

INSPECTION REPORT

OUR LADY OF GRACE RC PRIMARY SCHOOL

Prestwich, Manchester

LEA area: Bury

Unique reference number: 105345

Headteacher: Miss Pat Jones

Lead inspector: Mrs Pamela Freund

Dates of inspection: 7th – 10th June 2004

Inspection number: 257110

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:	356
School address:	Highfield Road Prestwich Manchester M25 3AS
Postcode:	
Telephone number:	0161 7967254
Fax number:	0161 2537398
Appropriate authority:	Governing Body
Name of chair of governors:	The Rt Rev Monsignor J Allen
Date of previous inspection:	22 nd – 25 th June 1998

CHARACTERISTICS OF THE SCHOOL

This is a Roman Catholic, Voluntary Aided primary school serving the community of Prestwich, an urban area to the north of Manchester. All the children attending the school and its teachers are baptised Catholics. There are 356 pupils on roll, and 13 classes, one of which is mixed-age. There is no nursery provision, although a new Foundation Stage unit will be opened in September providing nursery places. As a result there is a significant building programme currently taking place. The number of pupils eligible for free school meals is below the national average. Thirty-nine pupils have special educational needs, two of whom have statements. No pupil has English as an additional language, and there are few pupils from minority ethnic backgrounds. The children's level of attainment on entry is just above that expected nationally. The school received a Schools Achievement Award in 2001 and the Basic Skills Quality Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2225	Pamela Freund	Lead inspector	Art and design Geography Music Special educational needs
13459	Eva Mills	Lay inspector	
2277	Ken Valentine	Team inspector	Science Information and communication technology Design and technology Modern foreign languages
31621	Kate French	Team inspector	Mathematics History Physical education
33652	Jenny Whittaker	Team inspector	Foundation Stage English Citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school, which strongly reflects its Catholic aims and values. The quality of educational provision is **satisfactory** and the school gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The school achieves above average results in national tests in reading at seven years and in English at eleven years.
- National tests in 2003 indicate under-achievement by the age of eleven in mathematics and science.
- Pupils have very good attitudes to their work and behave well.
- Standards in literacy and numeracy are good throughout the school.
- Provision in the Foundation Stage is very good.
- The strong Catholic ethos and values are reflected in all aspects of the school's life.
- Spiritual development is very good.
- Provision in art and design, design and technology and personal, health, social education and citizenship is unsatisfactory.
- Curriculum resources, though now satisfactory, remain low in some areas of the curriculum partly as a result of a limited budget, and have an adverse effect on standards.
- A small amount of teaching is unsatisfactory.

The school has made satisfactory improvement since the last inspection in 1998. The Foundation Stage is a strength in the school. Governors have improved their working practices and are knowledgeable about the workings of the school. As a result, strategic planning has improved and is now satisfactory, although monitoring and evaluation are not strong enough. The provision for information and communication technology (ICT) has improved and is now satisfactory. The good ethos and partnership with parents and the church community have been maintained.

STANDARDS ACHIEVED

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

Achievement overall is **satisfactory**. Standards are above the national average. Children achieve well in reception and the majority make good progress, because of the good provision. Most children enter school with levels of attainment slightly above those expected nationally and they continue to make good progress in Years 1 and 2, but achievement at the end of Year 6 is not as good, and there is under-achievement. The standards reached by seven year olds in the national tests (in 2003) were well above average in reading and these standards are being maintained. Standards in writing were below average in last year's tests at the end of Year 2, but indications this year are that writing has improved to be well above average and similar to previous years'. Standards in speaking and listening are a strength in the school. Standards in mathematics were average last year for seven year olds, but again, early indications suggest above average standards in this year's tests. In the national tests at the end of Year 6 in 2003 standards were well above the national average in English, above average in mathematics and average in science. However, when compared to their

previous attainment at the end of Year 2, pupils did not achieve as well as expected in mathematics and science. Standards have been maintained in English and progress is satisfactory. Standards in mathematics have been maintained and achievement has improved. The 2004 unvalidated results indicate better achievement. In science standards have improved and progress is sound, eliminating much of the under-achievement. Pupils with special educational needs receive good support and achieve satisfactorily. Standards in ICT are now average, representing an improvement since the last inspection. Standards and progress are unsatisfactory in design and technology and art and design, and satisfactory in physical education.

Pupils' personal qualities are **good**. Their spiritual, moral, social and cultural development is **satisfactory**. Spiritual development is very good; cultural education is unsatisfactory because pupils do not have enough opportunities to understand cultural diversity. The good provision for personal development contributes to the very good attitudes to learning, and the development of very good relationships. Attendance is good.

QUALITY OF EDUCATION

The quality of education is **sound**. Teaching is **satisfactory** across the school, with consistently very good teaching in reception.

Teaching in reception is consistently very good. There is some good teaching in Years 1 and 2, but some unsatisfactory teaching was observed in Year 1. Pupils enjoy their lessons and work hard. There is some good teaching in the juniors, which leads to very good attitudes to learning. Unsatisfactory provision for teaching one Year 3 class has led to unsatisfactory progress, a lack of engagement of some pupils and under-achievement. All pupils have access to a satisfactory curriculum, with very good provision in the Foundation Stage. There are good opportunities for pupils to participate in musical events, but other visits out of school to widen their experiences are limited. The good teaching supports pupils' needs well and tracking pupils' progress is now well established. Pupils receive good levels of support and guidance and the school has begun to seek their views. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides strong leadership in reflecting the school's Catholic ethos. She has maintained the good personal development of pupils, including their very good attitudes and behaviour. The school has begun to tackle the under-achievement following analysis of pupils' performance over the past few years and under-achievement is being reduced. The roles of the senior managers are being developed, and co-ordinators are partly fulfilling their management roles. Governance is satisfactory, but the head and governors have not tackled some of the outstanding issues from the previous inspection with sufficient vigour. Insufficient action is being taken to develop teaching and learning styles and to develop the provision in personal, health, social and cultural education and citizenship, and also multi-cultural education. The long-term absence of one member of the teaching staff is being addressed to resolve the discontinuity of teaching provision in one of the Year 3 classes.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, appreciating the head's and governors' commitment to the Catholic ethos. They feel that their children are well cared for and make good progress. Children enjoy coming to school and feel secure. Parents expressed concern for the unsatisfactory education provided in one of the Year 3 classes. The inspection team support the views of parents and pupils alike.

