

INSPECTION REPORT

ST FRANCIS OF ASSISI CE PRIMARY SCHOOL

Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 132810

Headteacher: Mr P Bramley

Lead inspector: Mrs M Gough

Dates of inspection: 21st – 23rd June 2004

Inspection number: 257648

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	162
School address:	Lowfields Avenue Ingleby Barwick Stockton on Tees
Postcode:	TS17 5GA
Telephone number:	01642 769942
Fax number:	01642 764604
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend D Watson
Date of previous inspection:	No previous inspection

CHARACTERISTICS OF THE SCHOOL

The school is brand new and is one of several new schools that have been built to serve a large housing development in Stockton on Tees. There are currently one hundred and sixty two pupils on roll, including forty nine Nursery children who attend on a part time basis. The school is not yet running at full capacity and does not have any Year 6 pupils. The numbers are continuing to rise, and in the last year, fifty one pupils have joined the school other than at the usual point of entry. Most pupils come from the housing estate in which the school is situated, but a number of pupils come from further afield. Most children are of white ethnicity. Ten pupils have special educational needs. This figure is very low and represents only about 6% of the total school population. Very few pupils are known to be eligible for free school meals. The children's attainment when they start school in the Nursery is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Foundation Stage, science, art and design, design and technology, music, physical education
31729	Mr B Harrington	Lay inspector	
22556	Mr E Morgan	Team inspector	Mathematics, information and communication technology, personal, social and health education and citizenship
32273	Mr P Hewett	Team inspector	English, geography, history, special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
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	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that has many very good features and no significant weaknesses. Currently there are no Year 6 pupils on roll, and the school is not yet at capacity, either in terms of staff or pupils. Pupils of all ages and abilities achieve well, and in English, their achievement is very good. Teaching and learning are good, and pupils of all ages are very keen to come to school. The headteacher provides very good leadership and management for the school, and together with the very committed and supportive staff and Governing Body, has led the school very well through the initial difficulties associated with starting a new school. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership for the school and has set a clear and very well paced agenda for its continued development.
- The provision for the Foundation Stage children is very good.
- Pupils achieve well overall from their very different starting points.
- Teaching is good and has some very good features.
- Pupils' behaviour and attitudes are very good and have a very positive impact on their learning.
- The curriculum for the Foundation Stage children is very stimulating, but the organisation of the curriculum for Key Stage 1 and Key Stage 2 pupils is currently under review to ensure that it is as imaginative as possible and that it makes full use of the time and resources available.
- The school provides very good levels of care and guidance for the pupils.
- Links with parents are very good.
- The monitoring role of subject co-ordinators and governors is under-developed.

Throughout the school, pupils achieve **well**. Attainment at the end of Key Stage 1 in the core subjects is well above national expectations. The school has only been opened for just over one year, and does not yet have any Year 6 pupils. As a result no judgements can be made about standards at the end of Key Stage 2.

The 2003 national test results at the end of Key Stage 1 showed that the pupils' attainment in reading and mathematics was well below the national average and that their attainment in writing was below the national average. In comparison with similar schools, the results for all three areas were well below average. These results do not reflect the capacity of the pupils or the school, as the tests were taken soon after the school had been opened, and many of the pupils had only very recently joined the school. The 2004 results show a much more pleasing picture, and suggest that pupils' attainment in reading, writing and mathematics is well above the national average. These results have not yet been formally validated. The inspection findings fully endorse the national test results for 2004, and show that pupils' attainment in English, mathematics and science is well above national expectations at the end of Key Stage 1. By the end of Key Stage 1, pupils' attainment in history and information and communication technology is above national expectations and their attainment in music is in line with national expectations.

The children's attainment when they join the school in the Nursery is average. The children achieve very well in most areas of learning, and by the end of the Foundation Stage, their attainment is above the expected level in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal,

social and emotional development their attainment is well above the expected level by the end of the Reception year, and in creative development and physical development their attainment is at the expected level.

Pupils have very positive attitudes to learning and enjoy coming to school. Behaviour is very good. The pupils' spiritual, moral, social and cultural development is good overall. Their social and moral development is **very good**. Attendance is very good.

QUALITY OF EDUCATION

The school provides a **good** quality of education for all pupils. Teaching and learning are **good** overall, and very good in the Foundation Stage. Assessment is satisfactory in Key Stage 1 and Key Stage 2 and very good in the Nursery and Reception classes. The curriculum is very good for children in the Foundation Stage. Although the curriculum is satisfactory for Key Stage 1 and Key Stage 2 pupils, the organisation of lessons is not very imaginative, and not enough time is given to some subjects. The accommodation and resources are good. The school provides very good levels of care, support and guidance, and is very effective in the way in which it seeks pupils' views. Links with parents and other schools are very good, and the school has developed good links with the local community.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The headteacher provides very good leadership and management for the school. The senior management team and Governing Body have set very clear priorities for the school's continued development. The school has a very positive ethos, and there is a very strong team spirit amongst staff. The Governing Body is effective, and has been very proactive, and very supportive of the staff and headteacher in the early stages of setting up the school. The leadership and management of key staff are satisfactory overall. Subject co-ordinators all have several areas of responsibility and are becoming increasingly independent in leading and managing their areas. The monitoring role of subject co-ordinators and governors is at an early stage of development and is not yet sufficiently robust.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school, and with the way in which they are regarded as being equal partners in the education of their children. They appreciate the very warm welcome they receive when they visit, and the very good levels of information they receive. Pupils thoroughly enjoy coming to school, and talk animatedly about their work. They are keen to give their views which they know are taken seriously.

