

INSPECTION REPORT

POPE PAUL ROMAN CATHOLIC PRIMARY SCHOOL

Potters Bar

LEA area: Hertfordshire

Unique reference number: 117496

Headteacher: Mrs H Woodhouse

Lead inspector: Mr N Hardy

Dates of inspection: 8-10 March 2004

Inspection number: 257208

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: | 198 |
| School address: | Baker Street Potters Bar Hertfordshire |
| Postcode: | EN6 2ES |
| Telephone number: | 01707 659755 |
| Fax number: | 01707 659755 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs M Donatantonio |
| Date of previous inspection: | November 1998 |

CHARACTERISTICS OF THE SCHOOL

Pope Paul Roman Catholic Primary School serves the community of Potters Bar and surrounding area. The school is of similar size to many other primary schools. An above average number of pupils speak English as an additional language but only a very small number are at the early stage of learning the language. Most pupils are from a white British heritage; no Traveller or refugee pupils attend the school. As part of its further development the school has applied for an Investors in People award and is involved in the Healthy Schools programme. A below average number of pupils are eligible to receive free school meals. More girls than boys attend the school. There is a below average number of pupils on the school's special educational needs list. Of these, a majority have learning difficulties, some of whom experience speech and language problems. Pupil mobility is below average, with few pupils moving at times other than at transfer to the next stage of education. Attainment on entry to the school is a little above the expected levels, although there are wide ranges of ability within each year group.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--|
| 29262 | Mr N Hardy | Lead inspector | English Information and communication technology Physical education |
| 9505 | Mr D Haynes | Lay inspector | |
| 32475 | Mr N Butt | Team inspector | Foundation Stage Mathematics Art and design Design and technology |
| 30000 | Mr J Tresadern | Team inspector | Science Geography History Music |

The inspection contractor was:

PBM, Brookbridge & Bedford Ltd
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning and subjects. | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 15 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS | |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | 17 |
| SUBJECTS IN KEY STAGES 1 AND 2 | 20 |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 27 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which provides **very good** value for money. Standards in Year 6 are well above average in English and mathematics and above average in the other subjects inspected, except in information and communication technology where standards are average. Standards in Year 2 have improved since 2001 in both reading and mathematics. They are well above average in reading and above average in mathematics. Standards in writing have remained well above average in two of the last three years. These results have been achieved because the overall quality of teaching is good and careful attention is paid to the teaching of basic skills in English and mathematics. A broad and well-balanced curriculum is provided and there are many opportunities for pupils to extend their learning through additional out-of-school activities. The headteacher and senior teachers provide good leadership that is clearly focused on raising standards. Governors contribute satisfactorily to the leadership and management of the school, which is an improvement since the last inspection. Overall, there has been very good improvement since the last inspection.

The school's main strengths and weaknesses are:

- In Year 6, standards in English and mathematics are high and are above average in the majority of other subjects.
- Pupils make good progress, achieve well and work to their full potential.
- Pupils' skills in information and communication technology are not used sufficiently in subjects across the curriculum.
- Pupils' attitudes, behaviour and attendance are very good and contribute positively to the very good learning ethos in the school.
- There is a strong Christian ethos across the whole school which encourages care and consideration of others and which promotes the pupils' moral and social development very well.
- The quality of teaching is good overall and ensures that pupils make good progress and achieve well.
- A very good range of opportunities are provided for pupils to experience a wider curriculum through visits and activities outside the school day.
- The quality and use of assessment procedures in science and the non-core subjects does not match the quality of those seen in English and mathematics.
- The quality of care and guidance provided, especially through the very good marking of pupils' work, ensures that their educational and personal needs are well met.
- The leadership and management of the school by the headteacher and senior teachers are good and have helped the school to make very good progress since the last inspection.
- Although plentiful, assessment information on the progress of children in the Foundation Stage does not sufficiently identify individual strengths and weaknesses in the different areas of learning.

STANDARDS ACHIEVED

Pupils achieve well in English and mathematics and standards are well above average in Year 6. A much higher than average proportion of pupils attain the more difficult Level 5 in these subjects and in science. Pupils with special educational needs make good progress and achieve well, especially in English and mathematics, where the quality of support is good. Pupils' attitudes, behaviour and attendance are very good. Those pupils for whom English is an additional language make satisfactory progress. Comparisons with similar schools indicate that pupils make good progress and achieve well. Standards are average in the Foundation Stage and children achieve satisfactorily. Pupils currently in Years 1 and 2 attain standards that are above average. Achievement by these pupils is satisfactory. **Personal development, including their spiritual, moral, social and cultural development is good.**

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | C | A | A | B |
| mathematics | C | A* | A | B |
| Science | D | A | B | C |

*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.*

QUALITY OF EDUCATION

The quality of the education provided is good. Standards of teaching are good overall. Pupils learn well because of the high expectations of teachers and a very good ethos for learning within the school. Teachers have good subject knowledge and use their skills well to plan interesting and engaging lessons. Lessons move with a brisk pace and good questioning skills ensure that pupils are fully focused on the task in hand. When available, support assistants are used well to meet individual pupil's needs. The quality of marking is particularly good, providing very good guidance to pupils on how to improve their work. Assessment is satisfactory overall; it is used well in English and mathematics to set individual targets for improving work. A broad and balanced curriculum ensures that all subjects are delivered and there are good opportunities to extend this through visits and out-of-school activities.

LEADERSHIP AND MANAGEMENT

The leadership of the school by the headteacher and senior teachers is good and is clearly focused on raising standards across all subjects. Strengths from the last inspection have been maintained and in many cases improved, for example, the standards of pupils' behaviour. Effective management ensures that the school runs smoothly. The governance of the school has been improved and parents now have confidence that their views are represented. Further improvements are planned and **governance is satisfactory.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and are very satisfied with the quality of education that it provides. Links with parents are good. Communication with parents has improved considerably since the last inspection and parents are now well informed about the curriculum and what their children will be learning. They also appreciate the approachability of both the headteacher and staff. Pupils are happy at school and they show obvious enjoyment during lessons.

