

INSPECTION REPORT

St Chad's RC Primary School

Dudley, West Midlands

LEA area: Dudley

Unique reference number: 103844

Headteacher: Mrs A Murphy

Lead inspector: Mrs V. Ward

Dates of inspection: 23 – 25 February 2004

Inspection number: 257615

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:	206
School address:	Catholic Lane Sedgley Dudley West Midlands
Postcode:	DY3 1SS
Telephone number:	01384 818720
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Ward
Date of previous inspection:	04/05/1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the district of Sedgley, in Dudley. The majority of its pupils come from areas of privately owned housing in the two parishes closest to the school. There are currently 206 pupils on roll, comprising slightly more girls than boys. Approximately 82 percent of the pupils are white British, the remainder having a range of ethnic backgrounds. A very small number of pupils are currently learning English as an additional language. Children are admitted to the school in the September following their fourth birthday. Their attainment on entry is broadly average. The percentage of pupils known to be eligible for free school meals (two percent) is well below average. Eight percent of the pupils are identified as having special educational needs, a figure that is also below the national average. One pupil has a statement of special educational need. This is fewer than in most schools. A very small percentage of pupils either joined or left the school during the course of the previous school year. The school staffing is stable.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19028	V Ward	Lead inspector	English, History, Physical education, English as an additional language
09510	C Murray-Watson	Lay inspector	
29989	P Goodsell	Team inspector	Mathematics, Foundation Stage, Music, Art and design, Special educational needs
31539	M Phillips	Team inspector	Science, Information and communication technology, Design and technology, Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall, this is an effective school. The new headteacher has a very good understanding of the school's strengths and weaknesses and of how to move the school forward. She is well supported by the hard-working staff and governors. Good teaching and attention to individual needs enable all pupils to achieve well. They are well cared for, and most enjoy coming to school. The parents are supportive of the school and are keen to be more involved in their children's learning. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher has a very clear vision and strong sense of purpose in bringing about school improvement.
- The school provides very successfully for pupils' individual needs.
- Standards are above average in English and science, and well above average in mathematics.
- Standards in information and communication technology (ICT) are unsatisfactory in Years 3 to 6 and there is insufficient coverage of the curriculum.
- The teaching is good and contributes to the pupils' good achievement and to their positive attitudes and behaviour.
- The pupils are not sufficiently aware of how well they are doing and of what they need to do to improve.
- The children in reception are given a good start to their education.

Since the school was last inspected in 1998, there has been good overall improvement. The quality of the teaching and the standards in English, mathematics and science have improved considerably. However, standards in ICT have fallen. All of the key issues from the previous inspection have been addressed successfully and some, such as standards in mathematics and the provision for pupils with special educational needs, are now strengths of the school. The monitoring of English and mathematics is much improved and has contributed to higher standards in these subjects. Further work is planned to develop the roles of other subject leaders so that they have greater influence over the teaching and learning.

STANDARDS ACHIEVED

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

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

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

Achievement is good overall. In 2003, the results rose in mathematics when compared with all schools as a consequence of the continued efforts to improve the teaching and learning. The school is aware that its results in all three subjects are less positive when compared with those of similar schools and is taking action to rectify this. The children in the reception class achieve well. Most should achieve the goals expected of them by the end of the year, and a large proportion will exceed them. In Years 1 and 2, standards are above average in writing and well above average in reading and mathematics. In ICT, standards are average in Years 1 and 2, but below average in Years 3 to 6. In Year 6, standards are currently above average in English and science, and well above average in

mathematics. Throughout the school, there is no significant variation in achievement among different groups of pupils, regardless of their age, ability, gender, ethnicity or background.

The pupils' personal development is good. The pupils' positive attitudes and good behaviour contribute to their achievement. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The teaching and learning are good.

The teachers have good command of the subjects and areas of learning of the curriculum. They have high expectations, plan effectively and make clear what they want the pupils to learn and achieve. The pupils are interested in learning and this helps them to acquire knowledge, skills and understanding. The teachers use assessment information well when planning what the pupils are to learn next. However, the pupils receive insufficient support to enable them to know how well they are doing and what they must do to improve.

The curriculum provides a satisfactory range and breadth of opportunities for the pupils. The quality and quantity of the resources is sufficient to meet the needs of the curriculum. The accommodation is satisfactory overall. The quality of care and guidance is good and underpins the pupils' learning well. The pupils are actively involved in the work of the school and in helping to shape decisions. The school's partnership with parents is satisfactory but is currently being further developed. The parents play an effective role in supporting the school and in their children's learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides a very clear lead in school improvement and promotes effective teamwork among all the staff. The management of the school and the leadership of other key staff are good. The work of the governing body is satisfactory, and the governors are keen to support the school. However, two statutory requirements are not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have very positive views about the school. However, a significant minority would welcome more information from the school, particularly in relation to their children's progress. Communications between school and home have recently increased to include newsletters and questionnaires. The school has plans to give the parents greater involvement in their children's learning. Most pupils enjoy coming to school and feel that they are well cared for and valued. They think that the school council is very effective in enabling them to contribute to school life.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT in Years 3 to 6.
- Increase the pupils' involvement in and understanding of what they are learning, and inform them better about how they can improve.

In order to meet the statutory requirements it should:

- Implement fully the National Curriculum for ICT.
- Ensure that the school prospectus informs the parents of their right to withdraw their children from collective worship and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards on entry to the reception class are average overall. At the end of Year 2 and Year 6, standards in English and science are above average. In mathematics, they are well above average. Achievement is good throughout the school and it shows no significant difference in terms of pupils' gender, ability, ethnicity or background.

