teaching is very good, particularly in Years 1 to 6.
- Teachers plan interesting lessons, using a variety of effective methods to engage and sustain pupils' interest.
- Teachers know their pupils very well and plan work well to meet their needs.
- There are excellent relationships between teachers and pupils, which give pupils confidence and help them achieve well.
- Pupils' very positive attitudes and behaviour make a strong contribution to learning.
- There is very good use of support staff to provide for the full inclusion of all pupils.
- The quality of marking is very good and helps pupils understand how to improve their work.
- Individual learning targets are effective in helping pupils understand their next steps in learning.

Commentary

12. Teaching for the children in the reception class is consistently good. Basic skills of literacy and numeracy are taught very well, so that children are prepared well for their work in the National Curriculum. The teacher has very good knowledge of her class and plans work to meet children's needs well. She makes very good use of assessment to check that children are making sufficient progress. Lessons are interesting and suitably practical but the classroom is currently too small and this limits the range of larger-scale activities that can be offered, particularly when it is too cold or wet outdoors. Whilst the teacher focuses well on developing children's language, some opportunities are missed to extend this work in group activities.
13. Teaching in Years 1 to 6 is very good overall and particularly so in English, mathematics and science. Teachers have good subject knowledge; they apply this very well in planning interesting lessons that provide a good balance of teacher instruction, pupil discussion and independent practical and written tasks. All topics and lessons have clear learning targets, which are shared orally and displayed in pupils' books so that pupils know what they are expected to learn and can focus clearly on this when working on their tasks. Lessons engage pupils' imagination and motivate them to work hard; older pupils were often observed working

in almost total self-imposed silence because they were completely engrossed in their tasks. Teachers assess pupils' work very well and information gained is used effectively to match work to the needs of all pupils. Marking is very good; it informs pupils how well they have succeeded and what they need to do to improve, with reference to the learning targets for the lesson and their personal targets for improvement. The very positive climate created enables pupils to evaluate their own work and that of others constructively, which also helps them understand how well they are succeeding.

14. Adults set excellent models of relationships and teamwork for pupils and manage their classes in a very positive manner. Pupils respond very well and develop full confidence in attempting new work and sharing their views with others. Support staff are well informed about their target pupils and groups, and are deployed very well. They ensure that all pupils are fully included in all activities and help them to make very good progress on the same topic as at other pupils, at their own level.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	8	15	1	0	0	0

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

The curriculum

The school provides a good rich and varied curriculum that meets the needs of all its pupils. It is enhanced for many pupils through the good range of extra-curricular clubs and activities as well as the number of visits and visitors to the school. Accommodation is good, and resources are very good and support the curriculum effectively.

Main strengths and weaknesses

- The school makes very good provision for pupils with special educational needs.
- The school curriculum is enriched through the good use made of visits and visitors to support pupils' learning.
- Equality of access and opportunity for all groups of pupils is very good.
- Planning for the personal, social, health and citizenship education of pupils is good.
- Resources are very good and are used well to support learning.
- The reception year classroom is very small.

Commentary

15. The curriculum is good and meets all requirements of the National Curriculum and the areas of learning for children in the Foundation Stage. The school provides well for the personal, social and health education of its pupils through the religious education curriculum. Many opportunities are taken to raise pupils' awareness of aspects such as relationships and how feelings change as they grow, and their knowledge and skills are developed progressively at appropriate levels for their ages. The school is currently reviewing and improving its arrangements for the teaching of sex education and raising the awareness of the dangers of drug abuse, in consultation with parents.
16. Long and medium-term planning has improved since the last inspection and all subjects are now supported by schemes of work. Teachers use these very well to plan work that builds on what pupils already know and understand. The National Strategies for Literacy and Numeracy are well established in the school and a consistent approach to their implementation has had a direct impact on the high standards being achieved. Both literacy and numeracy are applied and developed well in other subjects. The school has also improved its provision for ICT and this is leading to more opportunities for pupils to use their skills in other areas of the

curriculum. The teaching of French in all classes is evidence of the forward-looking approach adopted to enhance learning for pupils.