IMPROVEMENTS NEEDED

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

- Focus on training in teaching and learning to develop further better achievement and progress by pupils.
- Tackle weaknesses found in unsatisfactory teaching, particularly in one Year 3 class.
- Strengthen the arrangements for lesson observation by the headteacher and subject co-ordinators to identify strengths and weaknesses more rigorously.
- Improve standards in design and technology and art and design.
- Improve provision for personal, health and social education and citizenship, and multi-cultural education to prepare pupils for the world outside.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average in English and mathematics and average in science and ICT in relation to schools nationally. Achievement is unsatisfactory by age eleven, although it has improved this year. Standards and achievement in design and technology and art and design are below expectations.

Main strengths and weaknesses

- Standards in mathematics are above average at eleven years, although pupils are capable of higher standards and there is some under-achievement in both mathematics and in science.
- Pupils' skills in speaking and listening are good.
- Standards and progress in the Foundation Stage are good.
- Standards in English are above average at seven and eleven years of age.
- Achievement in design and technology and art and design is below that expected.
- Achievement in one Year 3 class is not as good as in the other one.

Commentary

1. Attainment on entry to the reception class is slightly above average. The very effective teaching ensures children make good progress. This is built upon in the infant classes, where pupils become enthusiastic learners. Progress is good by the end of Year 2, with most pupils attaining well above average standards.

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

Standards in:	School results	National results
reading	17.0 (19.1)	15.7 (15.8)
writing	14.3 (16.5)	14.6 (14.4)
mathematics	16.4 (18.6)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

2. Results in the national tests in 2003 for seven year olds were well above average in reading, below average in writing and average in mathematics. The results were the same when compared to schools with similar contexts. There was a big dip in writing and mathematics, but early indications suggest a return to the high standards of previous years. Boys' writing was below average, and fewer pupils than expected attained the higher levels in writing and mathematics. The dip in standards can be attributed to a slightly weaker than usual cohort of pupils.
3. However, early indications of this year's standards for pupils age seven show they have maintained their well above average results in reading with improvements in writing and above average standards in mathematics, with a good proportion achieving very well. Observation during the inspection corroborates the good progress that pupils are making. Standards have fallen since the last inspection.

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

Standards in:	School results	National results
English	28.4 (27.9)	26.8 (27.0)
mathematics	27.7 (28.3)	26.8 (26.7)
science	29.2 (29.7)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year

4. In the 2003 national tests at the end of Year 6, standards were well above average in English, above average in mathematics and average in science. When compared to how these pupils performed at the end of Year 2, this represented considerable under-achievement in mathematics and science and showed the school to be performing well below average in comparison with similar schools. However, early indications this year are that pupils have made sound progress in English and standards have been maintained. In mathematics, there is under-achievement, but not as marked as previously, and there is an indication of continued under-achievement when compared to similar schools. In science standards appear to be improving and progress is now sound. Standards have fallen since the last inspection. The school has made strenuous efforts this year to support those pupils who were not making the progress expected of them.
5. Progress is sound in Years 4, 5 and 6, and pupils make good progress where the teaching is varied and exciting, as in some Year 5 and Year 6 lessons observed in mathematics. Progress is uneven in Year 3 because one class, as a result of the long-term absence of the class teacher, has had four supply teachers.
6. Standards in ICT are average for seven and eleven year olds in the ICT work observed. This represents improvement since the previous inspection, because there are more computers and teachers have increased their expertise. Standards are satisfactory in physical education, but unsatisfactory in design and technology in the juniors and across the school in art and design. The school has been slow to act in improving design and technology. It is not possible to make firm judgements about other areas of the curriculum but there is some evidence of good standards in geography and music.
7. Pupils with special educational needs achieve satisfactorily. This progress is attributed to clear education plans identifying pupils' needs and well-structured programmes of support for individual pupils who are withdrawn from class to work intensively with a teaching assistant.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **good**. Pupils have **very good** attitudes to their work and behaviour is **very good**. The support they receive for their social, moral and spiritual development is **very good**. Pupils' cultural development is **unsatisfactory**.

Main strengths and weaknesses

- Pupils work hard and behave very well in lessons and around school, even when not directly supervised.
- Relationships throughout the school are very good; pupils get on very well with each other and with all adults in the school community.
- Older pupils take responsibility well and are actively involved in helping younger pupils.
- The school does not provide sufficient opportunities for pupils to appreciate and understand cultural diversity.
- Pupils' spiritual development is very well promoted by the school.

- Opportunities for pupils to take responsibility for their own learning could be developed further.

Commentary

8. Pupils enjoy coming to school and this is reflected in the high attendance rates. Pupils of all ages come to school promptly and ready to learn. There is an expectation of good conduct to which pupils respond very well. In lessons they listen well to their teachers and answer questions readily and with enthusiasm. When they are required to collaborate with each other, they do so willingly and effectively although opportunities for pupils to work together in groups or in pairs are not extensive. Pupils are trusted to behave sensibly even when they are not directly supervised. Parents and pupils agree that instances of aggressive behaviour or bullying are very rare and that staff deal with problems quickly when any misbehaviour occurs. There have been no exclusions from the school.
9. A notable feature of the school is the family atmosphere which pervades it. Relationships between staff and pupils are very good and pupils get on very well with each other. Older pupils take care of younger ones as prayer partners, reading partners and indeed, informally in the playground where they look out for younger pupils and help them when there is a need. This is a result of the school's very positive approach to the promotion of pupils' social development. Moral and ethical messages are reinforced very well. Pupils are encouraged to be respectful and polite. There are well-planned opportunities for the spiritual development of pupils where non-material aspects of life are explored. Care and compassion for others are encouraged and pupils are given good opportunities to reflect, to which they respond very well. Pupils' knowledge of other cultures and beliefs is limited and their preparation for life in a multi-cultural society is not well promoted by the school.
10. Year 6 pupils have a range of responsibilities, which they carry out very well. They act as monitors and help teachers in various ways including the organisation of resources. Parents feel that the school works very well to help their children become mature and independent. During church services, pupils of all ages lead prayers and Bible readings clearly and with confidence. In one Year 6 class pupils take responsibility as 'Heads of Government', putting forward ideas and representing their classmates well. The opportunities for pupils to take initiative for their own learning is less well developed and in many lessons the style of teaching does not allow pupils to make choices about the way in which they learn or encourage sufficient independent research.

