

INSPECTION REPORT

ST FRANCIS' CATHOLIC PRIMARY SCHOOL

Caterham

LEA area: Surrey

Unique reference number: 125203

Headteacher: Ms M Clerkin

Lead inspector: Ms K Taylor

Dates of inspection: 4th - 7th May 2004

Inspection number: 257644

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:	5 - 11
Gender of pupils:	Mixed
Number on roll:	225
School address:	Whyteleafe Road Caterham Surrey
Postcode:	CR3 5 ED
Telephone number:	(01883) 342005
Fax number:	(01883) 340724
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Hooper
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

St Francis' Catholic Primary School is the same size as other schools, and has 225 boys and girls aged between 5 and 11 years. Pupils are currently arranged into nine classes, six of which are mixed-age classes. Children's attainment when they start in reception is above that usually found. Almost a third of pupils at the school are from ethnic minority backgrounds and a number of ethnic groups are represented. None of the pupils are at the very early stage of acquiring English. The proportion of pupils with special educational needs is in line with the national average. Eleven pupils are on the higher stages of the special needs Code of Practice, including six pupils who have a Statement of Special Educational Need. Pupils' special needs relate to moderate learning, speech and communication and social, emotional and behavioural difficulties. The social and economic backgrounds of pupils are favourable when compared to those usually found, and the proportion of pupils entitled to free school meals is below the national average. Pupil mobility is fairly low. Teacher turnover has been quite high recently and the school experiences some difficulties with recruitment and retention, because of the high costs of housing locally. The school gained The Investors In People Award in 2003

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	Mathematics Special educational needs Music Physical education
9173	Sarah McDermott	Lay inspector	
20645	Rosemary Webber	Team inspector	English Science Personal, social and health education Art and design Design and technology
18498	Denise Morris	Team inspector	Foundation Stage ¹ Information and communication technology History Geography

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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, subjects and courses	
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	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Francis' Catholic Primary School is a good school. It has a very caring, warm, and welcoming, family ethos that pupils, parents, governors and staff value. With its good leadership and management, strong links with parents, and good teaching in some areas, the school enables its pupils to achieve well academically and personally.

The school's main strengths and weaknesses are:

- The provision for children in the reception classes is good and children achieve well.
- Standards in English, mathematics and science at age seven and 11 are good and pupils of all capabilities achieve well in these subjects.
- Insufficient computers in classrooms means pupils do not have regular opportunities to use information and communication technology, (ICT), to support their learning across all subjects.
- The school promotes pupils' personal development very well. As a result pupils develop into mature, dependable and confident young citizens as they move up through the school.
- The curriculum is very much enriched by regular visits visitors and special events.
- The school is well led and managed.
- Not enough time is given to the foundation subjects, especially physical education.
- Because a number of subject managers are new to their role, they do not yet have a sufficient overview of standards, teaching and learning in their subjects, so as to raise standards.

The school has improved well since the previous inspection. The weaknesses identified have been addressed and standards in mathematics, science English and ICT have improved. Pupils now progress at a more even rate than at the time of the previous inspection. The provision for pupils' spiritual moral, social and cultural development is much stronger now than it was, and the standards of care and links with parents have also improved.

STANDARDS ACHIEVED

When children start in reception their attainment is usually above average. Children make good progress across all areas of learning and most children achieve above the expected standards by the time they join Year 1. Pupils across Years 1 to 6 achieve well in English, mathematics and science and by the end of Years 2 and 6 attain good standards in these subjects. The standard of singing is good and pupils' speaking and listening skills are very good. In history and information and communication technology, standards are in line with those expected and pupils' achievement is satisfactory. The standard of the work seen in other subjects that were inspected is in line with what is expected and pupils' achievement is satisfactory. The test results for pupils at age 11 compare well with those in similar school and schools nationally, as the table below shows.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those whose pupils have a similar number of pupils entitled to free school meals.*

Pupils' spiritual, moral, social and cultural development is promoted **very well**. This helps pupils to develop very good attitudes and behaviour. Attendance levels are good and punctuality is

satisfactory. Relationships among boys and girls and pupils from a wide range of ethnic backgrounds, are excellent.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are good in the reception classes and this helps children to make a good start to their schooling. In Years 1 to 6 teaching and learning in science and in English is good and singing is taught very well. In other subjects, the overall quality of teaching and learning is satisfactory, with strengths and there is some good and very good teaching. The curriculum is relevant and interesting and the school makes very good use of extra curricular activities, its links with the community, visits, and visitors to school to support pupils' learning. However, not enough teaching time overall is, given to the foundation subjects and especially to physical education because too much time is spent on English. All of staff ensure that pupils are very well cared for and very safe at school.

LEADERSHIP AND MANAGEMENT

The headteacher leads and manages the school well and is supported effectively by the deputy headteacher and senior management team. The school runs very smoothly on a day-to-day basis and there is a strong commitment to raising standards. Governance is satisfactory. The governors are very supportive of the school, and they carry out their statutory responsibilities, as they should.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the school. They feel welcome, find staff very approachable and are happy with the standards that their children achieve. They feel that homework helps them to support their children at home. Some parents would like more information about how well their children are progressing and more opportunities to express their views. Pupils love coming to school and are very happy there. They say they enjoy all types of lessons, but especially subjects such as art and design and physical education. They like their teachers, the support staff, school dinners, playtimes, clubs and other pupils. Pupils trust their teachers and the support staff.

IMPROVEMENTS NEEDED

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

- Ensure all subjects are given enough time.
- Improve the use of ICT across all subjects.
- Ensure that subject coordinators have a good overview of work in their subjects so as to raise standards further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils throughout the school achieve **well**. Pupils with special educational needs achieve **well**. Standards in English mathematics and science are **above average** by the end of Year 2 and 6.

Main strengths and weaknesses

- Children in reception attain good standards and achieve well, particularly in their personal and social development.
- Pupils' in Years 1 to 6 attain good standards and achieve well in English, mathematics and science.
- Speaking and listening skills are very good.
- The standard of singing is good.