IMPROVEMENTS NEEDED

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

- Improve the provision for information and communication technology so that pupils can use their skills more extensively in all subjects.
- Improve assessment procedures in science and in the non-core subjects so that individual pupil's strengths and weaknesses are clearly identified and their needs fully met.
- Improve the organisation of the existing information on the progress of children in the Foundation Stage so that it identifies what all children need to learn next.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Current standards in English and mathematics are **well above average** in Year 6 and **above average** in science, history, geography and art and design. Standards for pupils throughout the school are average in information and communication technology. It was not possible to make judgements on standards in other subjects. Pupils in Year 2 attain standards that are **well above average** in reading and **above average** in writing, mathematics, science, history, geography and art and design. Most pupils achieve well and are working to their full potential. In the Foundation Stage standards in communication, language and literacy and in children's creative development are average and are above average in their personal and social development and in physical development.

Main strengths and weaknesses

- Test results were well above average in English and mathematics in Year 6 in 2003 and were above average in science.
- Results in the national tests for pupils in Year 6 have shown consistent levels of improvement over the last three years, with standards in mathematics in 2002 being within the top five percent in the country.
- Since 2001, results in Year 2 have shown steady improvement and in 2003 were well above average in reading and above average in writing and mathematics.
- Standards in information and communication technology have improved since the previous inspection, when they were well below expected levels. Current standards are average.
- Standards in mathematical development in the Foundation Stage and in knowledge and understanding of the world are below average because children's individual needs are not always met.

Commentary

1. Since 2001, the results in Year 6 in English, mathematics, and science, have improved appreciably from average levels in English and mathematics and below average in science. The number of pupils attaining the more difficult Level 5 is almost twice that seen in many other schools. During the inspection there were no obvious differences between the performance of boys and girls but an investigation of previous test results shows that boys regularly achieve better results in the tests than girls in all three subjects. When compared to schools taking their pupils from similar social backgrounds, pupils attained results that were above average in English and mathematics and at average levels in science. These results show improvements since 2001. Although the trend in improvement over the last five years has been similar to those nationally, results since 2001 show good levels of improvement.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.5 (29.0) | 26.8 (27.0) |
| Mathematics | 28.7 (30.4) | 26.8 (26.7) |
| Science | 29.6 (30.3) | 28.6 (28.3) |

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. Results for pupils in Year 2 reveal similar improvements to those seen in the juniors. Although standards in writing have remained at well above and on one occasion above average since 2001, the quality of pupils' reading has increased from average levels to well above average during that time. Teacher assessments of pupils' skills and knowledge in science show that standards in Year 2 in 2003 were average.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 17.2 (17.7) | 15.7 (15.8) |
| Writing | 16.0 (15.4) | 14.6 (14.4) |
| Mathematics | 17.1 (16.5) | 16.3 (16.5) |

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Current standards in English and mathematics in Year 6 are well above average. Pupils achieve well in these subjects and are working at their full potential. Most pupils are articulate and speak with confidence. They are given a wide range of opportunities to discuss issues in lessons and there is a clear expectation that they will give full and accurate answers. There is an appropriate focus on pupils extending their technical vocabulary. Writing skills are extended well in science, where standards are above expected levels, and in subjects such as history and geography. These above average levels of attainment are the result of consistently good teaching. Pupils in Year 2 achieve standards that are well above expected levels in reading. This is due to the focus placed on learning the necessary skills which enable them to tackle unfamiliar words with confidence and accuracy. They achieve well in reading. Standards in writing in Year 2 are currently above average and pupils achieve satisfactorily. Stories are well structured and pupils write instructional text well. Good attention is paid to accurate punctuation. Current standards in mathematics in Year 2 are above expected levels, largely because pupils are able to apply their mental and problem solving skills to their work. Information and communication technology skills are appropriately taught, and in some lessons, skills learned in other subjects, for example mathematics, are used well. Standards in information and communication technology have improved since the last inspection, and are currently at expected levels in both the infants and juniors. There is limited evidence of information and communication technology being used in other subjects to enhance pupils' learning, mainly because of the low level of resources available in classrooms.
4. Where judgements could be made in other subjects, for example, in history, geography and art and design, standards were above expected levels. Even in subjects where judgements could not be made, an examination of teachers' planning and interviews with pupils indicates that the full curriculum is covered.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **good** overall. Attendance is **very good** and punctuality is **good**. Personal, social and emotional development of children in the Reception class is **good**.

Main strengths and weaknesses

- Pupils enjoy work and are proud of their school.
- Pupils' relationships with staff and with one another are very good.
- Pupils undertake a good range of responsibilities.
- The well-established School Council gives pupils a very effective voice.
- Attendance is well above the national average.