IMPROVEMENTS NEEDED

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

- to develop the monitoring role of subject co-ordinators and governors;
- to ensure that the curriculum for Key Stage 1 and Key Stage 2 pupils has more balance and is more imaginatively organised so that the best use possible is made of the available time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Foundation Stage achieve **very well**. Pupils in Key Stage 1 and Key Stage 2 achieve **well**. By the end of Key Stage 1, pupils attain standards that are **well above** national expectations in the core subjects. The school currently has no Year 6 pupils.

Main strengths and weaknesses

- Standards at the end of Key Stage 1 are well above national expectations in English, mathematics and science.
- Pupils of all ages and abilities achieve well.
- Children in the Nursery and Reception classes achieve very well from their very different starting points.
- Good support for pupils with special educational needs enables them to achieve the standards of which they are capable.
- Higher attaining pupils are generally well challenged.
- Pupils throughout the school have good basic skills of literacy, numeracy and information and communication technology.

Commentary

Foundation Stage

1. Children in the Nursery and Reception classes achieve very well. Their attainment on entry to the school spans the full range, and is average overall. By the end of the Foundation Stage, the children attain well beyond the expected level in personal, social and emotional development and above the expected level in communication, language and literacy, mathematical development and knowledge and understanding of the world. Their attainment in creative development and physical development is at the expected level. The children in the Foundation Stage receive a very good start to their education, and receive a very good grounding in early skills of reading, writing and numeracy.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	14.5 (N/A)	15.7 (15.8)
Writing	13.8 (N/A)	14.6 (14.4)
Mathematics	15.1 (N/A)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

2. The 2003 national tests were taken by the Year 2 pupils soon after they had joined the school, and before they had settled in. Given the capacity of the pupils for learning, and the good and sometimes very good teaching seen in English, mathematics and science during the inspection, the test outcomes are much lower than would be expected. The 2004 test results show a much more promising picture. Although there are as yet no national figures with which to compare the school's 2004 test results, it is

likely that standards will be well above the national average in reading, writing and mathematics.

3. The inspection findings paint a very similar picture to the 2004 test results and show that pupils' attainment is well above national expectations in English, mathematics and science. Pupils of all abilities achieve well overall. Teachers are effective in promoting basic skills of literacy, numeracy and information and communication technology, and pupils use these skills well to support their work across the curriculum.
4. In information and communication technology and history, pupils achieve well and attain standards that are above national expectations. In music, standards are in line with national expectations and pupils' achievement is satisfactory.

Key Stage 2

5. The school currently has no Year 6 pupils. It is not possible therefore to make judgements about standards at the end of Key Stage 2. However, the inspection evidence indicates that pupils of all ages and abilities achieve well in English, mathematics, science, information and communication technology and history. Their achievement in music is satisfactory. Good support for pupils with special educational needs enables them to take a full part in lessons and to achieve their individual targets. In most subjects, higher attaining pupils are well challenged, and are stretched well so that they reach their potential. The exception is science, where there are occasions when the writing tasks are insufficiently demanding for the oldest and highest attaining pupils in the mixed age classes.

Pupils' attitudes, values and other personal qualities

Pupils have **very positive** attitudes to learning and enjoy coming to school. Behaviour is **very good**. The pupils' spiritual, moral, social and cultural development is **good** overall. Their social and moral development is **very good**. Attendance is **very good**.

Main strengths and weaknesses

- Very firm foundations for the children's personal and social development are laid in the Nursery and Reception classes.
- Pupils of all ages are very enthusiastic about coming to school and attendance is very good.
- Pupils throughout the school have a very good moral awareness and highly developed social skills.
- Pupils have very positive attitudes to learning, and show very good levels of concentration and interest in all activities.
- Behaviour is very good, and pupils willingly conform to the school's high expectations.
- Relationships between adults and pupils and amongst pupils are very good.

Commentary

6. Pupils of all ages have a very good understanding of their individual and collective role in ensuring that the school is a warm, happy and welcoming community. They respond readily to the school's high expectations of behaviour, and are very polite, kind and friendly. Very good emphasis is placed on the children's personal, social and emotional development in the Foundation Stage, and the children quickly become aware of how their actions impact upon the well-being and happiness of others. There

have been no exclusions since the school opened, and pupils and their parents are confident that bullying or any form of harassment would not be tolerated.