Attendance

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.2
National data	5.4	National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	322
White – Irish	4
White – any other White background	11
Mixed – White and Black Caribbean	4
Mixed – White and Asian	1
Mixed – any other mixed background	4
Black or Black British – Caribbean	1
Any other ethnic group	1
No ethnic group recorded	8

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory** and sound assessment guides planning in the core subjects of English, mathematics and science. The curriculum is **satisfactory** and there are good levels of care, guidance and support. Good links exist with parents and the community and with other Catholic schools.

Teaching and learning

The quality of teaching and learning is **satisfactory**, with very good teaching in the Foundation Stage.

Main strengths and weaknesses

- Very good teaching and learning in the Foundation Stage lead to confident learners.
- Good teaching and learning was seen in Years 4, 5 and 6.
- Pupils' application and level of productivity are very good.
- Pupils' knowledge and understanding in literacy and numeracy are transferred well to other subjects.
- Some unsatisfactory teaching in the infants resulted in pupils not behaving well, and was partly attributable to unclear learning objectives.
- Teachers' subject knowledge in design and technology in Years 3-6, and in art and design is not good enough.
- Marking is inconsistent and does not tell pupils how to improve.

Commentary

11. In the reception classes teaching and learning are very good. There is good provision in all the areas of learning and children are willing and enthusiastic. Teaching is effective because there is a good understanding of how children learn and activities are carefully constructed to promote confident, independent learning. Teachers' very good questioning techniques, together with the strong adult/children relationships that have been established, ensure children make good progress.
12. Very good teaching in Years 4 and 6 was characterised by brisk pace, high levels of challenge, and a variety of activities and strategies which developed pupils' understanding. A good example was the 'hotseating' technique used in a history lesson to encourage pupils to apply

their knowledge when learning about the Romans. This encouraged pupils to develop discussion, promoting greater understanding, and the pace was brisk.

13. Pupils apply themselves well to the tasks and activities given to them. They have very good listening skills and sustain concentration and apply previous knowledge well to new situations. In a Year 3 geography lesson, pupils eagerly discussed issues of pollution and sustainability by developing the ideas of the benefits of not having a car, and collecting litter. They then worked very well in groups, extending these ideas further, drawing upon and transferring existing knowledge.
14. Some teaching was less than satisfactory, mainly due to unclear learning objectives so that pupils did not understand the purpose of the lesson, and their behaviour deteriorated. Lack of experience in behaviour management strategies was also a factor in the unsatisfactory teaching. Discontinuity of teaching and learning has been a feature of one Year 3 class due to the long-term absence of the class teacher and the availability of effective supply teachers.
15. The inadequate subject knowledge and expertise in teaching in art and design has led to unsatisfactory development of pupils' skills, ideas and knowledge and understanding of art. This is also the case in design and technology in Years 3 to 6.
16. Assessment and pupil tracking have been priorities for improvement since the school analysed its data and found under-achievement. Assessment is now at least satisfactory and teachers plan lessons and support individual pupils well. Pupils identified as under-achieving are given additional support, which is beginning to pay dividends. Marking is inconsistent. In some cases pupils clearly know what they need to do to improve, but this is not yet universal.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (13%)	17(44%)	13(33%)	4 (10%)	0	0

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

The Curriculum

Curricular provision is **satisfactory**. This is a less positive picture than in the last inspection, when provision was judged good. Provision for pupils with special needs is satisfactory and the school is inclusive. Pupils have access to a satisfactory range of extra-curricular activities. Accommodation is adequate.

Main strengths and weaknesses

- The Foundation Stage curriculum is very good and is a strength of the school.
- There has been insufficient training to help staff to deliver an appropriate curriculum in aspects of some subjects.
- Resources for ICT are greatly improved.
- The curriculum for personal, social and health education and citizenship is not fully in place.
- The approach to the whole curriculum lacks innovation and imagination, with little planned cross-curricular work.
- Resources for some subject areas are inadequate.

Commentary

17. Provision for all children in reception has improved since the last inspection. Imaginative planning and organisation ensure that all children have access to an exciting and creative curriculum. Very good use is made of adequate resources.
18. The curriculum meets statutory requirements. However, staff have received insufficient training to equip them to teach the skills of art and design and design and technology effectively. This seriously limits pupils' progress and the quality of their work. In Years 3 to 6 there is inconsistency in the development of experimental and investigative work in science.
19. Since the last inspection, resources and accommodation for ICT have improved significantly. The computer suite, though small, is just adequate to support effective delivery of the curriculum and those computers sited elsewhere in the school are accessible. The school will still need to address providing enough computers to match national expectations.
20. The curriculum for personal, social and health education is not planned systematically into teaching programmes. Coverage is incidental rather than linked into the pupils' work. The development of citizenship is limited as there are too few opportunities for pupils to discuss their views and exercise independence, both in and out of lessons.
21. The National Literacy and Numeracy Strategies have been implemented thoroughly and schemes of work based on national guidelines are in place for all subjects. However, timetables are rigid and there is little evidence of planned cross-curricular work so that pupils see connections across subjects. There are insufficient exciting learning opportunities, including visits and innovative teaching strategies, to support and enrich the curriculum.
22. The quality of the curriculum is adversely affected by the lack of good quality resources for art and design, design and technology and physical education. There is little paint equipment and a very limited range of tools. Equipment for gymnastic activities is poor, with dirty, damaged mats and few items of large apparatus.