Commentary

5. Behaviour has improved since the last inspection and is now consistently very good. Relationships throughout the school remain very good. Pupils are treated as individuals and are encouraged to develop responsible attitudes from the Reception class onwards. Every class has its monitors, and Year 6 pupils make a significant contribution to the life of the school through a wide range of activities designed to help staff and the younger pupils. They support Year 3 children as “maths buddies” and Reception children as “paired readers”. They run clubs and the School Council, set agendas and take minutes. This initiative is in its third year, is very well organised, and gives pupils a real say in how the school is run. They raise money for good causes. The school sponsors a child in Malawi and the children write to him and send him useful items.
6. Pupils are very keen to learn and work hard in class. Teachers make lessons interesting and enjoyable. They also challenge pupils to work to capacity, setting tasks which extend them. This motivates pupils, who describe school as a fun place. They are polite and friendly to visitors, and happy to explain what they are doing. Both in lessons and around the school, life is orderly and purposeful. Lunchtime supervision has improved since the last inspection and is now satisfactory.
7. Pupils’ cultural development is well supported. Innovative creative journals promote ingenuity at home, as pupils are only allowed to use two pages of their book to expand on a given topic. This fires their imaginations, and excellent examples of work were seen, with all manner of devices employed to stretch the available space. For example one Year 6 girl had embellished her work on Grace Darling with a superb pop-up lighthouse. Regular visits take place to museums and art galleries. Cultural diversity is celebrated through “One World Week”, another innovation, when the school takes on a cosmopolitan complexion. Stalls are set up which are devoted to different nationalities and faiths, and visitors explain their customs. Each year the school employs a classroom assistant from Japan, and also has members of staff from other countries including Poland and Columbia.
8. Spiritual development is routine rather than inspirational, with set prayers in class and moments for reflection. Most teaching is around the Christian faith. An annual talent show gives pupils the opportunity to discover hidden strengths, and termly activity afternoons foster team spirit and healthy competition.
9. Attendance at 95.9% is well above the national average and is in the top ten percent of schools nationally. Unauthorised absence is negligible. Registration is quickly and efficiently completed. Where pupils are absent without notification, the school tries to contact parents on the first day of absence; however, these systems are not formalised.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.1 | School data | 0.0 |
| 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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 125 | 0 | 0 |
| White – Irish | 9 | 0 | 0 |
| White – any other White background | 14 | 0 | 0 |
| Mixed – White and Black Caribbean | 3 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 2 | 0 | 0 |
| Mixed – any other mixed background | 2 | 0 | 0 |
| Asian or Asian British – Indian | 2 | 0 | 0 |
| Black or Black British – African | 7 | 0 | 0 |
| No ethnic group recorded | 4 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is **good**. Pupils benefit from good quality teaching, particularly in the infants and juniors and this ensures that pupils achieve well, especially in English and mathematics, where standards are well above the national average. Standards in history, geography and art and design are above expected levels. A broad curriculum enriched by a good range of additional activities ensures that pupils develop their personal and social skills, becoming caring and considerate individuals. There is a very positive ethos within the school based on hard work and a desire to learn. A relative weakness and area for improvement is the provision for the youngest children. Although the overall quality of teaching is satisfactory and has improved since the last inspection, systems to assess children's progress are not sufficiently effective and children's experiences in their mathematical development and their knowledge and understanding of the world are not well matched to their ability.

Teaching and learning

The quality of teaching and learning is **good**, enabling pupils to make good progress and achieve well, especially in the juniors Assessment is satisfactory.

Main strengths and weaknesses

- Teachers have good levels of subject knowledge which are used effectively in planning lessons.
- The very effective use of behaviour management strategies results in very high standards of behaviour and a positive ethos for learning.
- Although effective in English and mathematics, assessment systems do not extend sufficiently to science and other subjects. Assessment information for children in the Foundation Stage is not well organised.
- The quality of marking and the provision of guidance to pupils on how to improve their work are very good.

Commentary

10. The proportion of teaching that is good or better has improved since the last inspection, especially for children in the Foundation Stage. No unsatisfactory teaching was seen.

Summary of teaching observed during the inspection in 29 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 6 | 13 | 10 | 0 | 0 | 0 |

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

11. Teachers have a good range of subject skills, particularly in English and mathematics. They use these well to enhance pupils' learning, enabling them to make good progress and achieve well. Most lessons are interesting and enjoyable and pupils learn enthusiastically. Consequently, pupils concentrate well, work hard and are proud of the work they produce. Skills, particularly those learned in English, are transferred well to other subjects and pupils take care with spelling, punctuation and presentation, as well as the composition of their work. In many lessons, pupils are appropriately challenged and are provided with work that suitably meets their needs. However, on a small number of occasions, both the brightest and least able are expected to complete the same tasks and this reduces the effectiveness of their learning. Teachers employ good questioning techniques, which involve all the pupils in the class. Ample opportunities are provided for them to be involved in discussions and explanations and this further enhances learning. Teachers use praise and encouragement well and ensure that pupils' answers are valued. Expectations of the quality of behaviour are high and all pupils understand this well. There are many examples of pupils collaborating well with each other, sharing views and opinions and maturely discussing their ideas. The provision for pupils with special educational needs is good, with additional help being provided when needed. This is particularly so in English where knowledgeable and enthusiastic members of the support staff ensure that pupils learn key reading and writing skills. Homework is used well to enhance and enrich pupils' learning. It is regularly set, expectations for its completion and return are high and pupils are enthusiastic, especially about the completion of their creative journals.
12. Systems for assessing pupils' progress in both English and mathematics are of good quality and are used well by teachers to identify the learning needs of individuals. A careful analysis is made of the school's results so that areas of strengths and weakness can be accurately identified and this is proving effective in helping to raise standards. Assessment systems are less well developed for science and the other subjects in the curriculum. The school is aware of this and has already begun to investigate ways of recording, for example, the skills pupils learn in information and communication technology. Although there is plenty of information on the progress of children in the Foundation Stage, it is not organised sufficiently well to be useful. Individual children's strengths and weaknesses are not always clearly identified, resulting in planning that does not always meet the needs of all children.
13. One of the main contributory factors in the improvement of standards is the very good quality of the marking of pupils' work. This is completed regularly and pupils understand that they will be expected to correct their work. However, it is the quality and regularity of the guidance and comments that make this so effective. Not only does it ensure that pupils know what they must do to improve the particular piece of work, but it also sets and modifies targets for future improvements. These targets are also communicated to parents.

The curriculum

Curriculum provision to meet pupils' needs is **good**. The accommodation and resources are satisfactory overall.

Main strengths and weaknesses:

- The curriculum is effective in meeting the health and social education needs of pupils, in providing them with equality of access and opportunity and in preparing them for the subsequent stages of education.
- Good use is made of innovative ideas to develop the effectiveness of the curriculum.
- Opportunities for enrichment are very good and extend pupils' experiences through clubs, sporting activities and visits.
- Teaching assistants make a good contribution to the pupils' progress.
- The accommodation for the library is unsatisfactory and resources to teach information and communication technology across the curriculum are insufficient.