7. Pupils throughout the school show very good levels of interest in all that they do. They take a full part in all activities, and because relationships between adults and pupils are very good, they are confident about expressing their feelings or sharing their thoughts. From an early age pupils tackle their learning with enthusiasm and maintain very high levels of motivation and concentration in lessons. The pupils' very positive attitudes have a significant impact on the quality of their learning, and on their attainment and progress.
8. Overall, pupils' spiritual, moral, social and cultural development is good. Most pupils are reflective and thoughtful, and show an awareness of the beauty in the world around them. They have a developing understanding of a variety of different cultures, traditions and customs, and are helped in this by the attractive displays of books and artefacts around the school that arouse their curiosity and capture their interest. Pupils have very good levels of morality and a very good grasp of the difference between right and wrong. Their social skills are very well developed, and they confidently interact with one another and the adults with whom they come into daily contact

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.1	School data:	0.0
National data:	5.4	National data:	0.5

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

9. Attendance for the last reporting year was well above the national average, and there was no unauthorised absence. Pupils are very keen to come to school, and parents understand their responsibility in terms of reporting and explaining absence.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for all pupils. Teaching and learning are **good** overall, and **very good** in the Foundation Stage. Assessment is **satisfactory** in Key Stage 1 and Key Stage 2 and **very good** in the Nursery and Reception classes. The curriculum is **satisfactory** for pupils in Key Stage 1 and Key Stage 2 and **very good** in the Foundation Stage. The accommodation and resources are **good**. The school provides **very good** levels of care, support and guidance, and is **very effective** in the way in which it seeks pupils' views. Links with parents and other schools are **very good**. Links with the community are **good**.

Teaching and learning

The quality of teaching and learning in the Foundation Stage is **very good**. In Key Stage 1 and Key Stage 2 teaching is **good** with very good features. Assessment in the Foundation Stage is **very good**. In Key Stage 1 and 2 assessment is **good** in English and mathematics, and **satisfactory** in the other National Curriculum subjects.

Main strengths and weaknesses

- The teaching in the Nursery and Reception classes has excellent features and is often lively, stimulating and imaginative.
- Teachers make very good use of resources to enhance their teaching and to enliven pupils' learning.
- Relationships between teachers and pupils are very good, and as a result pupils are very confident learners.
- Pupils have very good attitudes to learning that have a very positive impact on their attainment and achievement.
- Teachers provide good opportunities for pupils to use and practise cross curricular skills of literacy, numeracy and information and communication technology.
- Lessons are well planned and move at a good pace.
- The limited number of support staff are used very well to support pupils with special educational needs.
- Assessment systems are very good in the Foundation Stage. Good use is made of assessment information in English and mathematics in Key Stage 1 and Key Stage 2.
- Teachers are coping very well with the constant stream of newcomers to the school, and the temporary arrangement of mixed age classes.
- At times, activities are over-directed, and this constrains the pupils' creativity.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10)	12 (40)	9 (30)	6 (20)			

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.

10. Teaching and learning are very good in the Foundation Stage where teachers plan an exciting range of activities for the children. Teachers and other adults have very high expectations of the children, and achieve an excellent balance between adult directed activities and those that the children choose for themselves. Teachers and classroom assistants interact constantly with the children when they are engaged in structured play activities so that they learn new skills, and acquire new vocabulary. The staff go to great lengths to ensure that activities appeal to the children, and as a result, the children show very good levels of confidence, and are keen to tackle new learning.
11. In Key Stage 1 and Key Stage 2, teaching and learning are good overall. Relationships between teachers and pupils are very good, and help to create a positive learning environment where pupils know that their views are valued and their efforts are celebrated. Pupils respond very well to their enthusiastic teachers, and are keen to contribute to group and class discussions. They strive to achieve well, and willingly take on board suggestions from their teachers about how they can improve their work further. Very good use of the limited number of support staff ensures that pupils with special educational needs are able to take a full and active part in all activities, and additional support is given in an unobtrusive manner so that pupils maintain high levels of self-esteem. Behaviour is very well managed in class, and newcomers to the school quickly take on board the teachers' high expectations of achievement and behaviour.

12. Lessons invariably move at a good pace, and this helps to maintain very good levels of concentration and interest across all year groups. There is a good balance of activities within individual lessons, although at times there is too much direction by teachers, and this constrains the pupils' creativity. Teachers often make very good use of a range of resources to enhance the pupils' learning and to demonstrate new ideas and skills. They are skilled in their use of information and communication technology to support their teaching, and provide good opportunities for pupils to use information and communication technology in their work across the curriculum. Where teaching is at its best teachers are very effective in the way in which they link subjects together, providing a real context for pupils' learning. Throughout Key Stage 1 and Key Stage 2, teachers effectively encourage pupils to use basic skills of numeracy and literacy.
13. There is a very strong team spirit amongst the teaching and support staff, and this has been a critical factor in the success of this new school. Teachers have coped very well with the almost constant stream of newcomers to the school, especially in Key Stage 2 where there are still places for new pupils. Teachers make good use of ongoing assessments to inform their planning, and show good levels of flexibility as they regroup pupils to enable the successful integration of new pupils. Currently there are still some mixed age classes, and in the main teachers match work well to the different levels of ability. However, occasionally, there is not enough challenge for the oldest and highest attaining pupils in these classes in terms of the written work that is demanded.
14. Assessment in the Foundation stage is very good. Constant and ongoing assessment helps teachers to build very good profiles of how much progress individual children are making, and to highlight strengths and weaknesses in teaching and learning. In Key Stage 1 and Key Stage 2, the school has good assessment systems in place for tracking and monitoring pupils' progress in English and mathematics. Very good use is made of available test data to set whole-school targets for improvement. In the other subjects of the National Curriculum, assessment is satisfactory. Newly established systems are in place, but because many are new, they are not yet having their full impact in terms of raising standards further.