Main strengths and weaknesses

- Standards in English, mathematics and science have improved significantly since the previous inspection
- Standards in information and communication technology (ICT) are below average in Years 3 to 6
- The children in the Foundation Stage achieve well because of the good quality of the curriculum and teaching
- The pupils with special educational needs achieve well and make good progress

Commentary

1. Since the previous inspection, the teachers have worked successfully to raise standards in English, mathematics and science. This is particularly the case in mathematics, which was a subject identified for development in the previous inspection report. The teachers track the pupils' progress conscientiously and use this information to plan work that meets their individual needs.

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

Standards in:	School results	National results
Reading	17.1 (17.3)	15.7 (15.8)
Writing	15.9 (15.9)	14.6 (14.4)
Mathematics	18.1 (17.9)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	29.2 (28.9)	26.8 (27.0)
Mathematics	29.0 (27.4)	26.8 (26.7)
Science	29.4 (29.5)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

2. The reading results are often well above average in Year 2 and in Year 6. The results for Year 6 in 2004 are expected to be lower than those for 2003, though still above average, because of the changed balance of abilities within the class. The results in science have regularly been lower than those for English and mathematics. The headteacher has already identified this as a weakness and has introduced strategies that are having a beneficial effect upon standards. The school has identified the need to raise standards in writing as a priority in the school improvement plan.

Strategies to improve the teaching of writing are having a positive effect and standards are currently rising.

3. Standards in ICT were above average at the time of the previous inspection, but are currently average in Years 1 and 2 and below average in Years 3 to 6. This is partly because insufficient guidance is given to the teachers to help them to teach the necessary skills in a progressive sequence and to understand how ICT can be used effectively to support learning across a range of subjects. Insufficient teaching takes place in some aspects of ICT, including the use of control technology, databases and PowerPoint. The achievement of the pupils in Years 3 to 6 is unsatisfactory.
4. The initial assessments show that on entry the children are of average attainment, although there are some variations from year to year. However, the attainment of the current reception children is above average. The good provision in the Foundation Stage enables the children to make a good start to school. The majority achieve the early learning goals in all six areas of learning by the end of reception, and a significant number exceed them.
5. The school is successful in promoting good achievement for all its pupils, including those with special educational needs, the higher attaining pupils and those who are at the early stages of learning English as an additional language. The teachers make good provision for the pupils with special educational needs and expect them to achieve well in literacy and numeracy. They ensure that these pupils are fully integrated into the work the class is doing. In addition, the classroom assistants provide extra support that also challenges them to achieve well.

Pupils' attitudes, values and other personal qualities

Most children work hard and concentrate well in lessons. The pupils are well behaved, polite and thoughtful towards others. The pupils' personal development, including their spiritual, moral, social and cultural development, is good. The level of attendance is broadly in line with that found in primary schools nationally.

Main strengths and weaknesses

- The pupils are attentive and concentrate well, supported by the generally brisk pace of teaching
- Pupils become increasingly mature in their attitudes and behaviour
- Their cultural development has improved considerably since the previous inspection and is now good
- The pupils value the introduction of school councillors
- By the end of the Foundation Stage, the children achieve well in personal, social and emotional development, many exceeding the expected goals

Commentary

6. The pupils respond positively to the well-paced and challenging lessons that characterise most of the classes. They listen well and are keen to contribute their own ideas to any discussion. This confidence and willingness to engage actively in class activities reflects the secure relationship they have with their class teachers and their sense that everyone's contribution is valued. The good levels of concentration and application to the task in hand also extends to those times when the pupils are working independently, in pairs or in small groups.

7. As the pupils progress through the school, they develop a mature and sensitive approach to each other and to the needs of the wider community. They learn to consider other people's feelings and to see their own place within the community. For example, in one lesson in Year 6, the pupils examined the underlying ignorance and prejudice that can result in racism, sexism and other exclusive ways of viewing other people. The way they tackled the sometimes difficult discussions, and were prepared to have their own thinking challenged, was a credit to their developing maturity fostered within the school.
8. The need to prepare pupils for life in a multicultural society was a key issue in the previous inspection report. This provision has been thoroughly reviewed and is now good. Opportunities to learn about different cultures are planned into the curriculum and are presented through a range of subjects. For example, in Year 4 the pupils investigated traditions of Muslim diet and dress and in Year 6 they explored the traditions of Mardi Gras.
9. In recent months, a school council has been formed. This gives the pupils a voice in matters such as the framing of appropriate playground rules, and helps them feel that their concerns play a significant part in bringing about change. In particular, the school councillors have undertaken an active role in the support of their fellow pupils during playtimes. Other pupils will turn to them to resolve any conflicts and the councillors keep an eye open for any child who might need a friendly word or company. In discussion, all pupils spoke favourably of this arrangement.
10. The children achieve well in the Foundation Stage because the adults have high expectations that they will behave, play and learn well, both alongside one another and together. The children develop good relationships with the adults who work with them and with each other. The school's good entry arrangements ensure that the children settle in well and arrive happily and confidently each morning. They like to learn, concentrate well and persevere to complete tasks.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The teaching is good overall and has several very good features. The curriculum is good at the Foundation Stage and satisfactory in Years 1 to 6. The school cares well for its pupils. Its links with the parents and the community are satisfactory.

Teaching and learning

The teaching and learning are good overall. In the Foundation Stage and Years 1 and 2, teaching and learning are consistently good. In Years 3 to 6, the teaching is good overall, but it ranges between satisfactory and very good. The teachers' use of assessment to guide their planning is good, but there are weaknesses in the pupils' understanding of how they can improve.