17. The school places an excellent focus on including all pupils in all activities and is firmly committed to ensuring that all have equal access to all aspects of provision. There is very good provision for pupils with special educational needs through effective support by dedicated and well-trained support staff. These pupils often make progress that is as good as their classmates. Those pupils who are gifted are also very well supported by the planning for mixed age classes; younger pupils work alongside older ones and by Year 6 are provided with specific work to meet their needs. A wide range of instrumental tuition and musical clubs, such as choir and recorders, supports those who are musically talented.
18. Accommodation is good and used well but the room for the reception class is small and limits the range of activities that can be offered, particularly in poor weather. Very good resources are used well to support teaching and learning across the curriculum.
19. The inspection supports parents' views about the good range of interesting activities provided. These are considerably enhanced by the visits that are made to support learning in many subjects, such as history, geography and science. Visitors to school also enrich learning; for example, a mother brought in her baby to help pupils in Year 1 and 2 to learn about how our needs change as we grow.

Care, guidance and support

Provision is very good overall. The provision for pupils' care, welfare and safety is good and the provision of support, advice and guidance, based on monitoring of pupils' achievement, is very good. There is very good involvement of pupils through seeking and acting on their views.

Main strengths and weaknesses

- The induction arrangements for pupils in reception are very good.
- There are good procedures for health and safety, child protection and first aid.
- Adults know children very well and provide very good levels of care for their well-being.
- The school has very good systems for monitoring pupils' academic standards and progress and these are used very well to provide pupils with advice and guidance.
- Arrangements for monitoring pupils' personal development are very good.
- The involvement of pupils in the school's work and development is very good.

Commentary

20. There are very good induction arrangements for children when they are starting school. Before they enter, they make several visits and take part in a home-loan scheme, of books, toys and activities to share with their parents. Children get off to a flying start and settle in quickly and happily. There are very good procedures for monitoring their progress on a day-to-day basis. Transition arrangements to the next stage of education are effective.
21. The school has good health and safety procedures in place. Governors and the headteacher make regular safety checks and annual risk assessments, as well as assessments for trips and visits. The headteacher is the nominated person for child protection and looked-after children and informal training has been given to all staff. All staff are kept aware of the need to inform the headteacher if they have any concerns. Arrangements for first aid and for the care of children who are unwell are good.
22. Adults who work in the school form very close and trusting relationships with the pupils. They know them very well and provide very good role models for behaviour. Discussions with pupils show that they feel safe and secure and are confident in turning to the adults if they need help or comfort. The link with the church is very beneficial in this work. For example, the

parish priest runs a weekly drop-in surgery for pupils, staff and parents, where they can share personal concerns or feelings in total confidence. This facility is used well by pupils.

23. The school's very good systems to monitor the pupils' achievements and progress include individual assessments of their work in English, mathematics and science. The information is shared carefully with pupils and supports them very well in making improvements. Pupils' personal development is very carefully monitored through class records and annual reports.
24. Pupils' views are sought constantly through the school council and class discussions early each term. Their views have a direct influence on several areas of school life; for example, the school council has been given permission to run a tuck shop later in the term to raise money for charity. The informal questionnaire run by the school before the inspection and discussions held with all pupils in Years 5 and 6 showed that pupils value their school highly; one described it as "special" and another as "the best".

Partnership with parents, other schools and the community

Links with parents and with other schools are very good. Links with the community are good and those with the church and its parish are very good.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides them with very good information about the curriculum and how to help their children at home.
- Written reports to parents show clearly how well their children are progressing.
- The school has very strong links with other schools and the church and its parish.
- The school is very well supported by its Parent, Teacher and Friends' Association.

Commentary

25. Parents and carers have very positive views of the school and are supportive of all aspects of the school's work. The school works very well with parents, involving them very closely in, for example, the development of the new bullying policy and the new scheme for Education for Personal Relationships.
26. The school provides parents with a wide range of information about the curriculum and how they can help their children at home. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for children are very good: they inform parents about what their children know and can do and show how they can improve. Parents of pupils with special educational needs are kept fully informed of how their children are progressing and how they can support them at home. Home/school diaries are used very well as a means of dialogue between school and parents. Newsletters are frequent and friendly in tone. The prospectus and governors' annual report to parents are well presented and comply with requirements.
27. Parents support the school very well: several help regularly in school and many more help on trips and visits. The vast majority provide good support for their children's reading and homework. The PTFA runs a good programme of social and fund-raising events. Meetings and performances are very well attended.
28. Good links exist with the local community, through support from local businesses. The links with the church are very strong and beneficial to pupils.
29. The school has developed very good links with nine other local schools through a research project, the Pendle Networked Learning Community. Strong links have existed for some time between the school and other local Catholic schools, both primary and secondary. Links are

also developing between the school and a local school where the majority of pupils are Muslim.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and other staff are very good overall. They are ably supported by the governors, who play an active part in the life of the school and have a good understanding of its strengths and weaknesses.