Care, guidance and support

The school makes **good** provision for ensuring pupils' health, safety and welfare. **Good** support, advice and guidance are provided for pupils and the school has **satisfactory** measures to involve pupils in its work and development.

Main strengths and weaknesses

- Both teaching and support staff show great care and concern for pupils, resulting in very good pastoral care.
- The school has good arrangements to ensure that pupils are well looked after and that they work in a safe and secure environment.
- Children in the Foundation Stage are helped to settle in very well.
- Although pupils' academic progress is tracked well, the setting of personal targets is not consistent.

Commentary

23. The school provides a safe, caring environment where pupils are valued as individuals. Parents appreciate the care and concern shown by staff and feel that their children are looked after well. Staff have very good knowledge of pupils and of their personal circumstances and family backgrounds. Relationships between staff and pupils are very good and pupils are confident to approach any member of staff if they are anxious or worried. When pupils are hurt or upset both teaching and support staff look after them very well and provide a good level of personal

care. Procedures to ensure pupils' health and safety are thorough and detailed, and the school does its best to minimise the effects of the poor state of some resources and of the current building work.

24. Arrangements for children joining the Foundation Stage are very good and parents appreciate the programme of meetings, visits to the school and the exchange of information which help to ensure that children settle well. Pupils new to the school soon make friends and appear to be confident and happy.
25. Pupils' work is assessed regularly and their progress is tracked well, especially in the core subjects and in the Foundation Stage. Support and advice are readily available for all pupils and they have no concerns about approaching teachers for help. In some classes, targets are clearly conveyed to pupils, but the setting of these targets is inconsistent between classes and could be improved to ensure that all pupils are clear about what they need to do to improve their work.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community are **good**.

Main strengths and weaknesses

- Staff have very good relationships with parents, who are very supportive of the school.
- The school has been too slow to address parents' concerns about the provision for pupils in one Year 3 class.
- 'Drop-in' arrangements for Foundation Stage parents are excellent.
- The school has very good links with the local church community.
- Staff from the local secondary school provide useful French tuition for older pupils.

Commentary

26. Parents are very supportive of the school and very pleased with most aspects of the school's work. They have good contact with staff, both formally at consultation evenings and informally at the beginning and end of the school day. Parents appreciate the open, welcoming atmosphere and the partnership forged by the school between home, school and the church. Parents are fully involved in the education of their children and the Parent-Teacher Association provides very valuable financial support to the school through extensive fund-raising and social events.
27. Parents are kept fully informed about school events and issues, including the problems which have arisen in one Year 3 class. However, many parents of the pupils in Year 3 who have been affected by the long-term absence of staff and the lack of continuity resulting from this are unhappy about the way in which the situation has been managed. Governors have been too slow to address the problem and parents feel that the education of these pupils has suffered as a result.
28. The school has excellent arrangements for parents of children in the Foundation Stage to exchange information and to look at their children's work. A monthly 'drop-in' session is provided and many parents take advantage of this. They have the opportunity to talk to staff and to discuss any problems or successes. Staff advise parents how they can help their children at home. Parents who are unable to attend are contacted and their views ascertained. This has a very positive effect on the education and well-being of Foundation Stage children.
29. The school is fully involved in the life of the local church community and links with the parish remain very strong. Pupils regularly visit the church for Mass and to help to prepare for communion. The Parish Priest who is also the Chair of Governors visits school each week and

attends one of the main school assemblies. He also meets with the staff at breaktime. The Sacramental Programme is conducted with the help of local parishioners and pupils from the school regularly take part in church services. The school also has good links with the local secondary school with good arrangements for the transfer of pupils. In addition, a member of the secondary school staff teaches French to older pupils, which is not only enjoyed by pupils, but helps to broaden the curriculum and to prepare them for the next stage of their education.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the school is **satisfactory**. Governance and leadership and management by other key staff are also satisfactory.

Main strengths and weaknesses

- The leadership and management promote a strong ethos in line with the school's mission statement.
- Some areas for development arising in the last Ofsted report have not been addressed with sufficient vigour.
- The head and governors have been slow to tackle a specific weakness in teaching provision in a Year 3 class.
- The management ensures the efficient, smooth running of the school.

Commentary

30. The governing body has made significant improvements in its working practice since the time of the last Ofsted inspection. Governors now provide an appropriate contribution to the vision and direction of the school, and previously weak arrangements in monitoring and evaluation of the work of the school have now been largely corrected. Governors demonstrate an extremely high level of commitment to the school and show an appropriate range of knowledge. However, there are still issues that require action. Governors will need to make a strong contribution in encouraging a vigorous and brisk implementation of the post-Ofsted action plan.
31. The headteacher demonstrates many strengths in the conduct of her role. She is highly supportive of the school's mission and her leadership secures good personal development of pupils, including very good pupils' attitudes and behaviour. The headteacher's skills in management contribute much to ensuring a good quality of management leading to the smooth day-to-day running of the school.
32. A focus for development in the headteacher's leadership of the school lies in action which will lead to improved teaching and learning. At present, insufficient action has been taken through staff training and subsequent targeted action to bring energy to necessary improvements. Some areas for improvement noted in the last Ofsted report have not been adequately dealt with. Of particular note is the requirement to develop teaching and learning styles, to secure improved progress by pupils in the core and other subjects of the National Curriculum. Specifically, improvements are required in the teaching of art and design, and design and technology.
33. The management of the school is efficient in many respects, particularly in day-to-day organisation. However, certain matters of importance, particularly in relation to the quality of teaching provision in Year 3, have not been resolved with sufficient promptness and determination. Inspectors noted the very high level of concern expressed by parents affected in previous years. Monitoring and evaluation arrangements of the quality of teaching throughout the school have improved since the time of the last inspection. However, there remains insufficient attention to monitoring and evaluation of lessons in progress, as distinct from monitoring of planning and scrutiny of pupils' work. Although the school meets the requirements of the Government's performance management arrangements, there remains a need for a

greater concentration on lesson observations by the headteacher and, when possible, by subject co-ordinators in order to secure a good level of challenge and support to teaching colleagues within the school.