Commentary

1. When children start school, their overall attainment is above average. Children do well in all areas of learning in the reception classes so that they exceed the expected standards for their ages in communication, language and literacy, mathematical development, physical development, creative development and in their knowledge and understanding of the world. Children's personal, social and emotional development is well above that expected by the time children join Year 1.
2. In Years 1 to 6 pupils continue to do well and they attain above average standards in English, mathematics and science by age seven and 11 years. This is a similar picture to test results at age seven and 11, as the tables below show. Almost all pupils attain at least the expected Level 2 at age seven, and the expected Level 4 at age 11 in the English, mathematics and science tests. A higher proportion of pupils than the national average usually attain the higher levels, Level 3 at age seven, and Level 5 at age 11 years.

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

Standards in:	School results	National results
Reading	17.4(16.9)	15.7 (15.8)
Writing	15.7(15 .3)	14.6 (14.4)
Mathematics	17.6(18.0)	16.3 (16.5)

There were 38 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	28.1 (28.4)	26.8 (27.0)
Mathematics	27.7 (27.8)	26.8 (26.7)
Science	30.8 (29.1)	28.6 (28.3)

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

3. Overall standards in the current Year 6 are not quite as high as those achieved last year. This is because a higher number of pupils in this year group have special educational needs.

Nevertheless, the targets set by the school are likely to be met. Across the school pupils' skills in speaking and listening are very good. From a very young age pupils express their ideas and viewpoints very clearly in a variety of contexts. They listen very well to adults and to each other.

4. Standards in ICT have risen since the previous inspection and are now in line with what is expected by ages seven and 11 years. Standards seen in all other subjects are in line with what is expected, except in singing where standards are good. There is now the potential to raise standards in the foundation subjects further, by increasing the time allocated to teaching them.
5. The school is committed to raising standards and to ensuring that pupils achieve well, irrespective of their starting point, gender or their ethnic and social background. Pupils' very good attitudes and the support that pupils receive from home also contribute very effectively to pupils' learning and progress. Pupils with special educational needs achieve well. This is because the school has good systems for promptly identifying pupils and because of the good quality additional support. Pupils with a Statement of Special Educational Need often make very good progress towards their individual targets. Higher attaining pupils do well in the core subjects, and those with particular talents are extended through extra curricular activities in music and sports, for example.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to learning and behave **very well**. Pupils' personal development is promoted **very well**. Attendance is **good** and punctuality is satisfactory.

Main strengths and weaknesses

- Relationships in the school are excellent.
- Pupils have great self-confidence and a strong belief in their own abilities and talents.
- Pupils love coming to school and taking part in lessons and activities.
- The school is very successful in nurturing pupils' empathy for the plight of others, resulting in extremely compassionate and caring pupils.
- The school is very good at teaching right from wrong and pupils respond by behaving very well.

Commentary

6. The excellent relationships in the school make for a very caring ethos. Pupils of all ages, abilities and ethnic backgrounds relate extremely well to each other and to adults. Pupils look up to adults and value their ideas and advice. In the reception class, for example, the children arrive bursting with news and stories to share with their teacher. Pupils of all ages get on very well together both at play and in the classroom. They collaborate very well to spark each other's ideas and learn from suggestions and friendly, constructive criticisms. Out in the playground pupils of different ages run about and play together in shared games. On one occasion when a boy slipped over both boys and girls rushed over to check and help him get up. Pupils say that bullying is extremely rare and is always dealt with very effectively by the staff.
7. The school is particularly successful in creating confident and self-assured pupils. The strong belief that every pupil has something to give, whether it is academic, sporting or a more personal attribute pervades the school. In assemblies the whole school not only celebrates other pupils' good work and behaviour in school, but also shares in success out of school, such as the chess club or Brownies. When learning becomes hard the pupils' confidence helps them to persevere and achieve well. Pupils are bright and articulate with adults and even the youngest talk with ease and politeness to visitors.
8. Pupils are very keen to attend school. They arrive cheerfully in the morning and are more than ready to start their lessons. Attendance levels remain good, as at the previous inspection as

the table below shows. Pupils talk enthusiastically about the many activities on offer. Pupils are positive about their homework and will take great care when set extra research and projects.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

- Pupils have a heartfelt sense of care and concern for others. Throughout school life pupils are taught how to put themselves in the place of others and empathise with their problems and concerns. Fundraising for national and international charities is impressive. Pupils are very successfully encouraged to look beyond the tangible and material. Regular walks within the school grounds, around the local area or to bluebell woods allow the pupils to enjoy the beauty of nature and their surroundings. However, on a few occasions when lessons are pedestrian and too long, the joy and spirit of learning are missing. Pupils say their prayers with reverence and are growing in very strong spiritual development under the auspices of the Catholic faith. The promotion of spiritual development is very much improved since the previous inspection.
- Pupils' moral development is promoted very well and has been strengthened since the previous inspection. Pupils behave very well and there have been no exclusions, as the table below shows. Pupils have ownership of the school rules and follow them. They understand right and wrong, both in their personal actions and in wider moral issues. They appreciate the rewards and particularly popular is the "Best Table" at lunchtime, which rewards those who have behaved particularly well. A few pupils with specific behavioural difficulties are supported very well by all of the staff and pupils

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	133	0	0
White – Irish	5	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	17	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – any other Black background	2	0	0
No ethnic group recorded	3	0	0

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

- Pupils' social development is very good. Right from reception class pupils are chosen as special helpers to take on jobs such as returning the register to the office or holding open doors. Pupils with special educational needs are fully included in carrying out jobs and taking

on the role of monitors. The school council gives a good number of pupils the chance to take responsibility in the school community and they appreciate opportunities to discuss whole school issues. The programme for personal, social and health education is very well organised and is especially successful in preparing the pupils for the world outside school.

12. Pupils' cultural development is good and has improved since the previous inspection. Pupils successfully learn about other countries and ways of life through their topic work and such subjects as religious education, geography and music. However, there is still more the school could do to introduce the pupils to the rich wealth of cultures in Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **satisfactory** overall and are good in some subjects. The curriculum is **satisfactory** and curricular enrichment is **very good**. The school provides **very good** levels of care. Links with parents are **very good** and those with the community are **good**.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. It is **good** in the Foundation Stage and **good** in English and science in Years 1 to 6. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching in reception is good.
- English and science are taught well in Year 1 to 6.
- Specialist music teaching is very good.
- Teaching in Year 6 is particularly good.
- In some lessons the pace of teaching and learning is too slow and pupils do not have enough opportunities to work independently.
- Teachers make insufficient use of ICT to extend pupils' learning.