Main strengths and weaknesses

- The leadership of the headteacher is excellent.
- Leadership and management of the curriculum are very good.
- The strong ethos is built upon very good relationships and a very clear vision for the school.
- The school is highly committed to providing for equal opportunities for all its pupils.
- The governing body is fully supportive of the school and helps shape its direction and development.
- There are no significant areas of weakness.

Commentary

30. The leadership by the headteacher and key staff is very good overall. All are dedicated to high standards and achievement in all areas of the school's work. The leadership of the headteacher is excellent and is a driving force for improvement. He is very well regarded outside the school by parents and the community and is a leading force in the Networked Learning Community. He provides a very strong sense of direction that staff follow and this is the major factor in the significant improvement in standards since the last inspection. All co-ordinators lead their subjects very well and have a clear view of standards and what needs to be done to improve them. There are very good systems of assessment across the whole curriculum; these ensure that staff have good information on which to plan future developments. All staff and other adults who work in the school provide excellent role models for pupils and there are very good relationships at all levels across the school. The school sets a high priority for the inclusion of all its pupils and works hard to provide equal opportunities for all. For example, many schools provide booster classes for lower attaining pupils but this school provides them for pupils of all abilities.
31. The management of the school is very good; all staff have clear ideas of their roles and responsibilities and carry them out effectively. There are good opportunities for teachers and classroom staff to develop professionally and personally, so that they are confident and well informed about the changes in their subjects and other areas of responsibility. The Networked Learning Community is now involving all categories of staff, teaching and non-teaching, in an even wider programme of training and visits to other schools. Strong relationships are being built up and the school is already benefiting from the sharing of expertise. The three strands of research (accelerated learning and thinking skills, modern foreign languages, and dyslexia) are providing very promising potential for curriculum development. There are very good systems of analysis which are used to set targets for individuals and groups of pupils and highlight areas for development.
32. There is a strong partnership between the governing body and the school, and governors share the staff's commitment to raising standards. The governing body is well organised and reviews and monitors the work of the school well. Governors contribute to the school's effective improvement plan and are kept fully informed of future developments, through committees and through the governors with specific responsibilities. Discussions with governors show that they have a good understanding of the strengths and weaknesses of the school and deal with them openly. They are prepared to evaluate and challenge the suggestions and views put before them.

33. The excellent teamwork and ethos created are an effective aid to learning for all groups of pupils. This comes through the very good leadership and management of the headteacher and other staff and the support of the governing body. It shows in the innovative curriculum developments that have taken place, and those that are planned for the near future.
34. Financial planning is very good and tightly linked to the school's improvement plan. There is a substantial reserve of money because, as a recently built school, little spending has been needed on maintenance or expensive resources for the past few years. Money from these reserves has now been allocated for additional classroom staff, a redecoration programme and ICT equipment. Although the costs per pupil are above the national average, they are not high for a small school. Considering the very good provision and achievement of pupils, together with high standards, the school gives very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	290046
Total expenditure	270034
Expenditure per pupil	2700

Balances (£)	
Balance from previous year	37189
Balance carried forward to the next	57201

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the Foundation Stage is good and similar to that at the time of the previous inspection.