Main strengths and weaknesses

- The teaching in the core subjects of English, mathematics and science is good and enables the pupils to achieve well
- The teaching in the Foundation Stage provides the youngest children with a good start to their education
- The pupils in Years 1 to 6 are given insufficient support to enable them to understand how well they are doing and how to improve
- The teaching meets the needs of pupils with special educational needs and has a positive effect on their learning. The classroom assistants intervene effectively to support and guide these pupils
- The lesson planning throughout the school is based on the needs of the pupils and makes clear what they are to learn

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (18%)	23 (70%)	4(12%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

11. The quality of the teaching has improved considerably since the previous inspection, when a significant proportion was unsatisfactory. During this inspection, there was a greater proportion of good teaching, though some inconsistencies were evident in Years 3 to 6. The headteacher has already identified these weaknesses and is taking steps to rectify them.
12. The teachers have good subject knowledge of English, mathematics and science and the pace and intellectual challenge provided in many lessons stimulate the pupils' interest and encourage positive attitudes to learning. The work provided for different groups is well considered and enables all pupils, including those with special educational needs, the higher attaining pupils and those learning English as an additional language, to achieve well.
13. The good teaching of the reception children enables them to make good progress and achieve well. The teacher and her assistant plan the learning activities carefully to ensure that the children have access to all six areas of learning, and especially to literacy and numeracy activities. The teaching of basic skills is well planned and organised, thereby enabling the children to make good progress in learning to read and very good progress in their number work. The classroom assistant supports individual and group activities very effectively by helping them to concentrate on the carefully planned and challenging learning tasks. The adults help the children to feel secure, gain confidence and communicate well with others. There are very good arrangements to check what the children know, understand and can do, and the resulting information is well used to plan the next steps in the children's learning.
14. The regular tracking and recording of the pupils' progress in English, mathematics and science is good. Throughout the school, assessment is carried out regularly and conscientiously. The results are used well to guide the planning of subsequent work and to ensure that the teaching is effective. The regular review of the pupils' progress is being further developed to make more impact on standards. Based on previous assessment data, targets are now being set for individual pupils and their progress is being tracked as they move through the school. The teachers regularly see the pupils' work, but only occasionally do they provide informative comments to help the pupils improve. In the best practice, the teachers review the progress

made at the end of the lesson. However, the pupils are neither routinely made aware of the criteria that are used to assess their work, nor involved in assessing their own or each other's work. Therefore, they do not fully understand how well they are doing and what they must do to improve.

15. The teachers' planning of lessons is good. They make clear to the pupils what they are expected to learn and the work provided for different abilities is well constructed. The pace and balance of these different activities contribute to the pupils' maturation and learning. Pupils with special educational needs benefit particularly from the good teaching. The co-ordinator for special educational needs plans collaboratively with the teachers and the classroom assistants. The pupils' needs are identified and assessed accurately and strategies to meet them are then implemented effectively. The pupils are well supported by classroom assistants, who ensure that they achieve well through involvement and participation in all aspects of the lessons. The teachers ensure that these pupils contribute fully to the work of the class and manage them well. Occasionally, they are taught either individually or in small groups outside the classroom, where they make good progress in specifically focused work. Their progress is tracked well and detailed records are kept.

The curriculum

The curriculum provides a satisfactory range and breadth of opportunities and is available to all pupils and facilitates their progress and achievement. The opportunities for enrichment are satisfactory. The accommodation and resources satisfactorily meet the needs of the pupils.

Main strengths and weaknesses

- Good use of the national numeracy and literacy strategies promotes the high standards seen in English and mathematics
- The children in the Foundation Stage make a good start to school and achieve well
- In Years 3 to 6, the teaching and use of information and communication technology skills across the curriculum are inadequate and the pupils make unsatisfactory progress
- The pupils with special educational needs are well provided for, and make good progress and achieve well

Commentary

16. The consistent approaches to the teaching of literacy and numeracy ensure that all pupils achieve well in these key skills. Standards in mathematics are well above average and the learning is effectively supported by 'Booster Groups'. Visits and visitors complement the expertise and talents of the staff and extend the curriculum for all pupils. This enrichment of the curriculum promotes the pupils' enthusiasm for learning and contributes well to their spiritual, moral, social and cultural education and personal development. The school is successful in raising the pupils' awareness of cultures and social features outside of their immediate experience.
17. The good provision in the Foundation Stage enables the children to make a good start to their education. The children have access to a range of well-planned and challenging activities. The classroom is well organised and provides an interesting environment that stimulates the children's interest. The reception children occasionally have the use of the larger playground on which to ride their wheeled toys, but their own fenced outside area is too small and limits what the teacher can offer.

18. There are shortcomings in the school's guidance on the teaching of ICT, and the planning for its use across the curriculum is not yet systematic. The children have limited opportunities to use and develop ICT skills, and therefore their progress and achievement are unsatisfactory, especially amongst the older pupils. The statutory requirements for the subject are not met.
19. The balance of time allocated to the teaching of different subjects is satisfactory overall. However, insufficient time is allocated for physical education lessons in Years 3, 4 and 5. For Years 3 and 4, swimming is the only physical activity undertaken in the spring term. Therefore, there is insufficient access, on a regular basis, to other areas of the physical education curriculum. This is also the case in Year 5, where a sufficient amount of time is allocated for physical education, but this is combined into one long lesson.
20. The pupils with special educational needs are well supported by the teachers and the classroom assistants, all of whom are well trained and qualified. A good level of intervention and support is in place so that the pupils work with sustained concentration and participate fully in all lessons and activities. There are good termly arrangements for reviewing the pupils' progress against their individual plans. This process determines the areas to concentrate on, who is to carry out the work and when.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. Their personal development is strongly promoted within the context of the Roman Catholic faith. It provides good quality support and guidance. The newly formed school council is making a positive contribution to the life of the school.