Commentary

13. Teaching and learning in reception are good and frequently very good. The main strengths are the way that teachers and support staff establish positive attitudes to learning and good routines. Work is well planned to ensure good attention is given to each area of learning. The methods used are appropriate to the children's age and experiences and meet individual children's needs well. Children's progress is regularly assessed and staff build on this when planning future work, which ensures that children of different ability levels all make good progress.
14. In Years 1 to 6 teaching is satisfactory and science and English are taught well. Examples of good teaching were seen in a number of subjects. There are some common strengths in the teaching across classes which include;
 - Some good planning and preparation of specific activities to interest and motivate pupils, including themed days, visits and visitors to school.
 - The way that teachers are increasingly making good, relevant links between work in different subjects.
 - Teachers' good questioning skills, which encourage pupils to think hard and to extend their thinking.
 - The way that homework is used to extend learning.
 - Pupils are almost always managed well and positively so that pupils respond well and behave well.

15. Aspects of some of the satisfactory teaching that need further development include:
- The pace of some lessons, which is sometimes rather slow.
 - The time given for pupils to work on independent tasks or in groups is sometimes too short, which is the case in a number of mathematics lessons.
 - The support staff are not well deployed throughout the whole lessons.
16. Teaching and learning are good in English and science. In English teachers have at least secure subject knowledge, which enables them to give clear explanations and model and teach the basic skills well. They structure lessons well to make good use of time. In science teachers provide a good balance between the different areas of study, including investigative work. The specialist science teaching, currently provided for gifted and talented pupils in Year 2, is of a particularly high standard.
17. The teaching of ICT has improved since the previous inspection and teachers frequently provide good demonstrations of skills so that pupils learn quickly. What gets in the way of pupils' learning being better than satisfactory is that pupils are not provided with regular access to computers to use and extend their skills further. The teaching of singing by the music specialist teacher is very good quality. Teaching is lively and interesting which quickly gets pupils involved and working hard. Learning proceeds at a very good pace because the teacher pays very good attention to skills, and demonstrates these very competently and expects everyone to contribute and work hard.
18. Teaching and learning in Year 6 are of a good standard across subjects. Teaching is characterised by high expectations of pupils' work and behaviour, confident delivery and a fast pace to lessons so that pupils' listen and concentrate well and learn quickly.
19. Pupils' attainment and progress in English, mathematics and science are regularly assessed. Pupils with special educational needs are identified quickly and action is taken to support children at risk of falling behind. This contributes well to the good standards pupils' achieve. In other subjects there are satisfactory systems to check pupils' levels of progress. Staff review the progress of pupils with special educational needs regularly and set appropriate targets for them. The targets on their individual education plans are clear and precise. The teaching assistants and special needs assistants receive regular training and frequently provide good support for pupils with special educational needs.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	8 (23%)	14 (37%)	14 (37%)	1 (3%)	0 (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 where 30 or more lessons are seen.

The curriculum

The curriculum is **satisfactory**. Curricular enrichment is **very good**. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The provision for children in the Foundation Stage of learning is good.
- A very good range of well-planned extra-curricular activities, visits and visitors to the school significantly enhances pupils' learning across the curriculum.
- The provision for pupils' personal, social and health education is very good.
- The provision for pupils with special educational needs is good.
- Not enough teaching time is allocated to the foundation subjects, especially physical education.

Commentary

20. The curriculum for children in the reception classes is good and serves children's needs well. As a result they are getting off to a good start. The accommodation is satisfactory and outdoor facilities for children have improved as a result of the recent building works.
21. In Years 1 to 6 the curriculum meets statutory requirements and also includes French. A particular strength is the wide range of well-planned extra-curricular activities, visits and visitors to the school that greatly enrich and promote pupils' learning in many subjects. In addition to clubs held during lunchtimes and after school, well planned theme days, such as those in history, and themed weeks such as International Week, visiting artists, storytellers and authors all very effectively support pupils' learning.
22. The National Literacy and Numeracy Strategies are firmly established and the school ensures that all subjects are taught. However, timetables show that because quite a lot additional time is given to teaching English, the time left for the foundation subjects is reduced, and not enough teaching time is given to physical education in particular. The school has implemented a very good programme of work to promote pupils' personal, social and health education and citizenship, which incorporates sex and relationships education, as well as alcohol and drugs misuse.
23. The school is inclusive and ensures all its pupils have equal access to the curriculum and all other activities. Provision for pupils who have special educational needs is good. Individual education plans clearly identify appropriate targets. Teaching assistants often support pupils well in lessons. The contributions that pupils with special needs make to whole-class lessons are valued by pupils and teachers alike.
24. There are enough staff. A number of the teaching staff are relatively new to the profession and the school experiences some difficulties in recruiting and retaining staff, due to the high cost of housing. The indoor accommodation is satisfactory and the space outdoors is good, providing very good facilities for physical education. Resources are satisfactory, except that there are insufficient computers in classrooms and too few resources for outdoor activities in the reception classes.

Care, guidance and support

The care, welfare, health and safety of the pupils are **very good**. The school provides **good** advice and support based on monitoring. Pupils' views are listened to and responded to.

Main strengths and weaknesses

- The school has very good procedures to ensure that pupils are safe, healthy and well cared for.
- New pupils are settled into school with high levels of sensitivity and care.
- The school is very good at helping pupils and families who need extra support.
- Pupils have very trusting relationships with adults in the school and have a good chance to have a say in how their school is run.

Commentary

25. Standards of care, health and safety have improved since the previous inspection. The school is very safe and secure. Child protection procedures are very well organised and the headteacher has much professional expertise. Welfare systems are soundly established and staff are well aware if any pupils have particular medical needs. Governors regularly and carefully assess risks and take effective action whenever potential hazards arise. The school's shared front drive can become very congested and hazardous for pedestrians, so the school is particularly vigilant when pupils arrive and depart, and pays good attention to teaching road safety.