The curriculum

The curriculum for children in the Foundation Stage is **very good**. The curriculum for Key Stage 1 and Key Stage 2 pupils is **satisfactory**. The school provides a **satisfactory** range of additional activities to enrich the statutory curriculum. The accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum for children in the Nursery and Reception classes is very good and is lively, exciting and stimulating.
- Provision for children with special educational needs is good, and the school has a very strong and evident policy of inclusion.
- The organisation of the Key Stage 1 and Key Stage 2 curriculum lacks imagination, and not enough time is given to some subjects.
- In the main, the accommodation is attractive and spacious, but the playground is too small, and the classrooms for the Foundation Stage children are cramped.
- Resources are good and are well organised to enable easy access.

Commentary

15. The school has put a great deal of effort into developing a very lively and stimulating curriculum for the children in the Nursery and Reception classes. The children have access to a wide range of structured and 'free-choice' play activities, and there is a very good balance between activities the children choose themselves and those which are directed by an adult. The Key Stage 1 and Key Stage 2 curriculum is in the process of development, and although it fully meets statutory requirements, the organisation of some of the lessons is not sufficiently imaginative and does not fully maximise the available time. The school has identified the Key Stage 1 and Key Stage 2 curriculum as an area for whole-school development.
16. The school provides a satisfactory range of additional activities for pupils of all ages, and is extending the range of activities as the school grows, and as more staff are employed. The school is planning its first residential trip for the Autumn term, and has begun to make good use of a satisfactory range of visits and visiting speakers to enhance and extend the pupils' learning. The school meets statutory requirements in respect of drugs education, and sex education is covered through the science curriculum and through the developing personal, social and health education programme.
17. The school has only a small number of pupils with special educational needs, and makes good provision for these pupils. Individual education plans are in place, and teachers take good account of the pupils' individual targets when planning lessons. Pupils throughout the school have full and equal access to its life and work, and the headteacher and staff are highly committed to ensuring the inclusion of all pupils by means of additional classroom support, work that is well matched to the pupils' needs and abilities, and the careful monitoring of their personal and academic development and progress.
18. The school is newly built, and provides attractive accommodation for the pupils and staff. Most classrooms are of a good size, and the hall is very well proportioned. However, the playground is small, and will not easily cater for the number of pupils when the school is working at full capacity. The Nursery and Reception classrooms have good access onto a secure outside play area, but they are cramped, making it difficult for teachers to provide continuous access to the full range of practical activities that these young children need. Resources are good, and are well stored and easily accessible.

Care, guidance and support

Pupils are **very well** cared for, and are provided with **very good** support and guidance. They are **very effectively** involved in the work of the school from an early age.

Main strengths and weaknesses

- Induction arrangements for Nursery and Reception children are very good.
- Child protection procedures and first-aid arrangements are good, and are well understood by all staff.
- The school has developed a good range of policies to support the management of pupils' behaviour and to ensure a consistent approach.
- The School Council has a very positive impact on the school's life and work, and provides a very good forum through which pupils can express their views.

- Although teachers monitor pupils' personal development well, there are no formal mechanisms for recording the outcomes of observations or discussions.

Commentary

19. This is a very caring school which is committed to ensuring the well-being and happiness of all pupils. Within a short time, the school has produced a number of good policies that outline its procedures for dealing with matters relating to the pupils' health and safety, and staff have been involved in a range of training to ensure that they know how to deal effectively with matters of concern. The Governing Body plays a very good role in ensuring that the school meets its duties in respect of ensuring pupils' health and safety.
20. The headteacher and deputy headteacher have responsibility for child protection and have both received training. Other members of staff are fully conversant with the school's child protection guidelines. Very good relationships between adults and pupils ensure that the pupils are willing to approach teachers and support assistants if they have any problems, or to share concerns. Teachers closely monitor the pupils' personal development, although as yet there are no formal mechanisms for recording details so that they can be transferred with the pupils as they move through the school.
21. A number of staff members have received training in first aid and pupils are aware of whom to approach if they get hurt or feel unwell. Parents are very pleased with the written notification they receive if their child has been involved in an accident. Midday supervisors have received training in play supervision and behaviour management, and as a result, playtimes are happy and well ordered occasions. The school's behaviour and anti-bullying policies are consistently applied across the school.
22. There are very good arrangements in place for the induction of Nursery and Reception children. A number of open nights are arranged for parents to view the school and to receive general induction. They are invited to attend the school with their children on their first day and to take lunch with them in the school canteen. In this way children are encouraged to settle quickly into the routines of school life.
23. The School Council is already well established, and plays a very good role in steering some aspects of the school's development. It provides pupils with opportunities to present their views and ideas on how the school may be improved, and pupils know that their views are valued and often acted upon. Teachers seek the views of other pupils through class discussions, and more informally through incidental conversations.

Partnership with parents, other schools and the community

The school has **very good** links with parents and other schools. **Good** links have been established with the community which are continuing to be developed.

Main strengths and weaknesses

- Parents are very pleased with the school and the way in which the school involves them in the decision making process.
- The school provides parents with very good quality information on a regular basis.
- The school has very good links with other schools which are constantly developing.