34. The school has improved its arrangements for strategic planning, including reference to budget issues. Close scrutiny is maintained by the finance committee of the budget and the school is securing best value in its operation. The very low budget allocation to the school, which is well below the national average income per pupil, presents the school with many challenges in decision making. It is strongly felt within the school community that the low funding constitutes a barrier to raising achievement, and inspectors note continuing weaknesses in resource provision and provision of external activities.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	714,960	Balance from previous year	5,201
Total expenditure	691,582	Balance carried forward to the next	23,378
Expenditure per pupil	1,926		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Teaching is **very good**. Planning is **excellent** and takes account of different abilities. Provision for outdoor learning is **very good**. Personal, social and emotional development is very well promoted and this leads to confident, motivated learners.
36. The Foundation Stage is for children aged four to five. Children enter the reception class in the September before they are five. On entry children's attainment is slightly above that of others of their age and their pre-school experiences are very varied. Almost all the children are now on course to reach the expected stage of development by the end of the reception year and about a quarter of the children are expected to exceed this. Children achieve well in most areas of learning; standards are good and sometimes very good. This represents good progress overall. Standards at the last inspection were also found to be good and in this instance have been maintained.
37. The reception class teacher has given a very good lead in developing planning and provision. Planning is carefully linked to national guidelines, sets out what children will learn and what they will do and clearly identifies the level of adult support. Good links are made between each area of learning so that no opportunities are lost to develop children's skills. There is an emphasis on learning through play. All staff make observational assessments of children's learning and use the information well to adjust planning. Records are reviewed monthly and individual portfolios, that celebrate a child's achievement, are a delight to read. Arrangements for parents to contribute to the assessment process are excellent. This contributes to the good progress made by children. There is a good balance of adult-led learning and time for child-initiated activities, although at times additional adult support is not as effective in adult-child interaction as it might be.
38. Leadership and management are very good. The co-ordinator has effectively initiated and led the implementation of the Foundation Stage curriculum. Action plans for improvement are clear and evaluations show that since the last inspection priorities of establishing outdoor play provision and improving resources have been met. At the time of the recent inspection the school was undergoing a building programme to create a new Foundation Stage unit in order to include nursery-age children. Despite being in temporary accommodation and working in difficult circumstances the strong team approach means that there is no disruption to children's learning. The Health and Safety report also confirms that the premises are suitable to be used.
39. The co-ordinator leads well and has a clear plan for future priorities. She is enthusiastic and knowledgeable and is sharing her expertise well with the teacher new to the Foundation Stage. Both teachers are full of enthusiasm and committed to their own professional development; they reflect on practice and use the outcomes from training to refine their teaching.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**. All children will reach the national goals by age five and many will exceed them.

Main strengths and weaknesses

- Very good relationships are established with both children and their parents and this means children feel secure and confident.

- There are well-established routines so that children develop independence.
- High expectations are set for children.

Commentary

40. The care taken to introduce children to school, which involves three visits to school before starting, ensures that children settle quickly and well. There is a warm, caring and inclusive atmosphere. Relationships are very good, children are trusted, they are treated with respect and they in their turn are polite and kind and listen sensibly to each other. This contributes to the good progress they make. The opportunity to come into school before the official starting time means there is a calm and happy start to the day and parents can talk to the staff. Children work with concentration during activities and work well independently. The excellent organisation of resources means that they can select, use and replace resources sensibly. For example, during an outdoor play session one group set up a table for a meal outside, agreed their roles and made soup for Billy, the baby. They were involved in their play and tidied up responsibly after 20 minutes.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Almost all children will reach the national goals by age five.

Main strengths and weaknesses

- Planning and assessment are very good.
- Elements of the literacy hour are taught in a fun, active way.
- Teachers focus on developing children's vocabulary and understanding of language in all activities.

Commentary

41. The teaching of literacy is good. A range of worthwhile activities is linked to the objectives for the week. The organisation of sessions means that children benefit from well-planned activities and are often taught as a small group. Reading resources are satisfactory and children enjoy reading sessions. They make sound progress in all areas of literacy. They read with some fluency and this contributes to the good standards they demonstrate in their writing. They understand how to use capital letters and full stops and write independently. Writing is well marked; comments are supportive and engage the child in knowing what has been done well. This is good practice which needs to be emulated.
42. The reception teacher engages children skilfully in stories; they listen attentively, respond well and love the story of *Rainbow Fish*. Her clear speech is an excellent model for developing vocabulary and good attention is paid to developing understanding of new words. The children confidently offer their own ideas and the more able speak clearly and with some detail.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Almost all children will meet the national goals by age five.

Main strengths and weaknesses

- Teachers plan a range of relevant, practical activities.
- Assessment is well used.
- Mathematical vocabulary is well modelled by teachers.

Commentary

43. Very good, lively teaching results in children being enthusiastic about counting. There is a good focus on mathematical vocabulary and explanation. During registration one child works out that it must be the 8th today because it was the 7th yesterday. The more able children say five take away two leaves three when playing a fishing game outside. The teacher models how to record the number sentence. Children can count by looking when playing a pairs game and good teacher questioning helps all the group understand how to make their cards up to five. Scrutiny of work shows that children working above the expected level for their age can order and record numbers up to 30, using correct number formation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**. Almost all children will reach the national goals by the end of the reception year.

Main strengths and weaknesses

- Good links with language and literacy help develop children's communication skills.
- The quality of resources is good but there are not enough to develop scientific enquiry.

Commentary

44. Good planning helps link aspects of this area of learning together and staff reinforce what has to be learned across a range of interesting activities. Tasks are practical and new topics are carefully introduced, so that children remember them well. Effective follow-up through a range of reading and writing activities helps children make links in their learning and contributes to their good progress.
45. The improved provision for ICT means that children are developing satisfactory computer skills. They have good 'mouse' control and can explain what various keys are for. Everyday use of technology is encouraged so that children confidently use the cassette recorder and mobile phones in their play.
46. A group of children take great care when watering the plants they have grown from seed and explain that the flowers need water and sunshine to help them grow, showing good understanding.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**. Almost all children will reach the national goals by the end of the reception year.