The quality of teaching and learning is good. Provision in creative development was only sampled and hence no overall judgements can be made. Standards are currently average; the children have only been in school for a few weeks and are making good progress, particularly in their personal, social and emotional development and in communication, language and literacy and their mathematical development. Most are on course to match the expected levels in all the areas of learning. Evidence from the work of children now in Year 1 shows that they made good progress across the reception year and achieved well. There are currently no children with special educational needs but this is regularly under review. Leadership and management are good and areas for development have been highlighted. For example, the very small classroom restricts the range of activities that can be offered, particularly in poor weather; options to create more indoor space are currently under review. Resources are very good but as there is only limited storage space, this adds to the pressure on classroom space.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good induction procedures help children to settle into school quickly.
- There is a friendly and supportive atmosphere in which children feel secure and confident.
- Children form very good relationships with staff and each other.
- Children are independent in looking after their personal needs.
- Some opportunities are missed to develop independence further.

Commentary

35. Teaching in this area is good, sometimes very good, and very good relationships are established with children and their families before they begin school. Children settle quickly into it classroom routines; a warm and caring ethos supports them well and promotes confidence and self-esteem. Children's efforts are celebrated, such as in the many photographs of them at work and play that are displayed around the school. Staff provide very good role models of relationships and adopt a positive approach to managing children's behaviour. Children quickly learn what is and what is not acceptable and form constructive relationships with each other, learning to share and take turns. They are independent in looking after their personal needs, such as dressing and undressing themselves for physical education lessons with minimal help, but some opportunities, such as registering themselves on arrival, are missed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Basic phonic and literacy skills are taught very well.
- Children make good progress in learning their letter sounds and common words.
- Children learn to form letters correctly and to write independently.

- There are excellent book resources available that stimulate children's interest in reading.
- Some opportunities are missed to develop children's language further.

Commentary

36. There is a very high emphasis on teaching the basic skills of literacy to provide children with the skills for reading and writing. This aspect is taught very well, with an active approach to teaching letters and their sounds and a tight focus on correct letter formation and basic sentence structure. Children make very good progress in writing their names and gain confidence in attempting their own writing. Good opportunities are provided for them to write in informal situations, for example in the role-play areas such as the office, where an attractive variety of notebooks and writing tools is provided. They also record their names and order simple sentences on computers. Marking of children's written work is very good and clearly indicates how improvements can be made. This is shared orally with the children. Children's speaking and listening skills are average and the teacher provides good opportunities in whole-class sessions to widen their vocabulary but in some group activities opportunities are missed to develop language further. Children enjoy listening to stories and the lovely variety of Big Books captures their interest. An excellent range of books is provided and children handle and care for them well. They make a good start on early reading and parents support this aspect of learning well at home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Most children count to 10 and back.
- Children enjoy lively mental mathematics sessions and join in counting rhymes and songs.
- Good resources are used well to provide a stimulating range of practical activities.

Commentary

37. Teaching provides for a good range of practical activities that engage children's interest in counting and sorting and develop their understanding well. Most are already confident in counting to 10 and higher attainers count to 20. Children join in the lively mental arithmetic sessions at the start of lessons with enthusiasm and take part in well-organised independent tasks with good concentration. Careful attention is paid to learning mathematical vocabulary and the formation of numbers, which promotes children's basic numeracy skills well. Children learn to compare measurements, use terms such as 'longer' and 'shorter', and have sound practical experience with a wide range of resources. They use computers effectively to practise their counting skills. Most are on course to achieve the learning goals set for this age group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children experience a wide range of activities that extend their knowledge of their world.
- Teaching of French and European Awareness broadens understanding of life in the wider world.
- Good links are made between subjects.
- Children become confident in the use of computers.

Commentary

38. Children achieve well and make good gains in their understanding of the world. They make good gains in learning about themselves and their bodies, such as the need for healthy food and exercise. The teaching of European Awareness provides an interesting range of activities that provide for learning about the life and customs of other countries. For example, children learn about Swiss dairy farming and foods, such as chocolate and cheese, and make their own butter. This is further developed by the very lively weekly French lessons, where children quickly learn to answer simple questions, such as “What is your name?” and join in simple songs and rhymes. They make good use of computers in many lessons and are independent in their use of the mouse and keyboard. Good use is made of the school grounds to extend learning, such as on a listening walk. Good links are made between subjects; for example, during a study of homes in a geographical focus, children used their design and technology skills to build model houses from around the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop control of their bodies, both indoors and out.
- Children develop good control in using tools, such as pencils and scissors.
- Resources are good and are used well to support children’s learning.