Commentary

24. The school provides parents with very good quality information about the school by means of the prospectus, the governors' annual report to parents and monthly newsletters. Parents' views are regularly sought, and where appropriate are acted upon, giving the parents a real sense of ownership and of working in partnership with the school. The surveys that the school has sent out have been very well received, and parents' responses have helped to inform school policies. Parents receive regular information about the work their children are studying.
25. Most parents make a significant and positive contribution to their children's learning by ensuring good attendance, supporting their children with homework tasks, helping to promote positive behaviour, and by the support that they provide through the Friends of the School Association. A good number of parents help in class. Some are undertaking GNVQ qualifications in childcare with the support of the school. Teachers and support staff make themselves available to parents at the beginning and end of the school day, and as a result, relationships between parents and staff are warm and cordial and are based on mutual respect and trust. Parents are appreciative of these efforts and of the very warm reception they receive when they come into school. The vast majority of parents are very pleased with the school and in particular with the quality of teaching, their children's progress, and the influence of the headteacher.
26. The school has good links with the community especially with its partner church. Visiting speakers from the community, including members of the emergency services, and representatives from different faith groups and minority ethnic groups, make a significant contribution to pupils' learning. Local Brownie and karate groups make use of the school hall and the headteacher has firm plans to develop the use of the school by community groups by introducing ecclesiastical and adult education facilities.
27. The school has very good links with other schools in the area. Within the primary cluster, headteachers and co-ordinators share experiences and provide mutual support. Pupils have the opportunity of joining the cluster mathematics masterclass and of participating in the area athletics event. Academic and social exchanges with the local Roman Catholic school extend the school's influence in the community. Although as yet there are no Year 6 pupils, the school has developed very strong links with two local secondary schools which provide support through their special educational needs specialists, offer workshops in numeracy and literacy, and support pupils in a variety of musical activities. The school welcomes student teachers in training.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The leadership and management of the headteacher are **very good**. The governance of the school is **good**. The leadership and management roles of key staff are in the early stages of development and are **satisfactory** overall.

Main strengths and weaknesses

- The headteacher has led the school forward very well in a short period of time, and has a clear vision for its future and continued development.
- The leadership and management of the Foundation Stage are very good.
- There is a very strong team spirit amongst staff, and a shared commitment to providing the best possible education for the pupils.

- The Governing Body has provided very good support and guidance during the setting up of the new school and effectively carries out its duties.
- The headteacher and deputy headteacher have effectively monitored teaching and learning enabling them to quickly identify priorities for whole-school development.
- The monitoring role of subject co-ordinators and governors is at an early stage of development.

Commentary

28. The leadership and management of the headteacher are very good, and are characterised by very high levels of energy and enthusiasm, very good strategic planning, and a genuine desire for all pupils to achieve their potential. The headteacher has a very clear vision for the future development of the school, and has already put many of the 'stepping stones' in place. He has built up a very strong team spirit amongst staff, and all show very good levels of flexibility and good humour as they deal with the unavoidable difficulties associated with starting up a new school. The headteacher has a collaborative style of leadership, and is keen to involve the staff, governors, parents and pupils in the decision making process. Nevertheless, he is not afraid to take key decisions himself, and sets clear parameters and expectations for all those who work alongside him.
29. The headteacher and deputy headteacher have made a good start in monitoring the quality of teaching and learning so that common practice can be established, and so that strengths and weaknesses in the school's provision can be identified. The monitoring has been successful in setting out the expectations of the senior management team for staff, and in ensuring a good degree of consistency in terms of the implementation of school policies such as those for the management of behaviour and the provision for pupils with special educational needs. Currently subject leaders have several areas of responsibility. Their leadership and management roles are satisfactory, and are developing well, but few have any experience of monitoring classroom practice, and this is an area where the headteacher has already identified a training need. The leadership and management of the Foundation Stage are very good.
30. The Governing Body was exceptionally proactive during the period when the new school was being built, and continues to be very supportive of the staff and headteacher as the school grows to its full capacity. Governors show very good levels of drive and commitment, and offer a very good range of expertise and experience, although some are new to the role of governor. The Governing Body works very well together as a team, and its role as 'critical friend' to the headteacher is developing well. The Governing Body fulfils its statutory duties, and has taken a good lead in drawing up policy documents. Governors regularly visit the school, but their monitoring role is in the early stages of development, Although governors make informal reports to the full Governing Body, they do not maintain formal records of their visits. Governors have been fully involved in drawing up the School Improvement Plan, and there are regular reviews of the school's progress towards the agreed targets.
31. Arrangements for both setting and monitoring the budget are effective, and rigorous arrangements are in place for justifying changes to spending plans. A strategic decision has been taken to hold larger than normal reserves to maintain the flexibility needed to respond to the uncertainty over how fast the school is likely to grow over the next few years. Current budget projections indicate that these reserves will be almost halved during the next academic year.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	364 945
Total expenditure	337 203
Expenditure per pupil	2 969

Balances (£)	
Balance from previous year	42 591
Balance carried forward to the next	70 333

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **very good**.

Main strengths and weaknesses

- Teaching in the Nursery and Reception classes is very good overall, and is often inspiring and exciting.
- Children of all abilities achieve very well, and make particularly good progress in their personal, social and emotional development.
- The curriculum for the Foundation Stage children is very good and fully meets the needs of these young children.
- Assessment systems are very good, and link closely to teachers' planning.
- The Foundation Stage co-ordinator provides very good leadership.
- The children have very positive attitudes to school and to work and are very happy in their learning.
- The outside area is a very good resource, but the main Nursery and Reception classrooms are cramped.