Commentary

14. The curriculum meets statutory requirements. Policies and schemes of work based upon national guidelines are in place, ensuring that all subjects are taught. The provision for personal, social and health education is good. It is taught regularly, includes sex education using an innovative scheme of work, and is augmented through the operations of the School Council, which deals effectively with a wide variety of issues. The school operates a good level of inclusion¹. Practical measures are taken to support pupils born in the summer months and who are therefore young in their year groups, and the progress of pupils in groups such as those taking free school meals, ethnic minorities, boys and girls are all carefully monitored. Time is allocated to every class to prepare the pupils and teachers for their move to subsequent classes and stages. The school has been praised by the head teacher of a local secondary school for the way it prepares the pupils for their move to the secondary stage.
15. The school has developed several innovative ideas such as the 'creative journals' produced by every child from Year 1. These foster relationships with the pupils' homes and promote concise working and excellent ideas for presentation in addition to wider learning. The annual 'talent show' enables pupils to perform and display a very wide variety of talents to an audience and receive acclaim for their achievements.
16. The school provides very good opportunities for learning outside the school day. Clubs include chess, gardening, cookery and crafts and a wide variety of sports are encouraged, including football, swimming, cricket, netball and rounders. Safety is promoted through bicycle safety courses and 'walk to school' groups. A large number of pupils learn to play musical instruments through peripatetic teaching provision. Learning about the arts is also fostered through participation in local events and the 'One World Week' in which pupils engage in learning about other cultures and their art forms.
17. Teachers involve the teaching assistants well in planning the lessons and give them responsibilities for teaching a group. Teaching assistants are confident and provide effective teaching. The pupils respond well to the teaching assistants.
18. The reference library is housed in the entrance area to the school where space is restricted and not conducive to promoting research and private study. In a number of subject areas the range of programs available to promote the use of information and communication technology is limited and hinders the development of the subject across the curriculum.

¹ Inclusion refers to the arrangements made by the school to meet all learning needs of pupils whatever their gender, ability or background.

Care, guidance and support

Provision is **good**. There is a strong caring Christian ethos and there is a very good level of personal support. There are good opportunities to seek and act on pupils' views. Generally there is a high level of attention to matters of welfare and health and safety. Parents are very happy with the care and welfare the school provides for their children.

Main strengths and weaknesses

- Members of staff know children and families well.
- There is a very high level of personal support.
- A caring Christian ethos is fostered throughout the school.
- There is good provision to obtain and act on pupils' views.

Commentary

19. Child protection procedures are satisfactory and all teaching and non-teaching staff are aware of their responsibilities. Lunchtime and playtime supervision is satisfactory and there is a good selection of play equipment and provision has been made for structured or guided play.
20. Standards of general maintenance and cleanliness are good and vandalism and graffiti is not a problem. This instils high values in the pupils who show respect for property and resources. Teachers and other staff know the pupils and families well and provide a very good level of personal support, involving parents where necessary. Pupils are confident in approaching adults in the school.
21. Induction² arrangements for pupils entering Reception and at other stages are satisfactory and help establish a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day to day running of the school. This includes a well-established school council that contributes to the development of the school and some of the suggestions made have led to improved playground equipment and toilet conditions.

Partnership with parents, other schools and the community

There is a **good** and effective partnership with parents, the community and other schools. The views of parents were very positive in the parents' questionnaire and at the parents' meeting.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Links with the church are strong.
- There is an active parent, teacher and friends association.

Commentary

22. Parents' responses to the inspection questionnaire show that they are very happy about all that the school has to offer and particularly value the caring, Christian ethos. An active parent, teacher and friends association supports the school well by providing good social opportunities for parents and their children and good financial support for learning resources.
23. The school has successfully sought parents' views through informal meetings and discussions on draft proposals. Information for parents on pupils' progress is good. Reports provide parents with a clear statement about their child's attitude to, and attainment in, each

² Induction refers to the arrangements a school makes to receive new pupils and help them feel welcome and settle down.

curriculum subject and indicate what their child needs to learn next. Parents are also kept well informed about what their children will be learning during the next term. The use of homework and reading diaries is good and is an effective means of communication as is the school web site. Parents are welcome in school and attend special events, parents' evenings and parents' assemblies although some parents help in school during the school day. Parents are invited to discuss any problems that may arise shortly after their child has started school and there are good procedures in place to deal with the concerns of parents, but they seldom have to be used.

24. Links with the church support the strong Christian ethos in the school. Church members contribute effectively to the life of the school and attend Mass held by the parish priest in the school and pupils attend services in the church. Links with the wider community involve the use of the school premises by a number of groups.
25. The school has good links with other local schools and benefits from the sharing of resources and expertise. Good provision is made to accommodate trainee teachers and provide work experience opportunities for students. The school maintains good relationships with local secondary schools and this helps in the smooth transfer of pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **good** and is clearly focused on the raising of standards across all the subjects of the curriculum. The management of the school is also **good** with effective delegation of subject responsibilities contributing positively to raising standards. The governance of the school has improved considerably since the last inspection when it was strongly criticised. The quality of governance is **satisfactory**.

Main strengths and weaknesses

- The leadership and management of the school have improved significantly following the appointment of a new headteacher in 2001.
- The headteacher has high aspirations and a very clear vision of what needs to be done to ensure that standards across all subjects continue to rise.
- Senior members of the teaching staff have a clear understanding of their roles and responsibilities and work effectively as a team.
- The headteacher provides, through strong leadership and her caring attitudes, a very positive role model that inspires in pupils a desire to learn and care for others.
- Clear identification of areas for improvement through effective monitoring of teaching results in very good opportunities for teachers to improve their skills through training.