Main strengths and weaknesses

- Each pupil is valued and cared for well
- There is strong promotion of sound values
- Good entry arrangements enable the children to make a confident start to their education.
- The school provides well for pupils with special educational needs
- When the field cannot be used, the remaining outdoor play space is inadequate
- The pupils' views are taken into account through the school council

Commentary

21. The school places great value on each individual child. It works hard to provide appropriate challenge and support and thereby enable each one to make the best possible progress. Emotional and physical needs rank alongside the academic ones and the pupils who find the high expectations for good work and behaviour difficult to meet are managed sensitively and effectively.
22. A consistent Roman Catholic world-view underpins most areas of school life, and each pupil is made aware of their special place in a world created by a loving God. With this sense of individual value comes a responsibility for the well being of others. The pupils are taught to be aware of other's needs, both within the school and beyond it. Charitable giving is an on-going element of school life. The parents speak favourably of the clear values promoted within the school and show their appreciation of the thoughtfulness and good behaviour of the children.
23. The school has good entry arrangements for the children. They include liaison with the nurseries, pre-entry visits by the children and meetings for their parents. There are arrangements for day-to-day exchanges of information between parents, carers and the school staff and for the children to leave school safely in the care of a known adult. The adults know the children well and establish good relationships with them. This encourages the children to try hard and to behave very well; it also promotes their good progress and achievement.
24. Throughout the school the pupils receive good support from the adults. The special educational needs co-ordinator, teachers and classroom assistants are fully committed to ensuring that the pupils make progress in meeting their targets. The school's work with the pupils with special educational needs is well supported by the use of a range of outside agencies.
25. The school makes good provision for the safety and protection of the pupils, but the current arrangements for outdoor play are not adequate. When the field cannot be used, the tarmac playground is too small for the numbers of children playing on it. As a result, there are minor accidents as children bump into each other. The staff and governors have prepared plans to create a new, secure area for the infant classes to play separately, which will rectify this situation.

26. The recently created school council is much appreciated by the pupils and is already finding a voice within the school community. The elected representatives are enthusiastic in fulfilling their duties.

Partnership with parents, other schools and the community

The school maintains satisfactory links with the parents, other schools and the local community, particularly with the nearest Roman Catholic parishes.

Main strengths and weaknesses

- The school works very effectively with the parents and carers of the pupils with special educational needs
- It also works well in partnership with parents to ensure that the children have a good start to school life
- A significant minority of the parents would like more information on their children's progress

Commentary

27. The parents and carers of pupils with special educational needs are invited to attend and contribute to the reviews of the progress their children are making. They are always made aware of the targets set for their children in their individual education plans. Suggestions are made about support that can be given at home to extend the work being done in school. In this way, the parents help to promote the good progress and achievement of these pupils.
28. The teacher of the reception children is readily available to discuss with parents and carers any problems affecting their children and to celebrate their successes. The parents are given clear guidelines regarding the areas in which they can help their children at home, and they do so with commitment and consistency. This successful partnership between the parents and the school makes a significant contribution to the pupils' good progress and achievement. The parents receive regular written reports and attend meetings at which they discuss in detail their children's attainment and progress
29. In recent months, the school has looked for ways to increase its links with parents and to engage its pupils with the wider community. The staff provide written guidance regarding the curriculum each half term and on Parents' Evenings. Although the parents are appreciative of the information they receive in the weekly newsletter, and the way they can bring any questions or concerns to the staff, a significant minority feel that more could be done to keep them informed about their children's progress each term. Some parents expressed a wish for more guidance on the way the curriculum is taught, so that they can provide more appropriate support at home.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher has a very clear vision and sense of purpose in moving the school forward. The leadership of other key staff and the management of the school are good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has a very good understanding of areas in which the school needs to improve and of the strategies to bring this about
- The staff work very hard to meet the needs of all the pupils

- The school improvement plan is a comprehensive document that is used very well to plan, monitor and evaluate school improvement
- The co-ordinators for English and mathematics have played a significant role in raising standards in their subjects

Commentary

30. Since her appointment six months ago, the headteacher has conducted a thorough analysis of the school's strengths and weaknesses and has started to address them rigorously. With the senior leadership team, the headteacher regularly monitors the teaching and ensures that good practice is extended and support provided to remedy weaknesses. She has appropriately increased the influence of the senior leadership team and has begun to develop the skills of the subject leaders for the foundation subjects to enable them to influence the teaching and learning in these areas of the curriculum. She has established a good model of teamwork that includes the teachers and classroom assistants, all of whom add impetus to the drive for school improvement. Through performance management, staff development is linked closely to the school's priorities for improvement.
31. There is very strong commitment to inclusion among all the staff and governors. This ensures that every aspect of school life is accessible to all the pupils. Particular attention is paid to meeting the needs of the pupils with special educational needs, the higher attaining pupils and those learning English as an additional language. The approach of the special needs co-ordinator, in reviewing procedures and documentation for pupils with special educational needs is thorough and well organised. The governors are supportive of this work. The extra teaching and support time they provide effectively contribute to the good overall progress and achievement of the pupils. The organisation and teaching of the Foundation Stage curriculum is well led and managed. The very detailed analysis of the children's progress enables individual needs to be met very effectively.
32. The school improvement plan has been revised in recent months and is a comprehensive document that is used very effectively. The staff and governors are appropriately involved in its production, implementation and evaluation. A weekly programme to release teachers from their classes is used effectively to address issues in the school improvement plan and to enable the subject leaders to influence development in their subjects. The subject leaders for English and mathematics and, more recently, the new co-ordinator for science, work successfully to raise standards in their subjects.
33. The governance of the school is satisfactory. The governors are keen to support the school and consequently their meetings are well attended. They are kept well informed about the school's priorities through information supplied by the headteacher and subject leaders. However, the committee meetings are sometimes run informally and without agendas and minutes. As a result, communications between these committees and the full governing body are neither as efficient nor as effective as they should be. Two statutory requirements are currently not met: there are gaps in the provision for ICT and the school prospectus does not inform the parents of their right to withdraw their children from religious education and collective worship.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	496,071	Balance from previous year	18,743
Total expenditure	465,329	Balance carried forward to the next	30,742
Expenditure per pupil	2,258		