Main strengths and weaknesses

- Planning is good for a wide range of activities.
- There is a lack of opportunities to develop outdoor adventurous activities.

Commentary

47. Thorough planning provides good opportunities for children to develop dexterity. Children use small tools such as scissors and paintbrushes well. During an outdoor play session children use wheeled toys confidently; they have a good sense of space and keep a safe distance from each other. Children have good pouring skills because there is a wide range of suitable equipment in the water play. The lack of outdoor equipment means that children have no

opportunities to experience adventurous or imaginative physical activity outdoors, or the sheer joy of outdoor physical exercise.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**. Almost all children will reach the early learning goals by age five and some will exceed them.

Main strengths and weaknesses

- There is very good adult-child interaction.
- Very good provision is made for developing the imagination.
- There are interesting and exciting resources.

Commentary

48. Good planning means that children experience a range of opportunities, which are well linked to other areas of learning. Children know a range of songs and rhymes by heart and enjoy composing a watery tune. They select and use appropriate instruments and make good suggestions for symbols to record their choices. Following the story *Commotion in the Ocean*, the children co-operate very well to create an underwater world. They delight in using a box to make a ship and choose from a range of fabric pieces to make a great white shark and an octopus. Very well organised provision enables a child to make links between the outdoors and indoors and she goes inside to make a sword for a pirate. The group become involved in their play and describe how they (the mermaids) have to run away and hide. When adults, including a parent helper, question children sensitively and add language to their play, children extend their explanations and use their imagination to describe their work. One boy describes his shell sand castle "because it's got treasure shells, I've never made one before, it's too small to live in". He is very proud of his model and waits patiently for the teacher to record it using the digital camera.
49. The temporary outdoor area consists of an asphalt playground with a security fence along one side. Excellent planning and a commitment to the best possible learning opportunities for young children mean that this is transformed into a space for outdoor play. Children experience the natural and manufactured world in a way that makes sense to them. The thoughtful provision of relevant resources means that children are excited and interested in their learning. They can work on a large scale in an unconstrained way. There are places to be noisy, to be peaceful, to talk together or be alone and the children have fun. Adults too are playful; they use their time productively to work with groups and individuals and show delight in the children's discoveries. They observe and talk with children and learn more about what they can do and what interests them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- Pupils' attitudes to learning are very good.
- The impact of the recently introduced pupil-tracking system is good.
- There are inconsistencies in marking and feedback.

- There are insufficient opportunities for focused discussion so that all pupils can contribute to lessons.

Commentary

50. By the end of Year 6, in 2003, pupils achieved the standards expected of them when compared to their performance at the end of Year 2. There were no significant differences between the achievement of boys and girls. The trend shows that the school's results have declined since the last inspection. Compared to all schools the rate of improvement between Years 3 to 6 was unsatisfactory. In response to concerns about improving the rate of pupils' progress, the school has introduced a system to track all pupils' progress. This is having a beneficial impact. More pupils from across the full range of abilities are now achieving levels expected of them. Unvalidated results for 2004 confirm the improvement.
51. By the end of Year 2 standards are above the national average and there are very good standards at the higher level in reading. There is a different picture, however, for writing. Last year's results showed a dip in writing standards, which is mainly attributed to a weaker than usual cohort of pupils. This has been rectified. Recent, unconfirmed test results show an improvement on last year.
52. Pupils in Year 2 read accurately and often with good expression. The most able and those pupils of average ability can describe their response to a story in some detail and appreciate humour in the text. Progress is good. Those pupils with special educational needs are achieving satisfactory levels in reading and their progress is good. Good parental support and additional support in school contribute to their progress.
53. Speaking and listening skills are good and are in line with expectations by the age of eleven.
54. By the end of Year 2 pupils understand and use a good range of vocabulary. When working in the airport role-play area they try to adjust their tone to a more formal style when taking a booking. By Year 6 pupils can answer questions clearly and confidently and pupils in all year groups have a good use of spoken language.
55. Writing is well taught and the pupils in both Years 2 and 6 show evidence of attainment at the higher levels. There are good opportunities to write for a range of purposes and to write at length. Writing skills are systematically taught and practised. Pupils are encouraged to use descriptive vocabulary from Year 1 onwards and by the end of Year 2 they choose vocabulary with care to bring their writing to life. They can spell common words accurately and make good attempts at unknown ones. Pupils working at and above the expected level organise their writing well and show an awareness of the reader.
56. Overall, progress is sound for all abilities. Throughout school, handwriting is neat and work is well presented. Pupils' written work is marked regularly. There are, however, inconsistencies in the level of marking. The best examples of marking were seen in Year 2 and in one Year 6 class. In these cases there is a mix of praise balanced with specific guidance on what pupils need to do to improve.
57. Teaching is good overall. Teachers model speech well and listen sensitively to pupils' answers. In one Year 6 history lesson the very good teaching made effective use of drama and this enabled all pupils to collaborate and discuss their ideas. However, in some classes insufficient use is made of the extended literacy time to promote links with other subjects. There are missed opportunities to develop group discussion and to work in pairs to encourage debate. This means that some pupils do not take part in the introductory sessions in the literacy hour lessons. In one lesson in Year 1 the work set was too easy and pupils' work lacked effort.
58. The teaching in Years 5 and 6 is consistently good or better. Lessons are interesting, the pace is good and teachers motivate the pupils to write for a real reason. Teachers remind pupils of the purpose of the lesson, not only at the beginning of the session, but whilst pupils are working and again at the end during the review. They provide supportive verbal feedback and this

ensures that pupils apply their developing skills. Teachers have high expectations of work rate and effort. Pupils therefore enjoy writing and work with commitment and enthusiasm.