26. Pupils new to the school are introduced to daily routines very effectively. They are invited to the “change over” day when they can meet their new teacher and they always have a special friend to chaperone them for the first few days in school. The school works very well with the parents of the new reception children, finding out whether a full time or part time place would initially suit the children best and allowing the children to start school gradually over a few weeks. Pupils settle in extremely quickly. Pupils with particular pastoral needs are supported very well. When families experience problems, the school also goes out of its way to support them and the headteacher liaises regularly with outside agencies. The school has recently negotiated and received approval for funding of a School Community Worker to help some families to work with school and education more effectively.
27. Monitoring and support of pupils is good. The teachers and support staff know the pupils very well and are able to identify their personal development needs very accurately.
28. Pupils are very much at ease in school and all say they have at least one adult to whom they can turn if they are worried, and pupils feel that they are listened to carefully. Pupils enjoy very good relationships with the midday staff, including the canteen staff who ensure very high standards of care and that pupils eat well. The school council is well established and with its termly change over of councillors gives a good number of pupils a chance to take charge of ascertaining the views and concerns of other pupils. Pupils’ views are valued and already the school is taking on their suggestion of Friendship Counsellors. However, very occasionally the pupils feel that they do not receive a full explanation about why a suggestion has been turned down. The issue of girls being allowed to wear trousers if they choose to is a long-standing request, which has not been agreed.

Partnership with parents, other schools and the community

The school has **very good** links with parents. Community links and liaison with other schools are **good**.

Main strengths and weaknesses

- Parents are strong supporters of the school and contribute very well to their children’s learning.
- The school provides good information to parents and responds very well to individual parental concerns and queries.
- Links with the parish are especially strong and links with other schools are good.

Commentary

29. Parental support is even stronger than at the time of the previous inspection. Parents very much appreciate all that the school does for their children and are keen to see their children achieve well. They regularly attend school productions and parent teacher meetings and they support their children in completing their homework. The school association is very effective not only in raising funds, but also in organising social events to bring families together. Many parents regularly come in to help in school in a variety of ways. Pupils enjoy having their parents involved in their learning and this contributes very positively to pupils’ good achievement. The school is very open and welcoming. Parents are confident to raise concerns or make suggestions knowing that individual issues will be dealt with effectively. However, a significant minority of parents feel that the school does not make a point of regularly asking them for their views and inspectors agreed that the school could do more to formally seek parents’ views. Parents are kept well informed. Newsletters are regular, there is a school website and plenty of notice boards. They receive regular information about what their children will be learning. Pupils’ annual reports are satisfactory. They give a very perceptive overview of each pupil’s personal development, but they are inconsistent in how effectively they give a clear message on how each pupil has progressed in every subject.

30. Links with the local parishes are very strong and this supports pupils' personal development particularly well. The school has good links with other schools. It works effectively with both the local education authority and deanery schools to extend professional development and enhance the curriculum. Pupils regularly compete with other schools at swimming galas, cricket tournaments and other sports events. Particularly important is the visit to a local special school arranged through the Tadworth Trust to help the pupils understand and empathise with children with profound and multiple needs. Pupils use the local community as a resource to support work in history and geography, for example. The majority of pupils transfer to St Bede's secondary school and they are well supported in their transfer because they have had plenty of chances to get to know the staff and the lay out of building before they start.

LEADERSHIP AND MANAGEMENT

The school is **well** led and managed. The headteacher provides **good** leadership, and senior managers support her effectively. The co-ordinators manage subjects **satisfactorily**. Governors are very supportive of the school and carry out their responsibilities **satisfactorily**.

Main strengths and weaknesses

- The headteacher has a clear vision and provides purposeful leadership
- The school development plan is good.
- Some subject leaders' role in monitoring needs further development.

Commentary

31. Leadership and management is good as it was at the time of the previous inspection. The current headteacher has a clear vision and direction for the school's future. Since taking up her post she has been successful in increasing the school roll, stabilising staffing and raising standards in the core subjects of English, mathematics and science. She ensures that the school has a very good ethos in which pupils thrive. Because of this, pupils work hard, behave very well, enjoy school and are happy to be there.
32. The school development plan is a good tool for improvement. The corporate nature of the development planning process has ensured that staff, governors, and pupil and parent representatives are now involved in the process of setting priorities and in shaping the school's direction. The hard work of the headteacher in promoting high aspirations and a collaborative style of working has resulted in a very good team spirit and the school being awarded the Investors in People Award. This has also had a positive impact on staff training and development, which is helping to bring about improvements across the school.
33. The deputy headteacher and members of the senior management team support the headteacher effectively. Senior managers also carry a lot of additional responsibilities because a fairly high proportion of the staff work part-time or are in the early stages of their teaching career. There is a designated leader for each subject and some are experienced coordinators while others are new to this role. They are aware of their responsibilities and advise and support colleagues to the best of their ability. However, their roles are not well enough developed to ensure they have a full overview of work in their subjects, a weakness also identified in the previous inspection report. Although the current headteacher has put in place regular non-contact time for coordinators to carry out their work, developments in some subjects have been hindered by staff changes. The Foundation Stage of learning is well led and managed. The co-ordinator, through her monitoring ensures that there is consistency in teaching and provision across both classes. Work in special needs is well managed. The coordinator was new to the role very recently, but the previous coordinator had worked hard to develop the provision and extend staff training.
34. The governance of the school is satisfactory. Governors are aware of the school's strengths and weaknesses and carry out their responsibilities as they should. They are committed to the school and work hard to support it, including some visits to classrooms. The committee

structure is firmly established and governors are appropriately involved in the school development planning process.