Commentary

32. The children's attainment when they join the Nursery class is average overall. They achieve very well, and by the end of the Reception year attain beyond the expected level in communication, language and literacy, mathematical development and knowledge and understanding of the world, and well beyond the expected level in personal, social and emotional development. In creative development and physical development, children attain the expected level by the end of the Foundation Stage.
33. Teaching is very good overall, and has some excellent features. There is a very good balance between activities that the children choose themselves and those that are led by an adult. The children have access to a very good range of exciting activities, and the curriculum for the Foundation Stage children is very good. Very good use is made of ongoing assessment to track the children's progress and when planning the next stage of the children's learning. The Nursery and Reception staff have developed very good links with parents, and strive hard to involve them fully in the education of their children. The Foundation Stage is very well led and managed by an experienced and very enthusiastic co-ordinator.

Personal, social and emotional development

The provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children show very good levels of concentration, interest and independence.
- Teachers make excellent use of incidental learning opportunities that arise during the course of the day.
- Children of all ages and abilities achieve very well, and have a very secure start to their education.

Commentary

34. Children of all ages achieve very well in this aspect of their learning, and many exceed the Early Learning Goals by the end of the Reception year. Teaching is very good, and excellent use is made of incidental opportunities that arise during the course of the day to illustrate key teaching points such as the importance of sharing, being kind, and helping one another. The staff establish very clear classroom routines so that the children know exactly what is expected of them, and so that they settle in quickly to the rhythm of school life. Independent learning skills are very well promoted, and the children are encouraged to select their own resources, and to tidy up after themselves. In both the Nursery and Reception classes there are very good opportunities for the children to make choices and decisions. By the end of the Reception year, many of the children show very good levels of confidence and self-esteem, and the vast majority are very well behaved. They concentrate well for long periods of time, and take a very good interest in all activities. The children work well both independently and in small groups, and are mostly tolerant and respectful of their classmates.

Communication, language and literacy

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

Main strengths and weaknesses

- Early writing skills are very well taught, and by the end of the Reception year many children write independently and at length.
- Classrooms provide very lively and attractive language rich environments.
- Reading diaries are an excellent means of communication between home and school.

Commentary

35. Very good emphasis is placed on developing early reading, writing and speaking skills, and children throughout the Foundation Stage achieve very well in this area of learning. By the end of the Reception year, many of the children attain beyond the Early Learning Goals, and overall their attainment is above the expected level for their age. Teaching is very good, and staff are skilled in the way in which they extend the children's spoken language through ongoing but unobtrusive dialogue about the activities in which they are involved.
36. From when they join the Nursery, reading is promoted as a social and pleasurable activity. Children share books with the staff, and are encouraged to 'read' independently. By the end of the Reception year many children are independent readers who show a good awareness of the link between the text and the pictures, and who are keen to talk about their favourite characters. The reading diaries are an excellent means of communication between home and school, and are used exceptionally well by staff to interact with the children about their reading. For example, teachers often write short letters to the children asking them to draw a character from the book they are reading, or to practise a letter shape in their diaries.
37. Very good emphasis is placed on the children developing writing skills. In the Nursery, staff are very effective in the way in which they help the children to develop pencil control, and to learn how letters are formed. By the end of the Foundation Stage, many children are keen to write independently, and the highest attaining children write at great length as they retell stories, or write about events in their lives. Staff work hard to provide a very exciting and language rich environment for the children and to make activities as exciting as possible so that the children are keen to learn.

Mathematical development

The provision for mathematical development is **very good**.

Main strengths and weaknesses

- Teachers provide a rich and varied range of practical activities which are pleasurable and exciting for the children.
- Adults make very good use of incidental learning opportunities that arise during the course of the day.
- Higher attaining children are very well challenged, and very good support is provided for lower attaining children.

Commentary

38. The teaching of mathematical development is very good and children of all abilities achieve very well in this area of learning. By the end of the Foundation Stage, the children's attainment is beyond the expected level for their age. Teachers provide a very good range of activities that enable the children to consolidate their learning, and to gain a secure understanding of mathematical concepts. Very good use is made of mathematics throughout the day, as children are encouraged to count, measure, and use mathematical vocabulary during their structured play activities. Adults use questioning very well to challenge the higher attaining children in their thinking, and provide very good additional support for those who find mathematics more difficult. By the end of the Foundation Stage, most children show good levels of confidence, and have a positive and enthusiastic approach to mathematical activities.

Knowledge and understanding of the world

The provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Classrooms provide very rich and stimulating learning environments for the children.
- Adults very effectively promote the children's curiosity in the world around them, and encourage the children to acquire and use new vocabulary.