59. The leadership and management of English are good. The co-ordinator has provided good support for the introduction and use of the pupil-tracking system. Assessment information is now analysed to identify areas for development and to set targets for pupils. The co-ordinator is well informed about her subject and aware of areas that need improving. The organisation in some classes for the younger pupils, in which pupils are split by ability, results in pupils not having sufficient opportunities to hear a range of ideas or learn from and with their peers.
60. The school does not yet have rigorous procedures for monitoring teaching and learning, therefore the co-ordinator is only just developing approaches to secure consistent and long-term improvements where they are needed.

FRENCH

61. French is taught to Year 5 pupils by a teacher from the secondary school. Pupils' attitudes to lessons are good.

Language and literacy across the curriculum

62. The use of pupils' literacy skills is not as well developed across the curriculum as it could be. There is inconsistency in the use of ICT and it is rarely used to draft or to redraft writing. In one Year 6 class a very good magazine has been produced by pupils working in their own time. It is aimed at the older pupils and makes entertaining reading.
63. Scrutiny of work shows some links with history and geography but these are inconsistent. Examples of good practice are in Year 2 where pupils have written accounts of the Great Fire of London and in Year 6 where pupils have written a diary extract as a Roman soldier.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Inspection evidence indicates that standards in mathematics are above national expectations across the school.
- Learning and teaching are good.
- Assessment procedures have improved significantly.
- The co-ordinator has very good subject knowledge and a clear understanding of overall strengths and weaknesses in mathematics.

Commentary

64. In 2003, results in national tests at the end of Year 2 suffered a significant dip following several years of steady improvement. Provisional evidence from this year's tests and from the inspection strongly indicates that standards are now above average compared with all schools and with similar schools nationally. This includes pupils attaining at the higher levels. Pupils' achievement is good.
65. At the end of Year 6 in 2003, results were above the national average, but taking account of pupils' prior attainment progress was unsatisfactory. The more able pupils achieved well. However, there has been no significant trend of improvement. Compared with their attainment at age seven, pupils achieved well below national expectations. Evidence from inspection supports the view that pupils are now achieving at a satisfactory level. There is some slight

under-achievement in Year 3, but the school is closing the gap to ensure pupils make sound progress overall.

66. Teaching is good and pupils achieve well in lessons. There are examples of lively, focused teaching using a good range of strategies. Teachers have high expectations of pupils' work and effort and pupils' attitudes are consistently good. Older pupils can discuss a range of calculation strategies and use them confidently. Learning is good because teachers give clear feedback and require pupils to explain their reasoning. Teachers differentiate their questions to maintain a good level of challenge for all pupils. Some lessons, particularly in Years 1 and 2, rely too heavily on photocopied sheets. This limits the use of practical materials and pupils' opportunities to experiment with their own strategies and methods of recording. There remain inconsistencies in teachers' marking of pupils' work. Pupils are not sufficiently clear as to what they have to do to improve.
67. Leadership in mathematics is good and management is satisfactory. The co-ordinator has ensured that the national strategy has been implemented effectively, and she is particularly effective in promoting different teaching and learning styles. Systems for tracking pupils' attainment and progress are efficient and based on regular assessment. Improvements are being made in linking assessments more closely to pupils' individual targets. Teachers' planning is monitored and the co-ordinator maintains an overview, but has not yet had sufficient opportunities to observe lessons to identify strengths and weaknesses in teaching and learning in order to raise standards further.

Mathematics across the curriculum

68. There are, as yet, too few opportunities for pupils to use their skills and knowledge of mathematics across the wider curriculum. Relevant applications are not planned into programmes systematically, though some examples exist, particularly in managing data. There is some evidence of the use of ICT programs, but these were not observed as part of mathematics lessons during the inspection.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards of attainment as recorded in teachers' assessment are an improvement on the 2003 National Curriculum assessment results.
- There is insufficient progression in the teaching of investigational work in science, particularly in Year 6.
- Pupils' note-taking in Year 6 shows an undue emphasis on the recording of factual material.

Commentary

69. Standards of pupils' attainment in science observed during the inspection were broadly average in both Year 2 and Year 6. However, teacher assessment indicates pupils' standards of attainment which are above average. It is likely that the National Curriculum assessment this summer will indicate higher standards of pupils' attainment than 2003 and represent standards more in line with those found in previous years.
70. Teaching from Years 1 to 4 demonstrates appropriate presentation of knowledge and understanding, and also places appropriate emphasis on investigational science. Less investigational work is undertaken in Years 5 and 6, and in Year 6 there is an over-emphasis on recording factual material in pupils' notebooks. Although some investigational science is recorded on worksheets there is a lack of integration of investigational work with the

development of knowledge and understanding. In addition, insufficient attention is paid to science skills leading to higher levels of attainment.

71. The teaching of science is satisfactory. Teachers demonstrated a good level of competence in the subject and presented material with clarity. Pupils responded well, showing interest in the work and demonstrating very good attitudes and behaviour. In classes observed pupils demonstrated achievement in line with their capabilities. This has also been found to be the case in the National Curriculum assessments in three of the last four years. The use of ICT in science is underdeveloped. The school has recently purchased sensors which will allow monitoring within scientific investigations, and the use of such a facility should be implemented at an early date. Opportunities are missed for the use of spreadsheets, databases, and presentational software.
72. Although standards of pupils' attainment in science have not improved in recent years, pupils continue to make sound progress based on a satisfactory quality of education.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **satisfactory**.

Main strengths and weaknesses

- The leadership and management of the subject are strengths.
- There remain residual weaknesses in pupils' standards of attainment resulting from earlier weaknesses in curriculum provision.
- There is insufficient use of ICT across the curriculum.

Commentary

73. Work observed during the inspection demonstrated that pupils' standards of attainment are broadly in line with expectations and some pupils demonstrate a good grasp of the subject. In the light of the fact that some hardware and software have only recently been purchased, and not fully implemented in teaching, there remains some residual weaknesses in pupils' learning and consequent standards of attainment. Pupils' achievement in ICT is broadly in line with their capabilities.
74. Teaching and learning in ICT are satisfactory. Pupils show interest in the subject and work with enthusiasm on the tasks set. Teachers and support assistants intervene purposefully with individual pupils in order to ensure understanding and a good pace of work. A weakness found in the quality of teaching was related to behaviour management rather than subject knowledge. Good use is made of support assistants in the teaching of half-classes in the computer suite and classrooms. One support assistant is very competent in the teaching of ICT and, along with a colleague assistant, contributes much to the success gained by pupils.
75. The leadership and management of the subject are strengths. The subject co-ordinator's enthusiasm and energy greatly assist the development of the subject.