Commentary

26. The governing body has seen a complete change of personnel since the previous inspection. Some new governors remain relatively inexperienced, but are bringing valuable skills to bear on the management of the school. A relevant committee structure is well established and communications are effective. Designated governors who monitor standards and progress are in place in English, mathematics, science, information and communication technology and special education needs, but insufficient checks are made on other areas of the curriculum. Governors now feel well informed about the strengths and areas for future development and are fully supportive of the headteacher and staff. Parents now feel confident that the governors will represent their views. Although some aspects of value for money have been investigated, further work remains to be done to make this fully effective.
27. The headteacher leads the school well. There is a clear focus on raising standards, especially in English, mathematics and science, and the success of this can be seen in the results achieved by pupils in Year 6 since 2001. There is an effective school improvement plan,

developed in consultation with the governing body and teaching staff, which clearly sets out the priorities for future improvements. Policies and strategies to bring about improvements are consistently and enthusiastically supported by teachers and support staff. Strong support is given to all staff through effective monitoring and training, resulting in a successful team approach. There are clear expectations that the subject leaders in English, mathematics and science will monitor the delivery of the curriculum and the quality of teaching and this is helping to raise standards. Care is taken to ensure that skills learned in one subject, for example, in writing, are carried forward into other areas such as history, geography and science. These improvements have taken place within a framework that encourages an enjoyment for learning, care and consideration for others and increased opportunities for pupils to demonstrate independence and initiative.

28. The management of the school is effective. Processes to analyse results are efficient and used well to plan further development. Information from the regular assessments of pupils' progress are used to set new targets. These targets are well known by both pupils and parents. There are very effective arrangements to meet the training needs of staff. The newest teachers to the school affirm the effectiveness of the support they received when they started at the school. Funds available to the school are used wisely and the inherited budget deficit has been cleared. Priorities for further development are based on raising standards, for example, the improvement in resources and training to ensure that information and communication technology skills are used more widely in other subjects.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 475,837 |
| Total expenditure | 469,614 |
| Expenditure per pupil | 2,403 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 26,905 |
| Balance carried forward to the next | 33,128 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Overall provision for children in the Reception class is **satisfactory**. Most children are on course to meet the early learning goals in each area of learning by the time they enter Year 1 except in mathematical development. The Reception class is attractive and well resourced, and is a place where children's work is valued and displayed prominently. Children are happy, secure and well cared for. They have very good attitudes to learning, and enjoy their work. Standards on entry vary widely but are generally at average levels, but with a third of children at above expected levels. Standards in speaking and listening are generally above average, whilst those in mathematical development are broadly average. Achievement is satisfactory overall, although there is some underachievement in mathematical development and knowledge and understanding of the world. This is because work is not always well matched to children's abilities, and opportunities to develop their thinking are missed. Teaching is satisfactory overall, which is an improvement since the last inspection, when much of it was unsatisfactory. The teacher and nursery nurse work well together as a team and discuss children's progress. Assessment systems, though numerous, are not fully effective in identifying children's strengths and weaknesses. This means planning does not always take into account children's needs. Provision for personal, social and emotional development, and for physical development, is good.
30. The spacious outdoor area is well used to provide a range of stimulating activities. At present it lacks a covered area for use during inclement weather. The class computer is well used, but is old and unreliable, and is insufficient for the number of children who use it.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children cooperate well together.
- Expectations are made clear and classroom routines well established.

Commentary

31. The personal, social and emotional development of the children is a high priority for staff, and they ensure that all children feel happy and secure in class. By the time they enter Year 1, children are on course to exceed the early learning goals in this area. For most children this is a satisfactory achievement.
32. The teacher and nursery nurse provide positive role models for children, giving them plenty of praise. This builds strong, caring relationships. Teaching is satisfactory. There are appropriate expectations of behaviour and the class is managed well. Children are encouraged to cooperate together in groups. Sometimes they are not given enough independence, for example, in a physical education lesson which was very tightly directed. They concentrate on tasks in a sustained way, and make careful choices when deciding what they are going to learn. Children are happy to talk about what they are doing, and happily take turns when playing.
33. Occasions when the children sit on the carpet together, are well established. They exchange news and enter into animated discussion with the teacher. This gives a sense of community to the class. Improvement since the last inspection is satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Daily phonics lessons build a firm foundation for reading.
- Informal opportunities to write help to develop the children's emerging skills.
- Speaking and listening skills are above average.
- Handwriting is not systematically taught.
- Assessment does not sufficiently take into account children's differing needs.

Commentary

34. Most children are on course to reach the expected level in this area of learning by the end of the Reception year. Achievement is satisfactory overall. An emphasis on early reading skills by learning and practising sounds enables children to make a confident beginning. They are also encouraged to go over these with their parents at home. Year 6 pupils come to read with the Reception children periodically, and make books for them. This benefits both groups. Children enjoy listening to stories, and have opportunities to re-enact them with puppets and "story sacks".
35. Children are introduced to writing through informal activities in play, for example, when they use a flipchart outside, or write party invitations in the writing area. Effective use is made of planning books in which they write what they would like to do; this helps to develop their independence as well as their writing. Handwriting skills are not well taught. Insufficient care is given to letter formation and insufficient help with the direction in which their pencil should go. They enter the school with good speaking and listening skills, but these are not always well developed. For example, in the role-play area opportunities to extend their language were missed, and in a physical education lesson there were no opportunities to comment on one another's performance.
36. Detailed records are kept on the sounds children know, the books they have read and the letters they can form. These are not directly linked to the areas of learning that make up the early learning goal for this area. This means that the teacher's knowledge of children's progress is very general, and specific needs are not being identified.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory but with aspects for improvement**.

Main strengths and weaknesses

- Children underachieve because work is not well matched to their abilities.
- Tasks are not always clearly explained.
- Mental arithmetic is effectively taught together as a class.

Commentary

37. Half the children are expected to meet the national goals for learning in this area by the end of the Reception year. Not all are achieving their full potential because often the work is too difficult for them, or is not clearly explained. For much of the time, all children are expected to complete the same task, even though they have different abilities. For example they had to continue a pattern of shapes in a sequence. Whilst some could do this, others struggled, and a few did not even recognise the shapes. Planning does not take sufficient account of the needs of all pupils at present. The time at the end of lessons is not used to monitor how well children

have understood the work, so that on occasions, the teacher is not aware until much later, that there had been a problem.