Commentary

39. Children move with confidence and good control and co-ordination. They have a good awareness of space for their age and, when taking part in gymnastics lessons, move sensibly and join in with enthusiasm. They enjoy their many opportunities for developing skills outdoors, such as when using good quality wheeled toys independently or taking part in lessons to develop their games skills. In the classroom, children have many opportunities to develop finer control, such as in the use of pencils, scissors and brushes but on some occasions a few hold them awkwardly without correction by an adult. This makes it more difficult for them to achieve their desired effect, such as correctly formed letters or numbers.

CREATIVE DEVELOPMENT

40. Provision in creative development was only sampled. However, evidence seen shows provision to be satisfactory overall, although there is scope for more independence in some activities. The range of opportunities for role-play is good and photographic evidence shows an interesting variety over the school year. Resources are very good and provide for a wide range of experiences.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH and MODERN FOREIGN LANGUAGE

French

French was only sampled and no overall judgements can therefore be made on provision. However, the subject enriches the curriculum provision for all pupils and they enjoy their lessons very much. Teaching seen for Years 5 and 6 was very good; the lively oral approach created enthusiasm and confidence amongst the pupils.

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are high.
- Teaching is very good throughout the school.
- Pupils develop a love of literature and have very good attitudes to learning.
- Resources are very good, with an excellent range of books.
- Leadership and management of the subject are very good and have promoted very good improvement since the previous inspection.
- Assessment is very good and teachers' marking is excellent.
- There are no significant weaknesses.

Commentary

41. Throughout the school pupils achieve very well and, at the end of Years 2 and 6, attain high standards in their work. They listen with respect to others and are articulate speakers. They engage in discussions confidently, using a wide vocabulary that allows them to express their views and describe things well. They adapt their style for different situations. For example, they are sensitive in their comments when evaluating the work of others, using praise before criticism.
42. The school has a high focus on developing a love of literature and has an excellent range of books that engage pupils' imaginations. Boys are as enthusiastic about reading as girls because great care is taken in the selection of books to ensure that all needs are catered for. Reading is taught very well and the Big Books used in literacy lessons are used effectively not only to improve pupils' reading skills but also to form a basis for writing. Teachers encourage pupils to examine how authors develop their stories and characters and they are encouraged to use such strategies in their own writing. Pupils develop a very good understanding of how stories are constructed and apply this to their own writing, drafting and redrafting until they are happy with their work. They work with deep concentration and show pride in their finished writing. Resources are very good and the use of good quality writing books inculcates a sense of pride in presentation.
43. Teaching is very good. Teachers have very good subject knowledge and use it to plan interesting and lively lessons. Work is matched very well to the needs of all pupils and builds well on their previous learning. Pupils with special educational needs are fully included in lessons, working on the same topics as other pupils. They are very well supported by well-informed staff. Computers are used well to help them achieve their best. Relationships with pupils are excellent and classes are managed in a very positive manner. Teachers' marking is excellent; it rewards pupils' success and points out how work might be improved, taking note of the learning targets for the work and pupils' own targets. Pupils know how well they are achieving and how they can improve.
44. The subject is very well led and managed and this has promoted very good improvement since the previous inspection. At that time standards were average and progress was unsatisfactory in Years 3 to 6. Assessments, including the results of national tests, are used very well to highlight areas for improvement and the effective action taken is now reflected in the higher results in national tests.

Language and literacy across the curriculum

45. Pupils have many good opportunities to apply their literacy skills across the curriculum and they are very competent in doing so. For example, they apply reading skills very well in independent research in books and on computers, accessing the knowledge they need quickly and efficiently. They have good opportunities for writing and their very good skills provide well for full reports of work in other subjects, such as when they write biographies of famous historical figures like Florence Nightingale or evaluations of their products in design and technology.

MATHEMATICS

Provision in mathematics is **very good**. The National Numeracy Strategy is now well established in the planning of the school.

Main strengths and weaknesses

- Standards are high.
- Achievement of most pupils is very good.
- Teaching and learning are consistently very good, often excellent.
- Assessment of pupils' attainment and progress is very good.
- Leadership and management of the subject are very good.
- There are no significant weaknesses.