Information and communication technology across the curriculum

76. Lessons were observed in which pupils made use of ICT within other subjects of the curriculum, particularly in relation to English and art. In these lessons pupils made satisfactory progress and the teaching was sound. The use of ICT assisted in pupils' progress in the subjects concerned. Elsewhere pupils' work gave evidence of limited use of ICT across the curriculum and current arrangements are unsatisfactory. The provision for ICT has improved considerably and the school is aware of the remaining need to develop cross-curricular use of the subject.

HUMANITIES

Geography

77. This subject was not a focus for the inspection, and therefore no overall judgement is made on quality and provision. Overall standards are above average. Pupils cover a range of activities to develop their knowledge and understanding of the local environment. They are able to build upon this knowledge well to do comparative studies of other parts of the world, thus increasing their awareness of issues worldwide. Pupils in Year 3 discussed the effects of pollution and sustainability well and worked very well in groups. The use of the Internet for physical geography in the juniors and the sound discursive writing about the effects of pollution on the environment show pupils developing research skills and understanding well.

History

Commentary

78. Standards and achievement are satisfactory. In the lessons seen, work was pitched at the right level for pupils' abilities, and assessment informed how lessons developed. Pupils settle quickly to tasks and teachers use their skills very effectively to engage and involve pupils. However, opportunities to expand multi-cultural themes are not always exploited. Overall, pupils achieve well in lessons and enjoy the subject.
79. Examples of work provide evidence that pupils' work is in line with national expectations. There are examples of good writing on historical themes, and some imaginative ways of recording, particularly linked to lessons where role-play and collaborative strategies have been used.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Commentary

80. Standards and achievement overall are below those expected by the age of eleven. These standards result from a number of factors. Firstly, the scheme of work for the infants limits opportunities for pupils to work from direct experience in drawing and painting, and their skills are not well developed. Secondly, the scheme of work in the juniors, though sound, is not well established, and teachers do not understand how to translate the scheme into challenging activities for pupils. Thirdly, there is a lack of emphasis on the progression of skills in the materials used. Fourthly, teachers' subject knowledge is not sufficient to promote high standards, particularly in the juniors. The school has not yet used the skills of the art co-ordinator more widely to develop teachers' expertise in art and design.

Design and technology

Provision for design and technology is **unsatisfactory**.

Main strengths and weaknesses

- There has been insufficient improvement since the time of the last Ofsted inspection.
- Standards of pupils' work by the end of Year 6 are unsatisfactory.
- There has been insufficient staff training to gain at least satisfactory quality of tuition and standards of pupils' attainment.

Commentary

81. Standards of pupils' attainment are in line with national expectations in Years 1, 2 and 3. Some good examples of winding mechanisms were observed in Year 2. Progress in pupils' work in the case of older pupils is less secure, and in the case of Year 6 pupils, standards of attainment are below the national expectation.
82. Pupils in Year 6 demonstrate insufficient skill in construction. A number of products observed during the inspection demonstrated weaknesses in pupils' skills in construction and there is evidence of limited attention to good quality finish. Pupils' designs in advance of construction did not demonstrate a wide-ranging consideration of options and the selection of the design was not prominent. In addition, there was limited evidence of evaluation by pupils nor was there an identification of the fitness for purpose in the constructions undertaken. There is evidence of under-achievement in design and technology in the case of older pupils in school.
83. The school has made efforts to improve the provision for design and technology since the time of the last Ofsted inspection when similar reservations were expressed about pupils' standards of attainment. Additional resources have been purchased; published curriculum guidance has been introduced; and more recently, staff have benefited from in-service training. However, teaching remains unsatisfactory and this leads to weaknesses in pupils' learning across a range of the necessary skills in the subject. The improvement since the last inspection is unsatisfactory. There is a need to secure the necessary further training of staff and to implement monitoring and evaluation further to improve pupils' learning in the subject.

Music

84. Music was not a specific area of focus during the inspection, and only a limited range of evidence was collected. One lesson was observed in Year 2. As a consequence no overall judgement is made. Nevertheless, the evidence collected showed good teaching and learning, with pupils singing at the right pitch and tempo. They could read simple musical notation. Pupils maintain the beat correctly when using percussion and combine playing the instruments with singing. They joined in enthusiastically. Pupils showed good knowledge of the origin of the songs they were singing. Good participation by pupils in performances, singing at Mass and orchestra tuition, show the subject is enthusiastically led.

Physical education

Commentary

85. Standards are in line with national expectations. Resources and apparatus are unsatisfactory and inadequate and this restricts pupils' access to a broad physical education curriculum, particularly in gymnastic activities. Large apparatus is limited and heavy for pupils, and mats are damaged and unpleasantly dirty. Some lessons are too long, particularly for younger pupils, who would benefit from more frequent, shorter sessions.
86. Pupils gain from visiting professionals and from links with other schools. They also have opportunities to take part in team games as after-school activities. These activities are well attended and popular.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of issues related to personal, health and social education and citizenship are good.
- There is no whole-school approach to the subject.

Commentary

87. There is no coherent planning of personal, health and social education and citizenship. It is mainly taught incidentally. Nevertheless, when pupils have opportunities to explain their views on a range of controversial issues they do so clearly and confidently and listen politely to each other's ideas. In Year 6 pupils write persuasively about smoking and traffic in city centres. Recent involvement in the Healthy Schools Initiative is beginning to have an impact on pupils' understanding of the misuse of drugs. As yet, there is no representative school council to consider the views of all pupils, although the pupils in one Year 6 class enjoy the system organised by their teacher so that they can contribute suggestions about the running of the school.
88. The co-ordinator is new to subject leadership. He has a clear view of areas for improvement and is developing the subject knowledge and skills to provide an effective lead.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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