**Monies carried forward were appropriately used for increased staffing costs*

34. Financial procedures are efficient and effective and the few minor weaknesses identified in the recent auditor's report are being addressed. Governors work with the headteacher to ensure that the principles of best value are applied to spending decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. The quality of the provision for each of the areas of learning has improved since the last inspection. The initial assessments made show that overall the children are usually of average attainment when they enter the school. However, this year the children were of above average attainment at this point. The majority of children exceed the early learning goals in all six areas of learning by the end of reception.
36. The teaching of the reception children is consistently good and many strong features were evident in the lessons that were observed. As a result, the children have a successful start to school, make good progress and achieve well. The teacher and her assistant plan the learning activities carefully to ensure that the children have experience of all six areas of learning, and especially literacy and numeracy. The teaching of basic skills is well planned and results in good progress in learning to read and in number work. The classroom assistant effectively supports individuals and groups and makes a significant contribution by helping the children to behave well and concentrate on the carefully planned learning tasks. The adults help the children to feel secure, gain confidence and communicate well with others. There are very good arrangements for checking what the children know, understand and can do and the resulting information is used well to plan the next steps children need to take in their learning. This process contributes significantly to the good achievement of individual children, including those with special educational needs, the higher attaining children and those learning English as an additional language.
37. The Foundation Stage is well led and managed. The teacher in charge works well with the classroom assistant to promote the provision and development of the curriculum for the children. She has a clear vision of how the planning for the Foundation Stage can be improved to promote the further progress of the children. For example, she plans to extend and improve the outdoor play area, since at present this is limited in size and scope and restricts the children's access to the good activities provided.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children develop a good understanding of how to behave and look after themselves in school
- There are high expectations that the children will concentrate, persevere and try hard to complete tasks

Commentary

38. The children settle quickly and happily when they come into school because the adults make sure that they have a clear understanding of what is expected of them. As a result, the children develop positive attitudes to taking care of themselves and to learning. They know the routines well on entering the classroom, such as putting away their reading folders and organising their dinner boxes. The teacher and her assistant have high expectations that the children will behave well and be thoughtful towards each other. The children speak confidently to adults and to each other. Their personal and social skills are developed well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. Good relationships quickly develop between the adults and the reception children.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- The children achieve well in learning the basic skills of listening, speaking and reading
- There is overuse of copy writing, which limits the children's progress in learning to write independently

Commentary

39. The children are given good opportunities to respond to events in stories and the adults extend their vocabulary well through question and answer techniques. Various role-play activities also enhance the children's speaking and listening skills. The teacher and assistant build well on the children's early reading skills through the sharing of books and stories and the clear teaching of the sounds that letters make. By the end of the reception year, a good number of children read simple books fluently and are able to retell stories they have read. They find great enjoyment in reading, both independently and with the teacher, and often the children will look at books together. Following the class reading of a story the children ask to hear it again. Writing skills are taught systematically and carefully so that the children learn to form letters correctly, and to spell a basic vocabulary of key words. However, the children have few opportunities to use the good knowledge and understanding they have of letters and letter sounds to write independently. Few confidently 'have a go' at independent writing and at trying to spell words for themselves.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **good**.

Main strengths and weaknesses

- The children achieve very well in learning the basic skills of counting, recognising and ordering numbers
- The learning in this area is made challenging through the use of a good range of interesting activities

Commentary

40. The children make very good progress and achieve very well in acquiring basic numeracy skills because the teacher uses their natural enthusiasm for counting and using numbers. Together

they identify number patterns up to a hundred. They confidently place missing numbers in the correct position on a magnetic board and the more able children can order and identify numbers up to a hundred by themselves. The children learn about mass (weight) through practical experiences in comparing heavy and light items, and are introduced to the early stages of addition and subtraction by singing and acting out rhymes. An emphasis on the correct use of language enables the children to acquire new words to use in number activities and helps to ensure that they make good progress in gaining mathematical understanding. Consequently, by the end of the reception year, they have a good vocabulary and are able to describe mathematical features of patterns and the properties of a range of two-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for developing the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The children achieve well because the teacher plans interesting learning activities
- They make good progress in learning to use computers

Commentary

41. The teacher and classroom assistant ensure that the children work regularly in each of the different strands within this area of learning. Visits and visitors enhance their experiences. For example, the children recently went to the nearby supermarket where they learned about the bakery as part of their topic centred on their café in the role-play area. They find out about the customs and traditions of cultures other than their own and are enthralled by the beautiful Indian clothes that the teacher shows them. They compare different sorts of bread and snacks and hear stories of Chinese New Year and Diwali. They plant seeds and observe how they grow, and learn to match various baby animals to their parents. The children use computers confidently to support their learning and know how to control the mouse to point, click and change colours and shapes in paint programs. As part of their attendance at a Catholic school, they learn and participate in the faith and customs of Christianity. They have a sense of their own identity as part of a family, a class and a school, and have opportunities to reflect, for example, on what makes them happy or unhappy.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is **good** within the constraints of the present accommodation.

Main strengths and weaknesses

- The children have good opportunities to develop both fine and large movement skills through a range of activities
- The fenced outdoor area is too small, limiting the range and scope of the activities available to the children

Commentary

42. The children develop good fine manipulative skills when using pencils, scissors and paint brushes. The completion of jigsaws and the use of construction kits further enhance this process. The children dress and undress independently for their physical education sessions in the school hall. In these lessons, they have good opportunities to climb, balance and jump using the apparatus and make good progress in doing so. They enjoy the lessons and show a good awareness of space. They follow and interpret instructions, and respond well when asked to move in a variety of ways. The main school playground provides them with facilities for using wheeled toys, which they steer and pedal enthusiastically, again showing a good sense of space. Overall, the children make good progress and achieve well because the teacher plans the learning activities thoroughly. However, the fenced outdoor area available to them is very small and consequently limits their opportunities for independent exploration.

CREATIVE DEVELOPMENT

The provision for the children's creative development is **good**.