35. Teachers new to the school are given good support and induction with access to a mentor as well as a 'buddy'. Teachers find this system helpful and supportive, and it ensures that they quickly settle in to the work of the school.
36. Financial arrangements in the school are clear and finances are kept in good order by the school's administrative staff and are overseen by the finance committee of the governing body. For a number of years the school has been carrying forward sums of money well in excess of the recommended 5 per cent of the budget, as the table below shows. The school intends to reduce this during the coming year by completing building repairs, improving its resources and employing an additional teacher. The office staff provide good support to ensure that the school runs smoothly and day-to-day administration is very efficient. The school pays due attention to the principles of best value when making spending decisions.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	667,609
Total expenditure	592,785
Expenditure per pupil	2,634

Balances (£)	
Balance from previous year	88,230
Balance carried forward to the next	74,824

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

THE FOUNDATION STAGE OF LEARNING

37. Most children enter the reception class, or the mixed Year 1 and reception class, in the September prior to their fifth birthday. Attainment on entry to the school is above average. Children achieve well during their time in the Foundation Stage so that by the end of the reception year, most are likely to exceed the Early Learning Goals² in each area of learning, except in personal, social and emotional development, where children's attainment is well above that outlined in the Early Learning Goals.
38. Teaching and learning are good. The main strengths lie in teachers' management of the children and the very positive relationships that are evident in both classes. Careful observation of children at play and at work enables staff to measure their progress on a daily basis. Just occasionally, not enough opportunities are created or planned to enable children to learn through focused practical tasks. At these times, lessons are too formal and not linked well enough to the Early Learning Goals. This leads to children sitting for long periods and losing interest in the tasks set.
39. Leadership and management of the Foundation Stage are good. There is a clear awareness of the strengths and weaknesses of the provision, and action is taken promptly to improve areas that require it. Monitoring has had a positive impact on consistency of provision in both classes. Assessment procedures are good and staff track children's progress carefully as they move through the Foundation Stage. The good Foundation Stage provision has been maintained since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very strong.
- Children have very positive attitudes to learning and behave very well.
- Circle Times³ are a particular strength.

Commentary

40. Children in both the reception class and the mixed Year 1 and reception class behave very well and have positive attitudes to learning. This is due to the very strong relationships in the Foundation Stage and approaches, which enable children to feel confident and well supported. Many activities are planned to encourage children to develop positive relationships with others through taking turns, sharing and listening to the views of others. Very good teaching encourages use of good vocabulary and promotes very positive relationships. The very good Circle Time activities in both classes encourage understanding of right and wrong and contribute very well to children's personal development. Pupils achieve very well and attain very good standards in this area of learning.

² Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Well prepared lessons using exciting resources encourage children's learning.
- The good teaching of sounds and letters helps children to achieve well.

Commentary

41. Good teaching in this area helps children in both classes to achieve well, attain good standards and make good gains in language skills. Because lessons are well prepared with a good range of visual and auditory resources, children are keen and eager to pay attention and respond to questions. They benefit from the teachers' good knowledge as they talk about a wide range of stories, characters and activities. Children of all abilities are encouraged to offer their opinions in whole-class and group sessions. The good phonics programme is well taught and is helping children to learn their sounds and letters quickly. Children are articulate speakers who listen well to others and are confident to engage in conversations with adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers usually make good use of practical activities, especially in the reception class, to promote children's understanding of mathematics.
- Daily counting activities are a strength.

Commentary

42. Teaching is good and activities provide many practical experiences to help children improve their skills. In the reception class, children benefit from these activities as they extend their number skills through making towers and counting the bricks, counting objects and noticing their shapes, and through good questions which extend their thinking skills. For example, they responded well to questions such as "How many more?" or "How many less?" do you need to make a particular number. In the Year 1 and reception class, children also make good progress and benefit from good teaching. The children use the language of number well and are confident with numbers and numerals to ten and beyond. Just occasionally, there are not enough practical activities in this class. Daily counting activities in both classes are a strength and promote enjoyment and consolidation of number skills. Pupils achieve well in this area of learning and attain good standards by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide a good range of practical activities and questions to extend children's knowledge and understanding of the world.

Commentary

43. Good teaching in both classes leads to good achievement in knowledge and understanding of the world. Teachers' good skills in this area of learning lead to lots of ideas, discussions and practical experiences that promote children's understanding. For example, in the reception class, a good range of activities both indoors and outdoors helped children to understand the

link between the angle of a ramp, and the speed with which their cars would travel down it. In the Year 1 and reception class, children also benefited from good teaching as they learned about sound. They were all able to recognise and make sounds and recognise different sounds found in the environment. They made suggestions about what the sounds they listened to reminded them of, for example, "like an egg cracking". The daily activity of 'testing' children's knowledge of countries and their capital cities has led to children having a good knowledge and being very well motivated. Children enjoy finding out the names of new countries and their capital cities as part of their activities at home, so that they can then "surprise" the rest of the class with their new knowledge. Children have regular opportunities to use ICT to support their learning. Because teaching and learning are good, children achieve well in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children benefit from good indoor physical education lessons.
- Provision for outdoor play is improving, but as yet there are too few resources.

Commentary

44. The quality of teaching in physical education lessons is good and leads to good extension of physical skills. Good modelling and demonstration are a key feature in the success of children's 'chasing' and 'catching' skills in the reception class. By the end of the lesson, they have good awareness of how to dodge away from a chasing partner, and how to work together with that partner to catch a ball. Outdoor activities are currently curtailed by the lack of access to outdoor play of the reception children in the Year 1 class and by the limited resources due to recent building work. Plans are rightly in place to increase resources and access in the near future. Most children use their hands well, as when working with scissors and writing implements and when cutting and sticking. Children benefit from direct instruction of skills such as how to use scissors, paintbrushes and pencils correctly or how to assemble new equipment.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Some good role-play areas enhance children's imaginative play.

Commentary

45. Provision for creative development is good and children achieve well because teaching is good. The children know how to mix colours and they paint recognisable people and objects. They use the correct colours for the things that they paint. A good range of musical instruments is available to encourage exploration and making sounds. In singing lessons children achieve very well and already know a good range of songs, which they sing with great enthusiasm. The good role-play areas promote good imaginative play, socialisation and creative thinking well in both classes. Children enjoy dressing up and acting out different characters. They play well together and work which promotes children's creative development contributes well to their speaking and personal skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain high standards by the end of Year 2 and 6.
- Teachers promote pupils' speaking and listening very effectively across the curriculum and standards are particularly high in this area of learning.
- The curriculum is very broad and well balanced across all areas of learning and the subject is greatly enriched through extra-curricular activities.
- The subject leader's overview of standards in Years 3 to 6 is not as good as that in reception to Year 2.