Commentary

39. By the end of the Foundation Stage, the children's attainment is above the expected level in terms of their knowledge and understanding of the world. Teaching is very good, enabling children of all abilities to achieve very well from their different starting points. Adults place great emphasis on the children learning through structured play activities which encourage them to find things out for themselves, and which stimulate their imaginations and foster their curiosity about the environment. Teachers go out of their way to make activities exciting for the children, such as when they bury 'treasure' in the sand pit, which the children search for using metal detectors. Classrooms are very exciting, and contain a wide range of practical activities. Teachers and classroom assistants are very effective in the way in which they interact with the children when they are at work, encouraging them to make simple predictions, and extending their vocabulary so that they can explain their ideas clearly. The children in the Reception and Nursery classes have regular access to computers and their skills are above the expected level for their age. The children are confident about using technology such as

listening centres. The school meets statutory requirements in terms of teaching religious education to the Reception children.

Physical development

The provision for physical development is **very good**.

Main strengths and weaknesses

- Teachers provide a very good range of activities which effectively promote the children's gross and fine motor skills.
- There is a good combination of formal lessons, and 'free-choice' activities.

Commentary

40. By the end of the Foundation Stage, most children are at the expected level in their physical development. Children of all ages achieve very well, especially in terms of their control of small objects. Teaching is very good, and there is a very good balance of direct teaching and the children learning through their own experience. Formal 'physical education' lessons enable the clear teaching of skills, such as balancing, skipping, hopping and jumping, and provide very good opportunities for the children to watch the work of their classmates. These sessions are complemented very well by the daily opportunities for the children to play outside using a variety of equipment designed to enhance their gross motor skills, and to raise their spatial awareness. Nursery and Reception children have many opportunities to manipulate small pieces of equipment, and very good support from adults helps them to acquire new skills, and to refine their control of pencils, brushes and scissors.

Creative development

The provision for creative development is **good**.

Main strengths and weaknesses

- Teachers are very imaginative, and provide very good resources for the children.
- Role play areas in both the Nursery and Reception classrooms are used very well by the children who take part in imaginary play in a very enthusiastic manner.
- The cramped classrooms limit the range of art and craft activities that teachers can set up on a daily basis.

Commentary

41. By the end of the Foundation Stage, the children's attainment is at the expected level in terms of their creative development. There are particular strengths in the way in which they enter into role play activities. Teaching is very good, enabling children of all abilities to achieve very well. In both the Nursery and Reception classes, adults provide a very good range of resources which stimulate the children's imaginations, and which encourage them to explore. Role play areas in both classrooms contain an exciting selection of dressing up clothes which the children are very keen to don. Adults enter wholeheartedly into role play activities, and as a result, even the more timid children show very good levels of confidence as they enact stories and create imaginary situations. Children have daily access to painting and drawing materials, but the cramped conditions in the classrooms make it difficult for teachers to offer the wider range of creative activities that they would like to provide. The children show

satisfactory levels of interest in music activities, and have regular access to a good range of musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' attainment is well above national expectations at the end of Key Stage 1.
- Overall teaching is very good enabling pupils of all abilities to achieve their potential.
- Pupils have positive attitudes which impact positively on their overall achievement and attainment.
- Good use of data analysis and assessment information has enabled the school to focus on aspects of the subject that can be improved still further.
- Information and communication technology is used well to support teaching and learning.
- The monitoring role of the co-ordinator is in the very early stages of development.

Commentary

42. On the basis of the 2003 end of Key Stage 1 national test results, pupils' attainment in reading is well below the national average, and well below average in comparison with similar schools. In writing, pupils' attainment is below the national average and well below average in comparison with similar schools. The inspection findings indicate that the attainment of the current Year 2 pupils is well above national expectations in both reading and writing. These findings are supported by the results of the 2004 Key Stage 1 national test results. The significant difference between the inspection findings and the 2004 test results, and the 2003 test results is attributable to several factors. At the time of the 2003 tests, the Year 2 pupils had only been in the school for a very short time, and were still settling into new routines, and becoming accustomed to their teacher. The current Year 2 pupils have mostly attended the school for over one year, and have benefited from consistently good teaching in that time. The school currently has no Year 6 pupils and therefore no judgements can be made about attainment at the end of Key Stage 2.
43. Throughout the school, pupils of all abilities and ages achieve very well from their different starting points. Good assessment procedures ensure that higher attaining pupils are well challenged, and that lower attaining pupils, and those with special educational needs, receive the additional support they need. Throughout the school, the pupils' very good attitudes to learning have a very positive impact on their attainment and achievement.
44. In both key stages pupils' speaking and listening skills are well above the expected level, and pupils express themselves clearly, using a good vocabulary. Pupils of all ages and abilities enjoy reading, and achieve very good standards in this aspect of their work. Writing is an ongoing target for development in the school. Standards in writing are well above national expectations at the end of Key Stage 1, but although pupils achieve very well in Key Stage 2, their overall attainment is much more varied, as in this key stage new pupils are arriving on a regular basis, and the impact of the very good teaching seen during the inspection is not yet evident in the work of the pupils who have joined school most recently.