Main strengths and weaknesses

- The resources and equipment are well prepared and provide a good range of activities
- Occasionally, the creative opportunities are limited by the restricted size of outdoor play area

Commentary

The children have good opportunities to use a wide range of media, and sand and water are available on a regular basis. They carefully painted patterns in gold and silver on their diva pots and covered and decorated their boxes with enthusiasm and flair. They join in singing and musical activities with enjoyment, showing knowledge of a good range of songs. Good use is made of the role-play area, at present a café and baker's shop, to develop the children's language and social skills through imaginative play. Visiting Indian musicians and dancers enable the children to explore movement and body shapes by moving to Bhangra music. In this lesson, the children and adults dressed in appropriate Indian costume. They soon responded to the music with enthusiasm, enjoying, in particular, beating the large drum. The teacher provides a good range of interesting activities in the outdoor area. However, the small size limits opportunities for the children to explore creatively and imaginatively outdoors.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Throughout the school, standards are above average and achievement is good
- The pupils achieve particularly well in reading and often reach standards that are well above average
- The classroom assistants provide good quality support that enables the pupils with special educational needs to improve their reading and writing skills
- Insufficient use is made of ICT to support and enrich the pupils' learning
- The pupils are not made sufficiently aware of how well they are doing
- English is used well in other subjects

Commentary

43. The school has improved on the average standards found at the previous inspection. In Year 2 and Year 6, standards are currently above average and achievement is now good. This is because good teaching challenges the pupils intellectually. For instance, the pupils in Year 6 had to think very hard when analysing how authors tell the reader that the main character has moved into another time zone. The challenge was made achievable by the teacher's skilful questioning and the way the individual tasks matched the children's needs. A quick pace, which is a strong feature of much of the teaching, helped to sustain the pupils' interest. Similarly, the last few minutes of lessons are frequently used well to review what has been learned.

44. Over the last few years, the national test results have often been well above average in reading in Year 2 and in English in Year 6. Standards in English in Year 6 are currently slightly lower than this because of the balance of abilities within this year group. However, reading standards in Year 2 remain well above average. The teachers have good knowledge of the subject and use reading activities effectively to stimulate the pupils' interest. The pupils are successfully encouraged to read both at home and at school and this helps to foster a love of books and an enthusiasm for reading. The school has identified writing as a priority for development and the strategies which have been introduced are having positive results. A good range of writing styles is taught and appropriate emphasis is given to structuring writing to promote clarity, encourage imaginative vocabulary and the correct use of punctuation.
45. The classroom assistants are deployed well. Their positive and trusting relationships with the pupils foster enthusiastic attitudes to learning. This is particularly the case for pupils with special educational needs and those learning English as an additional language. The classroom assistants are well briefed about their roles before lessons start. There is good teamwork between the teachers and assistants, which provides a good role model for the pupils and enhances their learning.
46. Some appropriate computer programs are used to support the work in English. However, more use could be made of ICT to present work and to develop the pupils' research, reading and writing skills.
47. The school sets individual targets for English, and the older pupils are generally aware of these, though few can say either when or how they have achieved them. Some comments written in pupils' books indicate what they have done well and what they should do next, but this is not consistent practice. Discussion with the pupils indicates that overall they have too little knowledge of how well they are doing and of what they should do to improve.
48. The co-ordinator has very good knowledge of the subject and is well aware of what needs to be done to raise standards further. She analyses the school's results, the pupils' work and the teachers' planning. She has observed all of her colleagues teaching during the past year and has taught alongside some of them. The school has correctly identified that writing is a priority for improvement and the co-ordinator has been instrumental in implementing changes and supporting the staff.

Language and literacy across the curriculum

49. English is used to good effect across a range of subjects. The cross-curricular links included in guidance for the teachers are used effectively. For example, in a history lesson in Year 6, the pupils developed their speaking and listening skills well during a debate about the pros and cons of Victorian railways. Similarly, in a history lesson in Year 5, the pupils wrote descriptions comparing the lifestyle of monarchs with that of poor people in Tudor times. As part of a design and technology project, the pupils in Year 2 wrote instructions about recreating Joseph's coat of many colours.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- In Years 2 and 6, standards in mathematics are well above average
- All the pupils achieve well because of the good teaching and learning provided throughout the school
- Standards have risen in mathematics and are continuing to improve because the school makes good use of assessment to focus support
- There are inadequate opportunities for the pupils to use and apply their mathematics skills in other subjects
- The pupils are not always helped to understand what they have to do to improve

Commentary

50. The standards in mathematics have improved at a very good rate over the past two years, with pupils making good overall progress and achieving well compared with their prior attainment. The majority of pupils enter Year 1 having achieved above average levels by the end of their reception year. These good foundations are built on successfully as the pupils move through the school because the teaching of mathematics is well organised. The teachers expect the pupils to work hard and accept the challenging tasks that are planned. Consequently, at the age of seven and eleven, the pupils achieve standards that are well above those found nationally. The subject is well led and managed and this has a positive effect on the quality of provision for the subject.
51. Overall, the standard of teaching is good in Years 1 to 6. There is a good balance between whole-class, group and individual activities and the pupils generally have enthusiastic attitudes towards their mathematics lessons. The teachers' positive fostering of the pupils' confidence in their ability to calculate and use mathematics results in high standards. The use of the 'Booster Groups' to provide special teaching for the less able pupils has had a very positive effect on their progress. The pupils with special educational needs are well supported by carefully targeted help from the teachers and classroom assistants. The school makes good use of standardised assessments and regular testing of the pupils. The teachers use the information to group pupils according to ability and to match the work well to their different needs. However, the pupils themselves are not always given clear information about what they need to learn next.
52. Throughout the school the pupils have a good knowledge and understanding of numbers and the number systems. They develop speed and accuracy in their calculations and have a good understanding of place value. Their mathematical vocabulary is developed effectively and they have a good recall of number facts and multiplication tables. In Year 4, for example, the mathematics lessons often begin with a fast game of 'Times Tables Bingo'. The pupils are keen to complete their grid and feel disappointed when the session ends. However, investigative tasks to challenge pupils' mathematical thinking and make use of their knowledge and understanding of numbers are not yet a fully integral part of the mathematics curriculum. Furthermore, insufficient use is made of ICT skills to support learning in mathematics.