Commentary

46. Current standards are above average for most pupils and well above average overall by Year 2 and Year 6. Pupils are achieving very well because the levels of challenge for different groups are well matched to levels of abilities and build on their previous work. For example, in a Year 3 and 4 lesson, very good support enabled a pupil with special educational needs to take a full part in the lesson. Very good use was made of a set of shapes to help him develop his skills of sorting shapes according to particular properties as he worked alongside other pupils. Groups are also very well supported in class by teaching assistants, who help lower attaining pupils and pupils with special educational needs to make good progress. They work closely with class teachers and have good systems of recording the progress their pupils are making.
47. Teachers' planning is very good and the overwhelming majority of pupils respond with enthusiasm to the tasks set. All pupils are encouraged to work hard and very good marking of their work enables them to see clearly what they need to do next in order to improve. The school has very good systems to monitor the attainment and progress of pupils as they move through the school. It recently identified the need to focus on developing problem-solving strategies and current inspection evidence shows that this is now being addressed in all classes. This was evident in the Year 5 and 6 lesson seen, when pupils collected, sorted and interpreted data in the form of tables and graphs.
48. The subject is very well led and managed by the co-ordinator who has a very clear view of standards across the school. Teaching and learning in mathematics are monitored regularly. Resources are very good and are used effectively in the raising of standards. Very good improvement has been made in provision and standards since the last inspection.

Mathematics across the curriculum

49. The school plans well for the use of mathematical skills in other areas of the curriculum. For example, measuring and data handling skills are used in science lessons, as seen in a Year 3 and 4 lesson on testing which liquids rot teeth, and in geography work on countries visited

by Year 1/2, pupils have used tally charts and graphs to record their research findings. Pupils are very capable in applying their knowledge and skills in measurements, calculations and problem solving.

Example of outstanding practice

The lesson focus was on developing problem-solving skills through the use of money, in a mixed age class of Year 1 and Year 2 pupils.

The introduction of mental counting skills in tens up to 100 and listening to pennies drop into a container engages all pupils. The session is very well timed to match the pupils' concentration spans and they stay focused and interested.

Year 2 pupils work independently on finding all possible combinations of three unknown silver coins, while the teacher models activities for the Year 1 groups. The teacher skilfully targets questions to the needs of different pupils. "Which number shall we start counting with?"... "Why choose the ten?".. Pupils respond with great enthusiasm; all are eager to explain why they make their choices. Support staff are actively involved, explaining and expanding questions so that all pupils can contribute in a meaningful way, which raises their self-esteem and confidence. They respond well to the challenges made of them. Lower and average attaining pupils have tasks that are well matched to build on previous learning, while higher attaining pupils work on a very challenging task. Each group is supported well by a learning support assistant, who records their responses and achievements.

The teacher then works with Year 2 pupils, modelling the use of a number line in calculating change from two items. She is skilful at using a mix of direct questioning of individuals to check understanding, and open-ended questions that challenge pupils to expand and explain their reasons. She carefully refers back to the mental calculation session at the start of the lesson and to previous work on number bonds, which helps pupils to use their skills effectively. The teacher makes very good use of a computer-linked projector in the plenary session to review learning. All groups of pupils achieve very well in developing problem-solving skills and in consolidating their number skills of addition and subtraction. There is very good development of pupils' speaking and listening skills throughout.

SCIENCE

Provision in science is **very good**. Standards are high and teaching is consistently good or better.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- Teaching and learning are very good.
- Leadership and management are very good.
- Assessment and monitoring are very good.
- There are no significant weaknesses.

Commentary

50. Standards of work are currently above average and likely to be well above average by the end of Year 2 and Year 6. Progress in developing skills of investigation as pupils move through the school is good and pupils achieve very well. A particularly good lesson was seen in Years 5 and 6 when pupils were challenged to devise their own experiment to answer a question about the effect of exercise on the pulse rate.