38. When the class is together on the carpet, teaching is more focused, and some good mental arithmetic takes place. The outside area is well used to develop mathematical ideas. The role-play area is set up as a florist's shop, so that children can practise using money. Children are not accurately assessed against the stepping-stones for this area of learning. This means that gaps in knowledge are not identified and addressed and progress is delayed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory but with aspects for improvement**.

Main strengths and weaknesses

- Opportunities are missed to extend children's learning.
- Children do not have enough access to modern computers.
- Children are given a broad introduction to other cultures and customs.

Commentary

39. Standards are below average because adults do not probe children's understanding sufficiently. When working in groups children are often told what to do, and do not have time to find things out for themselves. For example a group of children planting bulbs was given instructions about putting the soil in and adding water, but not questioned about what they were doing, or asked to explain anything. Children do not achieve as well as they could.
40. The single class computer is old and unreliable, and is not sufficient for the number of children who need to use it. Reception children do not use the school's computer suite. Children have wide exposure to other cultures as diverse as Poland, Columbia and Antarctica through the staff and "One World Week". They have also studied the Hindu festival of light, Divali, and tried Indian dancing.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children are introduced to a range of artistic techniques.
- There are good opportunities to appreciate and play music.
- Role-play is sometimes unproductive.

Commentary

41. Most children are likely to meet the national goals for learning by the end of the Reception year. Teaching is satisfactory. This is an improvement since the last inspection. The class is well resourced, and there are usually opportunities for children to engage in a range of creative activities; for example, some children painted large cardboard cylinders, and others made paper flowers for the florist's shop, increasing their modelling skills. Children have sketchbooks, in which they complete an observational drawing of a bowl of fruit and a sketch of two standing figures providing a useful example of how children's skills develop.
42. The role-play areas are regularly changed and renewed to maintain interest. The present florist's shop is very appealing and helps children develop a greater understanding of money.

Children have plenty of opportunities to play freely. However, adult intervention is often limited, resulting in a lack of challenge and children's thinking not being extended sufficiently.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the outside play area.
- Children have a good range of activities to choose from.

Commentary

43. Children are on course to exceed the early learning goals by the end of the Reception year. Achievement is satisfactory, as they come in with slightly above average attainment. Teaching is satisfactory and has improved since the last inspection. There is a spacious outside area that is well equipped, and includes climbing apparatus. Children have regular access to this. Many of the activities are imaginative. Children were weaving streamers through some of the mesh fencing, and building structures with large cardboard boxes and cylinders, increasing their modelling skills. Children enjoy their work. For example in a physical education lesson they took part enthusiastically and tried hard. They could hold a series of balances with good body control. This was a tightly directed lesson, with little freedom for them to explore their space. Children have opportunities to develop skills such as cutting and sticking, and using construction toys.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening are well above average throughout the school.
- Attainment in reading is well above average throughout the school.
- Standards in writing are above average in Year 2 but are at well above average in Year 6.
- The quality of teaching is consistently good.
- Good subject leadership that clearly identifies areas for improvement and acts to address these.

Commentary

44. Most pupils enter the school with above expected levels of speaking and listening skills. Pupils are articulate and speak confidently. They listen attentively and cooperate well in group discussions, taking turns to speak and valuing each other's opinions and contributions. Teachers consistently include sessions in lessons which enable the pupils to discuss issues, to share ideas and to explain their thinking. Technical vocabulary is developed well and pupils are expected to use the correct terminology when answering questions. This results in an extended vocabulary which pupils use to demonstrate their current knowledge and to explore new areas of learning. Opportunities to perform to larger audiences increase pupils' confidence well.
45. Reading standards are well above average in Year 2 and Year 6. Pupils benefit from a wide range of reading activities in school, and good parental support at home. This is enhanced by

the good quality reading records that report pupils' progress, note difficulties and enable parents to be involved in their children's learning. Pupils in Year 2 learn a wide range of strategies which enables them to read unfamiliar words and to predict future events as they read. Many of the more able pupils read expressively, fluently, and with enthusiasm. In Year 6, pupils are able to expand on the aspects of characterisation and setting used by authors, with many pupils using this knowledge to enliven their own writing. Teachers across the school use guided reading sessions consistently well to improve skills and increase pupils understanding of what they read.

46. The standard of writing in Year 6 is very good. Pupils' writing is often thoughtful and imaginative. They explore poetry and write their own verses in a variety of styles such as limericks and Haiku. Pupils understand how alliteration can be used to increase interest in their written work and have opportunities to explore differing formats for constructing an argument. They are skilled at writing interesting and well-constructed stories, using appropriate structures to build tension and interest, for example, "his arm was in agony, he cried again and again but Julie was petrified". Good attention is paid to the presentation of pupils' work and to accurate spelling. In Year 2 pupils are able to develop ideas for a simple narrative story with appropriate attention paid to accurate punctuation. More able pupils produce good examples of chronological writing, providing instructions on how to make an object.
47. The quality of teaching is consistently good. All teachers have high expectations of the quality and quantity of work to be produced and this contributes to the pupils' good achievement. Questioning is good and results in pupils being fully involved in lessons. The quality of marking is particularly good with constructive comments designed to improve the standard of pupils' work a regular feature. Targets for improvement are shared with both pupils and parents and are reviewed regularly. Pupils with special educational needs are well supported by enthusiastic and well-trained support assistants who provide additional help through programmes to increase their reading and writing skills. Pupils' progress is regularly assessed by teachers who accurately identify areas of strength and weakness in pupils' work and to provide additional help.
48. The leadership of the subject is good. A regular analysis of pupils' test results and a scrutiny of their work, help to identify areas for improvement. The quality of planning and teaching is monitored and strengths and areas for development identified. This is helping to improve standards further.

Language and literacy across the curriculum

49. Skills learned in English are used well in other subjects. In mathematics and science, for example, pupils discuss their investigations and record their findings in a range of formats using the appropriate technical vocabulary. Consistently high expectations of the quality of presentation, punctuation and spelling are evident across other subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- In Year 6, standards are well above average.
- Teaching is consistently good, and sometimes, very good.
- Pupils are encouraged to think mathematically and are fully involved in lessons.
- The quality of marking is very good.
- Not enough use is made of computers.