Mathematics across the curriculum

53. Throughout the school, there are adequate opportunities for the pupils to use and develop their knowledge and use of mathematics in other subjects. The pupils develop an appreciation of the practical uses of skills they have learned, for instance when they use graphs and tables to record data such as eye colour. They also measure their hands and shoe sizes as part of their science topic. Time-lines are used in history, and work on different types of patterns in art involves the use of mathematical skills.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Throughout the school, standards are above average
- The pupils achieve well as a result of good teaching and well planned lessons

- The marking of the older pupils' written work does not help them to understand how they are doing and how they can improve
- The recently appointed co-ordinator has begun to have a positive influence on standards in the subject

Commentary

54. Overall, the pupils in all year groups achieve well though there are some inconsistencies in their progress. The pupils with special educational needs achieve very well, but the higher attaining pupils do not always achieve as well as they could. Standards have risen well since the last inspection, and in the current Years 2 and 6 they are generally above the average for the pupils' ages. No differences in achievement were observed among the various groups of pupils.
55. The teaching in science is of good quality, and the planning is one of its strong features. The purpose of each lesson is clearly described and is made plain to the pupils so that they understand what they are doing. Pupils of different abilities are catered for and the classroom assistants provide good support for the less able pupils, enabling them to make very good progress. The teachers have good subject knowledge and use appropriate teaching styles to make their lessons effective. They use good questioning to ascertain the pupils' understanding and to correct misconceptions. Pupils of all ages respond confidently to questions and offer ideas and opinions of their own. In all lessons seen, there was a good emphasis on the correct use of scientific vocabulary to ensure that the pupils fully understood scientific terms. However, the marking of pupils' work is unsatisfactory. For the pupils in Years 3 to 6, most pieces of work are simply given a tick. Seldom are there any evaluative comments that would help the pupils to understand how well they have done and what they need to do to improve. At the end of some lessons, discussion is used effectively to help the pupils evaluate their work, but this is not consistent practice across the school.
56. The school has adapted national guidance on the curriculum to produce a scheme of work appropriate to the needs of the pupils. Work seen in books and in classroom displays indicates that there is good coverage of the curriculum. Enquiry skills are developed to an appropriate level, and are at least as good as in most other schools. Investigations are an integral part of the teachers' planning, but this is nevertheless an area in which further improvement would help raise standards. Across the school, the work in the pupils' books shows that the written reporting of experiments mostly involves listings, outlining, noting and describing. However, in the more challenging lessons, the pupils were given the opportunity to predict, evaluate and explain observations in their own words. In these instances, the pupils made very good progress. Limited use is made of ICT to record, interpret and present information and there is insufficient use of ICT sensing equipment to enhance scientific experimentation.
57. The science co-ordinator is relatively new to the post and has built well upon the work of her predecessor. She has started to review the teachers' planning and the quality of work in the pupils' books, but has not yet had the opportunity to monitor the teaching of the subject. Nevertheless, she is already aware of the main strengths and weaknesses in science. This has been achieved partly by a careful analysis of the school's data on the pupils' achievement. She is developing assessment procedures for the subject and is keen to introduce the tracking of the pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in Years 3 to 6
- By the end of Year 6, the pupils have not received their full entitlement to the National Curriculum for ICT
- Assessment in ICT is not systematic enough to enable the teachers to track their pupils' progress

Commentary

58. During the inspection, groups of pupils were observed using computers in their classrooms and in the ICT suite, often supported by an adult. From this evidence, discussions with the pupils and analysis of their previous work, it is clear that standards are average at the end of Year 2, but are below average by the end of Year 6. Standards are lower than they were at the time of the previous inspection, when they were above average. The younger pupils, however, have the opportunity to use word processors, drawing programs and software related to different subjects. They have developed appropriate skills in these areas and can load, save and print their work.
59. The older pupils' use of information systems is inadequate and they do not fully understand the need for care in framing questions when finding, retrieving and interrogating data. These pupils have access to the Internet and can search and find information using Internet search facilities. However, they do not have the necessary skills to develop and refine their ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate. In Years 3 to 6, they have insufficient opportunities to present information in different forms, to ensure quality in their presentations and to show awareness of the intended readership. Moreover, the pupils have limited opportunities to use sequences of instructions to control devices and achieve specific outcomes. The teaching of these pupils is unsatisfactory.
60. The computer suite is timetabled for each class. Although there is a skills-based scheme of work based directly on national guidance, there is no systematic, structured teaching, particularly for older pupils. Consequently, these pupils have had insufficient opportunity to acquire, develop and refine the required competencies.
61. Since the last inspection, the school has improved its accommodation for ICT. A computer suite is now part of a central resource base, but the space is inadequate for whole class tuition, especially with older pupils. The suite is networked and there is access to the Internet. One of the two or three computers in each classroom is also networked. There are two recently installed interactive whiteboards. The school has sufficient appropriate software.
62. The use of ICT to support basic skills, especially with younger pupils is satisfactory. A variety of software helps these children in the development of both literacy and numeracy skills. The classroom assistants provide good support, particularly for the children with special educational needs, and they make satisfactory progress.
63. The leadership of the subject is unsatisfactory. Although the school has followed national guidance in framing the scheme of work, it has not been adapted for the needs of the school and the pupils, and the subject is not being consistently taught in each year. The teachers' planning is reviewed, but there is no systematic monitoring of standards in the subject to check the pupils' progress and influence their subsequent work. The improvement plan for the subject has not identified and acted upon the weaknesses in the teaching of ICT.