Commentary

46. Pupils of all capabilities throughout the school achieve well in English, and by the age of seven and 11 standards exceed national expectations. This is a similar picture to test results for pupils aged seven and 11 over the past few years. Almost all pupils attain at least the expected Levels 2 and 4, and a good number of pupils usually exceed this. Standards in the current Year 6 class are not quite so high as those attained in the tests in the past few years because the cohort of pupils is not quite as strong as that in previous years.
47. Pupils' speaking and listening skills are very good across the school. In lessons across subjects, teachers provide pupils with plenty of opportunities to extend their skills through, for example, question and answer sessions, paired discussion and drama. Teachers' questioning techniques are skilful in challenging pupils to give extended answers to questions and this contributes significantly to pupils' very good achievement. From a very young age pupils express their ideas and viewpoints very clearly in a variety of contexts. Pupils listen to adults and each other very attentively and this supports their learning across subjects very well.
48. Standards in reading are well above average. The teaching of reading is good and it is very well structured. Teachers promote enjoyment of reading from an early age and pupils soon acquire a love of books. Pupils achieve well in writing and standards are above average by the age of seven and 11 years. Spelling and handwriting skills are good and pupils' writing is well organised and neatly presented across subjects.
49. Teaching and learning are good. Teachers have secure subject knowledge, which enables them to give clear explanations and model and teach key skills well. Curriculum planning is good and this ensures that all aspects of the English curriculum are taught well. The subject is also well supported through well-planned enrichment activities such as visiting storytellers, authors and theatre groups. Pupils' progress is tracked carefully and those at risk of falling behind are identified quickly and given extra support.
50. The leadership and management of English are satisfactory. The coordinator has had some opportunities to monitor work in lessons and she has a good overview of standards, teaching and learning in the lower part of the school, but not in the upper half of the school. There have been good improvements to work in English since the previous inspection and standards have risen. The shortage of reading resources has been addressed through setting up of the two new library areas. The use of ICT to support pupils' work in English is underdeveloped

Language and literacy across the curriculum

51. There are satisfactory links with other subjects. Pupils have good opportunities for speaking and listening across subjects. Teachers provide some opportunities for pupils to write in different styles, at length and for different purposes across subjects. For example, in history,

Year 5 pupils write with empathy about the feelings and emotions of evacuee children during World War II, and in science pupils organise their writing appropriately to record the outcomes of their investigations. In geography pupils research information in order to construct their own booklets about different countries around the world. Nevertheless this could be extended with improvements to some of the foundation subjects

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are good, especially pupils' quick recall of number facts and the good range of strategies they use to solve problems.
- Pupils of all capabilities achieve well.
- In some lessons pupils are expected to listen for too long and do not have enough opportunities for independent work.
- The school tracks pupils' progress well over time.

Commentary

52. National test results at the end of Year 2 and 6 are consistently above those in schools nationally, and are usually at least as good as those in similar schools. Almost all pupils attain at least the expected Levels 2 and 4, and a good number of pupils usually exceed this. Standards seen in the current Year 2 class are above average and as such are similar to those attained in the tests last year, but in the current 6 class overall standards are lower than in previous years. This is because there are more pupils in the Year 6 class on the higher stages of the special needs Code of Practice. Pupils are nevertheless on course to meet the school's agreed targets for the number of pupils to attain both Level 4 and 5 in the tests. Pupils throughout the school achieve well over time in mathematics.
53. Teaching and learning at the current time are satisfactory overall with strengths. Strengths include clear learning objectives and good questioning skills, which encourage pupils to think and then to extend their thinking. At the beginning of lessons, teachers usually ensure there is good emphasis on mental calculation and getting pupils to explain the strategies they use. Pupils demonstrate good mental agility and they use a wide range of strategies to solve problems. A weakness in several lessons seen was that pupils were expected to listen for too long to the teacher. As a result some pupils lost concentration and the teaching assistants also did not have enough opportunities to contribute to pupils' learning. Furthermore, pupils had too few opportunities to work independently or collaboratively on tasks, and this weakness is reflected in the relatively small amount of written examples found in some pupils' books. Teaching seen was at its best in Years 5 and 6. What made it effective was teachers' very high expectations of pupils, and a swift pace to lessons, whilst ensuring that all of the pupils were keeping up and understanding.
54. Teachers use assessment and homework well to support pupils' learning. Senior managers and staff track pupils' progress well over time and then take appropriate action to support those who require extra help. Pupils' work is marked regularly, although marking shows few evaluative comments about why mistakes were made or how pupils can improve. Pupils with special educational needs are fully included in lessons and in some year groups are taught within ability sets, where there is a very good level of adult support.
55. Leadership and management of the subject are satisfactory. There have been several changes to the coordinator in recent years but the headteacher and senior staff have also kept an overview of work in the subject. The current coordinator is new to the role and needs time and training to enable her to develop leadership skills and to gain an overview of work in the subject. There have been good improvements to standards since the previous inspection and pupils throughout the school now make more consistent progress. The use of ICT to support

mathematics is underdeveloped. On occasions pupils are taught mathematics in the ICT suite, but the lack of computers in most classrooms restrict pupils' regular access to ICT to support their learning.

Mathematics across the curriculum

56. Teachers make satisfactory use of relevant opportunities to develop and apply pupils' mathematics skills to their work in other subjects. Pupils' skills are developed and used particularly well in science where, for instance, pupils measure heights and weights and compile graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain high standards.
- Lessons are well planned and teachers provide good opportunities for practical work and investigations.
- The curriculum is enhanced through well-planned enrichment activities.
- The subject is well led and managed.
- There are good cross-curricular links with mathematics, but the use of ICT is underdeveloped.