Commentary

50. Standards are above average in Year 2 and well above average in Year 6. The proportion of Year 6 pupils attaining the higher Level 5 is twice the national average. The current Year 6 cohort is on course to exceed these standards. Pupils across the school achieve well. There has been a significant improvement in standards among the older pupils since the last inspection. This is due to good teaching and the targeting of pupils who need extra support. The school's analysis of its results is very thorough and it is in a strong position to address any gaps in pupils' knowledge.
51. The quality of teaching is good throughout the school. Teachers have high expectations and lessons run at a rapid pace. Pupils are encouraged to explain their thinking and solve problems in different ways, so that much of the work is challenging and stimulating. They are hungry to learn and have very good attitudes. In one successful Year 4 lesson pupils were trying to make a general statement about the addition of consecutive numbers. They tested their rule to see if it applied to different combinations of numbers, and were able to work out why this was not always the case. Pupils sparked ideas off one another, sensitively guided by the teacher, and all were fully involved in the lesson. In a Year 3 class higher-attaining pupils had to create a rectangle in which different colours represented different fractions of the area of the shape. This really taxed them, but when they solved it they had a palpable sense of achievement. The school has correctly identified that standards in mental arithmetic are not as high as in other aspects of the subject, and has worked hard to remedy this. Pupils are given interesting problems to solve in a limited time, and their skills are improving well.
52. Work in the books of pupils in Years 1 and 2 shows good developing knowledge, skills and understanding in number work. Year 1 pupils can add two digit numbers together and add and subtract above 20. Year 2 pupils are using standard metric units in weight and length and beginning to understand symmetry. Work is well presented and helpfully marked with smiley faces and simple comments, so that pupils know how they are doing.
53. Pupils in Years 3 to 6 build successfully on the skills they have learned, and make good progress. Year 3 pupils show an understanding of hundreds, tens and units to 1000, and classify the properties of 3D shapes in various ways. Year 6 pupils are introduced to algebra and multiply decimal numbers. They work out the volume of 3D shapes and draw angles accurately. There is an emphasis on using and applying maths through investigations, when pupils select their methods and justify their results. Work is neat and marking is very good. Pupils are given a clear indication of how they can improve.
54. The headteacher is acting as subject leader at present whilst preparing somebody for the role. Half-termly assessments clearly show strengths and areas for improvement. Planning takes account of these results. Monitoring of work is effective. There is little use of the school's information and communication technology resources to support and extend learning and the subject leader recognises this is an area for development. The school has worked closely with parents to explain how the subject is taught and to encourage positive attitudes at home. In some classes there are some useful displays of mathematical information, but little work is displayed.

Mathematics across the curriculum

55. Data-handling in particular is often used in other subjects. In science pupils drew bar charts of the types of food they ate in a week, and the heights of pupils in different classes. In geography Year 5 pupils have devised surveys to gather evidence about their local environment. Year 1 pupils made a chart of the types of houses they lived in. Generally, computers are under-used.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The subject leader provides good leadership and management contributing to good standards.
- The quality of teaching is good, providing pupils with stimulating investigative activities.
- Pupils enjoy their science work and are eager to express ideas and to present their work well.
- The level of challenge in some lessons fails to meet the needs of all pupils.
- The use of information and communication technology is limited.

Commentary

56. Good management has helped to produce standards above those typically found in many schools. Standards have improved well over the last three years. The subject leader has ensured that all teachers have access to good quality medium term plans. She has, in particular, made a significant impact upon the quality of the teaching of scientific enquiry, which was an area of concern noted at the last inspection. These improvements have been made through staff development, the monitoring of teachers' planning and teaching, and the monitoring of pupils' work.
57. Teachers plan their lessons well, basing them upon good investigative approaches that challenge the pupils' reasoning powers. Pupils are involved in practical activities when exploring life processes and living things, materials and their properties and physical processes. When they are available, trained teaching assistants are used well to support and extend pupils' learning. The marking of pupils' work is very thorough and teachers make very good, constructive comments in the pupils' books to help them to improve the standard of their work.
58. Pupils are highly motivated by their science studies. They concentrate well throughout the lessons, use equipment carefully and cooperate very well as they work on their tasks. They are keen to contribute to lessons, for example a Year 2 pupil suggested that in addition to taking in food, roots help to support a plant. Pupils take a pride in their work and standards of presentation are good. They practise their number handling skills by making their own observations, measuring, tabulating and graphing results. They also develop their writing skills by recording their own observations.
59. In some lessons the tasks set do not contain an appropriate level of challenge for the most able pupils, nor do they give lower attaining pupils appropriate opportunities to access the key facts and ideas in the lesson. This slows progress for some pupils.
60. Only limited use is made of information and communication technology in science work. However, the subject leader is aware of this deficiency. Resources are in the process of being enhanced and the recent availability of the computer suite will permit the access of whole class groups to process the findings from their investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards in information and communication technology have improved well since the last inspection and are now at expected levels.

- Pupils do not have sufficient opportunities to use their information and communication technology skills in other subjects because of limited resources.

Commentary

61. The provision and standards achieved at the time of the last inspection were strongly criticised. The school has addressed the issue through the establishment of a computer suite and a training programme for teaching and support staff that is helping to rectify the situation. Close attention is paid to the skills pupils need to learn and good progress is being made in making good the previous deficiencies. Sessions in the computer suite are timetabled. During these, pupils learn about the uses of spreadsheets and how the data collected can be used to generate differing types of graph. Younger pupils learn about control technology when using a programmable robot. In a good lesson in Year 2, pupils were given the opportunity to investigate how the robot worked, then used this information to work out how it could be programmed to follow a pre-determined track. Not only computer skills were developed, but also an understanding of angles and communication skills when the pupils discussed the various options to make the robot work. Older pupils use the LOGO program to extend this knowledge further, showing a satisfactory understanding.
62. The teaching of skills in the information and communication technology suite was often good and wide-ranging. Teachers' planning indicates that attention is paid to all areas of the information and communication technology curriculum and pupils are beginning to use the internet to acquire information in other subjects. The school has systems to check on the appropriateness of internet materials. There is a comprehensive improvement plan for the development of information and communication technology resources and to further improve teaching skills.