Information and communication technology across the curriculum

64. There is limited use of ICT to support learning in other subjects. A good range of subject-specific software is available, but this is underused. The pupils are given the opportunity to use the Internet to find information, but do not have the skills to reap the full benefit from this.

HUMANITIES

No lessons in **geography** were seen during the inspection. An analysis of the pupils' work, a review of the scheme of work and the co-ordinator's file of information indicate that the curriculum is sound. It provides the pupils with an appropriate range of experiences and activities. In the sampled work, there was some variation in quality from year to year, but standards were average overall. In their written work, the older pupils expressed opinions about controversial issues, such as the building of a new town, and could reflect on the various arguments posed.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The teachers use exciting methods to bring history to life and stimulate the pupils' interest
- The school has few historical artefacts with which to enrich the pupils' learning

Commentary

65. The school has maintained the average standards that were found at the previous inspection, but the pupils' achievement is now good. An analysis of the pupils' work shows that a good range of historical topics is covered and that good links are made to English in the form of letters and diaries with historical themes.
66. The teaching ranged between satisfactory and good in the lessons observed and was good overall. In the good lessons seen in Years 2 and 6, the teachers chose interesting approaches to capture and sustain the pupils' interest. In Year 2, where the pupils were learning about Florence Nightingale, the use of a video clip and a contribution by the school nurse helped the pupils to make comparisons between hospital care then and now. The individual activities that formed part of the lesson were well planned to provide suitable challenge to different pupils.
67. In a good lesson in Year 6, the pupils sensibly discussed the fact sheets they were given, prior to taking part in a debate about the coming of the railways in Victorian times. During the debate, their pertinent questions were well phrased and reasoned. The teacher managed the class very well, and encouraged the quieter pupils to take part.
68. Good use is made of visits to places of historical interest and visitors to the school, but there are few artefacts to use as sources of historical information and to develop the pupils' research skills.
69. The co-ordinator has only recently been empowered to develop the subject and has made a good start. She shows a great deal of enthusiasm and knows what needs to be done.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were observed in design and technology, one each in music and art and design and none in physical education. During the inspection, **art and design** activities connected with Shrove Tuesday and Mardi Gras were observed in a good lesson in Year 6. It included two projects: designing and making a poster to advertise the events, and producing a carnival mask. The pupils enjoyed using a variety of materials to produce pleasing results. Throughout the school, the pupils use a range of skills and media in their art and design work. For instance, the displays include striking examples of work on a whole-school theme of 'Black and White'. The younger pupils make collage seascapes and weave strips of paper in a variety of intricate patterns. The pupils in Year 3 create effective shell pictures and pupils in Year 4 use ICT skills to produce repeated patterns. In Year 5, the pupils use newsprint to create collage pictures and in Year 6 the pupils produce striking black and white reflections.

The pupils talk enthusiastically about how they enjoy art activities and the subject makes a satisfactory contribution to their spiritual and cultural education. Their work is valued and is well displayed around the school. The evidence from the teachers' planning and the work on display shows that there is a planned curriculum that focuses on developing the pupils' skills as they move through the school. The pupils try out effects and techniques in their sketchbooks and learn about artists and their work. In Year 5, for example, the pupils make still life drawings of containers and are introduced to the work of modern artists, such as Fran Reed and Dorothy Gill Barnes. The pupils in Year 6 produce good quality, detailed townscape drawings based on the style of Lowry.

Two lessons only were observed in **design and technology**. There was limited evidence available of prior work in the subject, and the co-ordinator was absent during the inspection. In one lesson, the pupils identified the type of consumer who would buy a particular type of purse or wallet, and evaluated the fitness for purpose of each item. In the other lesson, the pupils were part of the way through a project to design and make a shopping bag. In both lessons, the pupils' skills in evaluating the quality of the item concerned were well developed and above the level seen in similar schools. Through effective teaching, the pupils were able to review their work critically and explain the key design features.

The one **music** lesson observed was of good quality. It took the form of hymn practice for the whole school, was well organised and improved the pupils' performance. Singing is a strong feature of the school; the pupils sing tunefully and with good attention to phrasing. They know many hymns and songs which they perform with enjoyment and commitment. The school mainly uses the national guidelines as a basis for a well-structured music curriculum. The work is well planned and as the pupils move through the school they learn to play a range of percussion and tuned instruments.

Music is also used well to promote the pupils' spiritual, social and cultural education. They enjoy taking part in performances for parents, carers and friends of the school. They talked enthusiastically about the visit of 'Planet Jazz' a few weeks previously. The younger children participate excitedly in dancing and playing drums when Indian musicians visit the school. There is a school choir that meets weekly, and a total of thirty-five pupils learn to play a wide range of instruments in lessons paid for by the parents. They have occasional opportunities to perform together for the rest of the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

In the one lesson observed, the teaching was very good. The teacher's skilful questioning and her close attention to the pupils' views underpinned and facilitated a very successful discussion about a

range of prejudices. The pupils reflected on their own behaviour and views and participated willingly in the discussion.

Discussions with the staff and pupils indicate that the school places a strong emphasis on promoting the pupils' personal development within a Christian framework of concern for each other and help for the less fortunate. Good behaviour is reinforced throughout the school by praise and rewards, and the older pupils express the view that any instances of bullying are taken very seriously and are dealt with promptly and effectively. The school has begun to provide opportunities for the pupils to express their feelings about a range of issues and concerns. The recently established school council is making a good contribution to the pupils' personal development and their understanding of citizenship. The discussions held with pupils during the inspection demonstrate that the council is well regarded by them and that they feel that their issues are being taken seriously and addressed well. There are clear procedures for teaching sex education and drug misuse within the school's curriculum, with appropriate attention to the strong Catholic ethos of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
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	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
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).