51. Teaching and learning are very good. A particular strength is in the marking of pupils' work, which clearly shows them how well they have done and what they must do next in order to improve. Activities are well planned and resources are used well to interest and engage pupils. This results in the overwhelming majority of pupils working with enthusiasm and perseverance. All teachers have very clear expectations of good behaviour and pupils respond well. They are attentive to what teachers have to say and listen well to each others' points of view. Work is planned in small groups or pairs, which helps to develop pupils' sense of co-operation and collaboration. This was particularly evident in a Year 1 and 2 lesson, when a parent came to school with her baby to help develop pupils' awareness of how we change as we grow.
52. The school has very good systems to monitor the attainment and progress of its pupils. For example, the school became aware that more able pupils in Year 6 were not achieving in science as well as they did in English and mathematics. Targets have now been set for this group of pupils and current inspection evidence shows that more appropriate levels of challenge are set in lessons. There are plans to provide booster groups to enable pupils to raise their achievements and standards to match those in English and mathematics.
53. Leadership and management of science are very good. The co-ordinator has a clear view of standards and monitors teaching and learning across the school. Resources are very good and are being used well to help raise standards. Since the last inspection the school has made very good improvement in provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**. Provision has improved since the last inspection and pupils' skills are developed more systematically. Although only one lesson of direct teaching was seen, other evidence was collected through a scrutiny of previous work and teachers' planning, and talking to teachers and pupils.

Main strengths and weaknesses

- Most pupils are achieving well;
- Planning is now based on national guidance and develops pupils' skills progressively as they move through the school.
- Teachers' skills and confidence are good; they have improved significantly.
- Use of ICT to support learning in other subjects is becoming well established.
- Standards have improved and are now in line with national expectations.
- Leadership and management are very good.

Commentary

54. Inspection evidence shows that most pupils are achieving well and current standards in Year 2 and Year 6 are broadly in line with those expected nationally. All the different aspects of the subject are planned for and most pupils make good progress because of the good direct teaching of skills. Pupils in Year 6 did not benefit from this improved provision in earlier year groups and have had to catch up. They have made satisfactory progress over time and now achieve average standards. This is an improvement since the last inspection, when progress was unsatisfactory in Years 3 to 6 and standards in Year 6 were below average.
55. All staff have had recent training that has given them confidence and competence to teach the subject with conviction and skill. They make good use of computers themselves in preparing and presenting their lessons and this has helped them to use it in many other areas of the curriculum. For example, scrutiny of pupils' previous work shows that good skills in text and graphics are being developed from Year 1 so that by the time pupils reach Years 5 and 6 they can put together a multi-media presentation.

56. Leadership and management of the subject are very good. The co-ordinator has worked hard to raise the profile of the subject and good systems of assessment are now in place to monitor pupils' attainment and progress. Current resources are good and are being used well to support teaching and learning in the subject.

57. The school has made good improvement in teaching, learning and achievement since the previous inspection.

Information and communication technology across the curriculum

58. The subject contributes well in developing research skills in other subjects, such as history and geography. Pupils are competent in using computers; they access programs and information confidently and write reports of their work on word-processors. Computers are used in mathematics and science to record data in the form of graphs and to monitor changes, such as temperature changes in science experiments. A digital camera is used effectively to record work across the curriculum and celebrate pupils' achievements.

HUMANITIES

No geography lessons were observed during the inspection because of the way the subjects are taught in blocks of time over a two-year cycle and therefore no overall judgements on provision can be made. Three lessons were observed in history. Additional evidence for both subjects was gathered by looking at pupils' previous work and teachers' planning, and by talking to staff and pupils. Religious education was subject to a separate inspection by the diocese.

The analysis of pupils' previous work in geography shows they make at least satisfactory progress in developing their knowledge of the wider world and skills in map making. The majority of pupils are achieving average standards by the end of Years 2 and 6. The subject is led and managed well and good improvement in provision has been made since the previous inspection. A good assessment system provides the co-ordinator with a clear view of standards and achievement across the school.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards are in line with expectations by the end of Year 6 and Year 2 in both subjects.
- Good use is made of visits and visitors to enhance learning for all pupils.
- Resources are good and used well to have a positive impact on raising standards.
- There are good systems for assessing pupils' achievement in each topic area.
- There are no significant weaknesses.