Information and communication technology across the curriculum

63. Although there are sufficient resources in the computer suite to meet the needs of pupils in the timetabled sessions, resources in classrooms are limited. This results in limited opportunities for pupils to include aspects of information and communication technology in other subjects. Most teachers' planning does not currently include elements of information and communication technology in other subjects, which therefore restricts opportunities for pupils to practice and use their existing skills. The school is aware of this and has identified it as a key area for improvement.

HUMANITIES

64. **Religious Education** is inspected separately. Standards in both **history** and **geography** are above average in Year 2 and Year 6. In both subjects, the pupils gain first hand experiences and learn investigative skills through activities such as exploring the arguments for and against a proposal to pedestrianise the local high street or using the evidence in letters and pictures to build ideas about the life and character of Henry VIII. They also collect evidence in both subjects from study visits to museums and the local environment. In a very good history lesson, the teacher followed up an introduction to the use of hieroglyphics by the Ancient Egyptians by encouraging the pupils to write in hieroglyphics themselves using wooden styluses and ink made from soot. The pupils' intensity of interest, together with their questions and responses, were clear indicators of the positive impact the lesson had made on their learning. Evidence from the scrutiny of pupils' work shows good use of different styles of writing in recording learning about both subjects and the work is very well presented. The scrutiny also showed, however that some aspects of the subjects are not fully developed, such as the exploration of different views about the past and making links between past events. There was also a lack of evidence of a clear progression in pupils' mapping skills and of the use of information and communication technology in the pupils' work. There is currently no system in place for tracking the progress of individual pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. There are no judgements in **design and technology** because this was not a focus for the inspection. Dedicated books record initial designs and plans. Year 1 pupils have made robots out of three-dimensional shapes. It is likely this subject has improved in line with art and design.
66. It is not possible to make a secure judgement on the quality of the **physical education** curricular programme or of teaching in the subject. However, discussions with pupils and an examination of teachers' planning, together with evidence gained from observations of extra-curricular activities, indicate that all the required aspects of the physical education curriculum are covered. These include dance and outdoor adventurous activities. Pupils speak with obvious enthusiasm about the physical education opportunities on offer. Extra-curricular activities include football, netball and cricket. When required, expert coaches visit the school to ensure that pupils are taught relevant skills. Pupils are involved in swimming from the time they first enter the school; almost all are competent swimmers by the time they reach Year 6. Other physical activities, such as orienteering, are organised by pupils. A good example of this was when pupils in Year 5 organised and set up an orienteering course for pupils in Year 4. This is a good example of the development of initiative, which is fostered by the school.

Art and design

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

Main strengths and weaknesses

- Creative journals promote flair and ingenuity.
- Progression is well recorded over time.
- Teaching is good and focuses on learning appropriate techniques.
- Good use is made of visits and visiting artists.
- There are effective links with other subjects.

Commentary

67. Standards are above average throughout the school and are rising; this is a considerable improvement since the last inspection when achievement was judged to be unsatisfactory. Now pupils achieve well because of a combination of good teaching and a range of exciting opportunities for them to develop creatively.
68. Every year all pupils are required to complete a still life drawing of a bowl of fruit and sketch two standing figures. Over time this builds into a fascinating record of their artistic development from the Reception class to Year 6. Progression is clear to see, as they gain more control over line and tone, and as their observations mature. Similarly their creative journals accompany them through the school. These books encourage imagination and the use of different media and are completed at home. Work is of a consistently high standard. Pupils take a particular pride in them, and become increasingly innovative and skilled in the way they use a limited space to present information.
69. Teaching is good because of strong subject knowledge and the regular use of visiting artists to enrich pupils' work. A striking mural made by former Year 6 pupils, and a 'forest' of sculptures at the front entrance was testimony to this. Teachers have high expectations of what pupils can produce and lessons proceed at a lively pace. Specific techniques are well taught, for example, when Year 2 pupils were shown how to use pastels to colour their drawings of fruit. By Year 4 pupils show some accomplishment in using pastels, exemplified by a display of the six wives of King Henry VIII.

70. The school has a programme of visits to great art galleries and museums, including the Victoria and Albert Museum. There are strong links with other subjects, when art is used to embellish poetry, when pupils drew diagrams of the life of a seed in science, and when they made Lenten promise cards in religious education. Inspiration is taken from famous artists and other cultures. Year 6 pupils have developed dream paintings using dots of paint in the style of Australian aboriginals. Reception children have painted sunflowers after Van Gogh. The subject leader monitors planning for breadth and balance and to check that a range of media is being used. The bleak picture painted at the time of the last inspection is now much brighter.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- Pupils have many opportunities to extend their social skills through sport and creative activities.
- Pupils develop very good relationships with other children and adults, based on care and consideration for others.
- The school's sex education programme is delivered through an innovative scheme.

Commentary

71. Pupils enjoy a wide range of additional activities that effectively extend their social skills. These include the development of sporting skills and the experience of competition, sometimes against other local schools. High quality coaching is provided in football, cricket and netball. As part of the school's effective programme to develop personal and social skills, pupils are given the opportunity through the school talent show to demonstrate skills in, for example, singing, dance and comedy.
72. The school puts considerable emphasis on being caring and considerate towards others. This is shown to good effect through the very good relationships developed with other pupils and with adults. Pupils maintain that bullying is very rare and racial harassment, nonexistent in the school. Funds are regularly raised for charities and the school has established a very good link with a child in Malawi whom they sponsor through raising funds by completing jobs.
73. Good arrangements are made to develop pupils' learning through the well thought out sex education programme. The programme runs throughout the school and is effective in ensuring that pupils develop a mature and sensitive attitude towards this area of their learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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