Commentary

57. Good science teaching and pupils' very good attitudes to learning contribute significantly to the good standards seen by age seven and 11 and pupils' good achievement throughout the school. In recent years pupils in both Year 2 and Year 6 have attained good standards in the National Curriculum tests. In 2003 in the tests for 11 year olds overall standards were well above the national average. Teacher assessments for seven year olds were also well above the national average. Pupils' with special educational needs are well supported in lessons by the teaching assistants, and this enables them to make good progress in relation to their prior attainment.
58. The quality of teaching and learning is good because all aspects of the subject are well planned and there is a good balance between the different areas of study. Teachers effectively promote the development of scientific enquiry through well-planned and organised investigations. These promote pupils' scientific knowledge, understanding and skills well. As a result, by age 11, pupils can plan and carry out scientific investigations very successfully and show a very good grasp of scientific vocabulary. Teachers have secure subject knowledge, which enables them to teach confidently and accurately. They skilfully use questioning that effectively challenges pupils. Specialist science teaching, currently being provided for gifted and talented pupils in Year 2, significantly enhances these pupils' learning. Well-planned whole school science days and visitors to the school, such as theatre groups with a science focus, also make a good contribution to the subject. Pupils' mathematics skills are particularly well developed and reinforced through science work, as part of activities such as measuring heights and temperature and recording the results of scientific investigations on graphs and tables, but the use of ICT is underdeveloped.
59. Leadership and management are good. The present co-ordinator is very new to the post. She is effectively building upon the good leadership and management of the previous coordinator in order to extend the good provision further. There has been good improvement to both standards and overall provision since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** overall.

Main strengths and weaknesses

- The ICT suite is a good resource that is having a positive impact on improving standards.
- ICT is used well to support pupils with special educational needs.
- ICT is not used well enough to support pupils' learning across subjects because there are insufficient computers in classrooms.

Commentary

60. By the end of Year 2, standards are in line with those expected and pupils achieve satisfactorily. Pupils can log on and off, use the mouse accurately, make choices and describe their actions appropriately. They enjoy experimenting in the ICT suite and are able to, for example, enter information into an imaginary graph and explain its significance. Standards by age 11 are now in line with those expected, which is an improvement since the previous inspection. Pupils have secure skills across each strand of the subject, use the Internet confidently and can combine information to create a web page. Pupils' across the school achieve satisfactorily in ICT, but lack of regular access to computers in class prevents standards and pupil achievement being better than satisfactory.
61. Teaching and learning are satisfactory across Years 1 to 6. This is an improvement since the previous inspection, which occurs as a result of staff training and improved resources. Teachers often provide good demonstrations of skills and techniques, so that pupils learn the basic skills well.
62. Leadership and management of the subject are satisfactory, as are improvements since the previous inspection. The setting up of a new suite and better staff training, have been major improvements, but too little monitoring of standards and pupils' use of ICT has been undertaken in order to raise standards further.

Information and communication technology across the curriculum

63. The use of ICT across the curriculum is unsatisfactory. This is because although pupils are timetabled to use the computer suite for some whole class lessons, and groups of pupils in some classes occasionally work in the suite at other times, the lack of computers in classrooms restricts the regular use of ICT as a tool to support pupils' learning across subjects. Too little evidence was seen of pupils using ICT to present written work, draft and re-draft their work, display data gathered in mathematics and science, or to research information. Provision for pupils with special educational needs is, however, often better. This is because pupils have additional time at the computers with support, or have more regular access to a computer in their classroom, if the nature of their special educational needs necessitates this.

HUMANITIES

64. Religious education was not inspected as it will be inspected as part of a separate inspection. Work in geography was sampled. No geography lessons were observed, and judgements are based on looking at pupils' work, discussions with pupils from across the school, and with the geography coordinator.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The history curriculum provides enriching activities for pupils across the school.
- Pupils enjoy history and have positive attitudes to learning.
- The amount of written work in pupils' books is limited.
- Too little use is made of ICT to support historical research and understanding.

Commentary

65. Pupils throughout the school achieve satisfactorily and standards are in line with national expectations by the end of Year 2 and 6. Pupils in Year 2, for example, know about the life and times of Florence Nightingale and can describe some of her problems and successes. Their understanding of the passage of time is satisfactory and remains so across Years 3 to Year 6.
66. Much of the work is based on visits or specialist 'history days' which contribute particularly well to pupils' learning and pupils' good attitudes, as was evident from talking with pupils. Pupils in Years 3 and 4, for example, talked enthusiastically about their visit to Sunnydown School, while those in Years 5 and 6 were keen to talk about past topics. They remembered these well and also showed enthusiasm about special history days related to a study of Victorian times. They spoke about some personal research they had undertaken linked to a study of World War II and demonstrated particular empathy and concern in relation to evacuation and the Holocaust.
67. The quality of teaching and learning is satisfactory. Although staff work hard to provide some interesting activities, the amount of past work evident in pupils' books is too small. It does not sufficiently promote progression in historical skills and the use of pupils' literacy and ICT skills to support learning is weak.
68. Leadership and management are satisfactory overall. The coordinator is new to the post. A good new policy and scheme of work have been introduced and resources have improved. However, there has been little monitoring of lessons to promote developments to work in the subject. A review of work in the history subject at the end of this year has rightly been planned, in order to evaluate the provision and monitor pupils' progress.

Geography

69. It is not possible to make an overall judgement on teaching, learning, standards and pupils' achievements in geography. Teachers' planning and displays around the school indicate that pupils study a broad, interesting curriculum. For example, the recent 'International Week', in which pupils in each class studied a different country, contributed well to pupils' awareness of the world around them and to their understanding of different life-styles. Discussion with pupils showed that during International Week they carried out a whole range of activities that made learning particularly meaningful. This involved, for example, researching information, dressing up in national costumes, weaving baskets, learning about different lifestyles, food and leisure activities in other countries, as well as their location and geographical features. Pupils were very keen to talk and showed very good attitudes. Good use is made of the local environment to learn about geographical issues relevant in the world today. Field trips and the Year 6 residential experience play an important role in the development of pupils' geographical skills, knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology was not inspected. Music was inspected in full. Work in art and design and in physical education was sampled. Judgements about art and design are based on pupils' work on display and one lesson observation. In physical education three games lessons were seen.