Commentary

59. In the three history lessons seen, teaching was good overall. Year 1 and Year 2 pupils showed a good developing sense of chronology as they sorted a series of toys into old and new. Good use of resources by the teacher enabled higher attaining pupils to think of a longer time scale of 'very old', 'old' and 'new' toys. They used a digital camera to record comparisons between their own toys and those brought to school by a visitor. Good use was made of ICT, using a tape recording of 'a Roman and a Celt', who described their different life-styles. Previous work on this topic is attractively displayed inside and outside the classroom, celebrating pupils' achievements. The school makes effective use of resources to stimulate and engage pupils in lessons, such as in a lesson for Year 5 and Year 6 on Victorian school life. The teacher used a very good range of resources that fascinated and

enthused pupils, who developed their awareness of life in the past in comparison with their own. In all lessons, pupils respond well to the activities that their teachers plan. They work well together in pairs or small groups, which helps their personal development through co-operation and sharing resources fairly.

60. The subject is led well and there are good systems for assessing pupils' progress. This enables the co-ordinator to have a good awareness of current standards and achievement across the school. Since the last inspection the school has made good improvement in its provision. New planning, based on national guidance, is enabling the school to plan the development of pupils' knowledge, understanding and skills more systematically in both subjects. Resources purchased to support this planning are contributing well to the raising of standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen in design and technology, music and physical education to make overall decisions about provision, standards and achievement. There are good policies, planning and resources in place for all subjects.

Work seen in **design and technology** was satisfactory and in the one lesson seen teaching and learning were good. This marks an improvement since the previous inspection when pupils made insufficient progress and standards were below average because the subject did not meet the full statutory requirements for the National Curriculum. The range of evidence available shows there has been good improvement; the subject now meets requirements and pupils make at least satisfactory progress in designing, making, and evaluating products, displaying pride in their achievements.

Two lessons were observed in **music**; in one teaching and learning were good and in the other they were excellent. Pupils achieved very well and standards were well above average. Pupils composed group pieces of African-style music independently and evaluated each others' performances thoughtfully, providing good pointers for improvement. Provision for pupils who are talented in music is very good. The school provides a wide range of musical instruments, woodwind, brass and strings, to enable many pupils to have good specialist teaching in these areas, reaching above average standards overall. Musical clubs and a choir provide further opportunities for all pupils. Singing heard in collective worship was above average and pupils sing with clarity and enthusiasm.

One lesson in games and a short part of a dance lesson were observed in **physical education**, both in the Year 1 and 2 class. In the full lesson, teaching and learning were good, with average standards being achieved. No lessons were observed in Years 3 to 6 but planning shows that provision is at least satisfactory. Pupils swim the required length of 25 metres by the end of Year 6 and take part in competitive swimming events against other schools. Pupils enjoy sound opportunities to take part in sporting clubs and compete successfully in events against other local schools.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Teaching is good and pupils make good progress in lessons
- There is a good emphasis on teaching techniques.
- Pupils enjoy art and work hard.
- Pupils have independence in their choice of resources and are encouraged to evaluate their own work.
- Leadership and management are good.
- The art and craft club provides good opportunities to develop work further.

Commentary

61. Teaching of art is good throughout the school and pupils achieve well. Teachers plan well to provide interesting lessons with a clear focus on developing pupils' skills. They take care to demonstrate correct techniques, such as in the use of sketching pencils, and make good use of sketchbooks for pupils to practise and develop their skills and ideas. They encourage pupils to evaluate their work and then to improve it before moving on to their final piece. Teachers provide a wide range of good quality resources; this provides pupils with independence in making decisions on how to achieve their desired effect.
62. Pupils enjoy their lessons and work hard. In observational drawing they examine their subject closely, looking at shape, colour and texture, before commencing work. They discuss their work constructively with others to develop their ideas. Pupils extend their work into different media. For example, in a topic on buildings, Year 1 and 2 pupils produced pencil drawings of the school entrance and then developed this into attractive clay tiles.
63. The subject is led and managed well and this has promoted good improvement since the previous inspection. Teachers have had good training in using the new scheme of work, so that they plan to develop pupils' skills progressively as they move through the school. An art and craft club provides good opportunities for pupils to develop their skills further and a good standard of work is achieved in these sessions, such as in paintings of Victorian scenes on silk.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**. As this area is taught mainly through the religious education curriculum, which was subject to a separate inspection, it was not possible to observe lessons. However, an examination of teachers' planning and discussions with staff and pupils show that pupils have good opportunities to develop knowledge and skills to support them in making decisions about issues that affect their own lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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