Art and design

70. The scrutiny of pupils' past work, teachers' planning and discussion with both pupils and teachers indicate that standards in art and design are in line with those expected by the age of seven and 11 years. Pupils use sketchbooks satisfactorily to develop their observational drawings and by the age of 11 have sound skills in shading in order to add depth and tone to their drawings. Pupils successfully work in the style of other artists and in a range of media. For example, in Year 2 pupils paint a vase of sunflowers in the style of Vincent Van Gogh and in Year 5 pupils work in clay in order to make tiles and pots. A strength in provision is the way that the school makes use of visiting artists and well planned art weeks that involve pupils from across the school. In one lesson observed, in a mixed Year 3 and 4 class, teaching and learning were satisfactory. This lesson was well organised, resources were well prepared and used effectively to support learning. The subject co-ordinator is enthusiastic and knowledgeable. She works hard to raise the profile of the subject. There are, however, too few opportunities for the co-ordinator to monitor pupils' work and the quality of teaching and learning across the school in order to identify the strengths and weaknesses and raise standards.

Music

Provision for music is **satisfactory** overall.

Main strengths and weaknesses

- Pupils achieve very well in singing and attain good standards.
- The specialist teaching is very good.
- Insufficient time is allocated to class music in order to cover the appreciation and composing elements of music.
- Pupils have very good attitudes to learning.
- Extra curricular provision is good.

Commentary

71. Standards in singing are good, as was the case at the time of the previous inspection. Pupils throughout the school sing very enthusiastically and in tune and achieve well in this aspect. Some pupils show particular talents, including some pupils with significant special educational needs who often perform well and take a part in leading others. Pupils have regular opportunities to sing, in lessons taught by the music specialist, in weekly hymn practice and as part of religious ceremonies and other celebrations. The school choirs enjoy regular opportunities to celebrate their achievements through taking part in school events and festivals and those involving other schools.
72. Teaching and learning are very good in the singing lessons taught by the music specialist. This teaching is skilled, lively and imaginative, which ensures that all pupils are on task, contribute and behave very well. Pupils' learning moves on at a fast rate because expectations are very high. Because the specialist teacher works with all of the pupils each week, she builds well on past learning and progressively develops pupils' skills. Teaching assistants make a good contribution in lessons.
73. Although good attention is given to singing, not enough time is given to teaching the composing element of music and music appreciation, as part of class music lessons, which are not

regular in most classes. For one term per year pupils do have class lessons to work with the specialist teacher, usually when their particular year group is preparing an end of term concert. Although this makes a good contribution to the overall provision, it is insufficient to ensure that each and every pupil is systematically taught all elements of the music National Curriculum. During the inspection period one class lesson in musical appreciation was taught to a mixed group of Year 5 and 6 pupils, those pupils who were not taking part in choir practice. Teaching and learning were good in this lesson. Pupils listened well so that they were able to compare two pieces of music. They quickly identified how, for example, different moods can be created. During discussions with pupils they enthusiastically talked about school performances they have taken part in and the one they are starting to prepare for. Video footage of one past performance shows pupils perform well on these occasions. This was also noted by parents at the meeting prior to the inspection.

74. Extra curricular provision is good. Around 40 pupils learn to play recorders and some children have individual instrumental lessons. The coordinator leads and manages the subject well. Since taking up the post she has done much to raise the profile of the subject and to begin to restore the provision to the good standards found at the time of the previous inspection. She has provided some in-service training and advice for class teachers in order to encourage them in leading lessons, and further training is planned.

Physical education

75. There was insufficient evidence to make a judgement on overall provision and pupils' achievement in physical education, as few lessons were timetabled to take place during the inspection period. Standards attained in games in the three lessons seen, in Years 1, 2 and 5 were in line with those expected, and some pupils demonstrate good skills and capabilities. Teaching and learning were satisfactory overall, although in one lesson there were weaknesses in managing a significant minority of pupils' inappropriate behaviour. The time allocated to teaching physical education, across Years 1 to 6 is significantly lower than the nationally recommended time of two hours per week. This weakness was also raised by a few parents prior to the inspection. They also noted that lessons are sometimes disrupted due to factors such as play rehearsals and bad weather.
76. Pupils say they enjoy physical education and would like more opportunities to play games, including those provided during lunchtimes. Strengths in the provision are the outdoor accommodation, which is very spacious, but is currently underused, and the good sporting links with other schools. The coordinator leads and manages the subject well. She has worked very hard to extend the provision since taking on the post four years ago. She runs training for a large number of pupils on several evenings per week in football, netball, cross country running and athletics. She has established good sporting links with other schools and regularly accompanies pupils to take part in friendly games, competitions and other sporting events.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

- Circle Times promote very good opportunities for the development of personal skills.
- Procedures to promote personal development are very good.

Commentary

77. Pupils across the school achieve very high standards in personal, social and health education leading to very good behaviour and attitudes in all aspects of school life. One of the strong features of the subject is the way that Circle Times are used to encourage pupils to express their own feelings and to listen to the views of others. Through this pupils are encouraged to think about their own behaviour. They can explain clearly how they help others, show kindness

as they take turns and share their work. They benefit from the good procedures that have been developed to promote pupils' personal skills. For example, the praise assemblies each week reward pupils for any high quality work or behaviour. House points help to raise self-esteem and are very successful in promoting pride in pupils of all ages. The school council teaches pupils about their corporate responsibilities, and contributes well to pupils' awareness of citizenship.

78. Teachers promote pupils' personal development very well. They show patience and understanding as pupils try to express themselves. Good questioning helps to extend pupils' tolerance of each other and a sense of mutual respect. In one lesson seen, the teacher ensured that all pupils were able to contribute by passing an object from person to person. Because pupils were given the choice of talking or listening, they all felt able to make decisions and offer their ideas and talk about their own feelings. A lesson seen during the inspection period, led by a visiting police officer, was very effective in raising pupils' awareness to the dangers of drug misuse.
79. The subject is very well organised and the very good range of activities enables pupils to benefit from discussions with the local police, health workers, rescue workers and many other local people. Consequently, pupils are confident in their own opinions and have access to high quality support and guidance. Provision has improved since the previous inspection.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
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	4
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).