45. The quality of teaching and learning overall is very good. Assessment information is used well to ensure that activities are closely matched to pupils' levels of ability. Teachers share learning objectives with the pupils so that they know what is expected of them, and where the best teaching occurs, pupils are encouraged to evaluate the extent of their learning in the light of the lesson objectives. This very good practice helps the pupils to gain insight into how they can improve their work further. Lessons proceed at a good pace, although some lessons are over-long. Classroom assistants are used very well to support groups of pupils and individuals, but currently the amount of support available is limited. Information and communication technology is used very well by teachers to enhance the presentation of their lessons, and by pupils who use computers for drafting and editing their written work. Relationships between teachers and pupils are very good, as a result pupils of all abilities feel confident about expressing their ideas. The quality of marking is satisfactory, but variable. At its best, marking celebrates the pupils' achievements and gives pointers for further improvement.
46. The subject is satisfactorily led and managed by a knowledgeable and enthusiastic co-ordinator. Her role as subject leader is in the very early stages of development, and although she has set a clear agenda for how the subject can be improved further, she has not yet taken a significant part in the monitoring of classroom practice or the sampling of pupils' work. These activities have been successfully carried out by the headteacher and the deputy headteacher and the outcomes have been used well to identify whole-school areas for development. Good assessment systems are in place for tracking and monitoring the pupils' attainment and progress as they move through the school.

Language and literacy across the curriculum

47. Pupils use their literacy skills very well in their work in other subjects. Very good opportunities for class and group discussions develop the pupils' speaking and listening skills across a wide range of contexts. Pupils throughout the school use books well for research, and have very good opportunities to write in a variety of different genres.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils throughout the school achieve well from their different starting points.
- Standards at the end of Key Stage 1 are well above national expectations, and there are particular strengths in the pupils' understanding and knowledge of number.
- Teachers are often effective in the way in which they challenge higher attaining pupils.
- Good assessment procedures are used well to ensure that work is closely matched to the needs of individual pupils
- The co-ordinator has a clear overview of the subject but her monitoring role is in the early stages of development.
- Information and communication technology is used well to support pupils' learning.

Commentary

48. On the basis of the 2003 National Curriculum test for Year 2, pupils' attainment is well below the national average and well below average in comparison with similar schools. These results are a little misleading because the pupils involved had only been at the school for a very short time, and had barely settled into the new routines. The inspection findings indicate that standards at the end of Key Stage 1 are well above national expectations, and reflect the 2004 national test results. The current group of Year 2 pupils have had a much more stable start to their education, and have benefited from consistently good teaching. No judgements can be made about standards at the end of Key Stage 2 as there are currently no Year 6 pupils at the school.
49. Pupils of all ages and abilities achieve well. Good support for pupils with special educational needs enables them achieve their individual targets and to take a full part in lessons. Higher attaining pupils are often well challenged, and open-ended tasks stretch them in their thinking. By the end of Year 2 pupils have very good number skills, and a very secure grasp of place value. Pupils throughout the school have good mental arithmetic skills, and higher attainers are very fast in coming up with answers to quite complex mathematical questions. Pupils have a good understanding of aspects of shape, space and measure.
50. Teaching and learning are good overall. Lessons proceed at a good pace and tasks are well matched to pupils' ability and prior attainment. Lessons are well organised and resourced, and information and communication technology is well used to reinforce pupils' learning. Where teaching is at its best, teachers go to a great deal of trouble to make lessons interesting, thereby effectively maintaining the pupils' interest and motivation. Introductory mental arithmetic sessions are usually used very well to advance pupils' skills, but occasionally, teachers do not involve all pupils. Relationships between teachers and pupils are very good in all classes and as a result, pupils have high levels of self-esteem and are very willing to contribute to classroom discussion. Teachers have high expectations of their pupils and pupils' very good attitudes and behaviour make a significant impact on their learning.
51. The enthusiastic co-ordinator provides satisfactory leadership and management for mathematics. She has a good grasp of the strengths and weaknesses in the subject, but her monitoring role is still in the early stages of development. The co-ordinator has set a clear agenda for the future and further development of the subject. Good procedures are in place for assessing pupils' attainment and for tracking their progress, although the practice of setting individual targets for pupils is not consistent yet throughout the school.

Mathematics across the curriculum

52. Mathematics is used well to support pupils' learning across the curriculum. Pupils have good opportunities to use measuring and estimating skills in their work in science and design and technology. They use their graphical skills effectively in a range of subjects and confidently construct line graphs and pictograms.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Key Stage 1 are well above national expectations.
- Pupils throughout the school achieve well, although the writing tasks for higher attaining pupils are not always sufficiently challenging.
- Teaching is good, and teachers place good emphasis on the pupils learning through first-hand practical experience.
- The co-ordinator has a clear vision for the future development of the subject, but her monitoring role is in the very early stages of development.
- Information and communication technology is used well by pupils and staff.

Commentary

53. The 2003 end of Key Stage 1 teacher assessments show that the pupils' attainment is above the national average with all pupils attaining the expected Level 2, and about one third of pupils attaining the higher Level 3. The inspection findings show that the attainment of pupils at the end of Key Stage 1 is well above national expectations, and these findings closely match the 2004 end of year teacher assessments. There is some discrepancy between the 2004 teacher assessments and the inspection findings, and the 2003 teacher assessments which can be attributed to the fact that the 2003 group of Year 2 pupils had only been in school for a very short time before the assessments were carried out, and were not fully settled into the routines of the school. The current Year 2 pupils have been in school for over one year and have benefited from much good teaching in that time. At the time of the inspection there were no Year 6 pupils, and it is not possible therefore to make a judgement about attainment at the end of Key Stage 2.
54. Pupils throughout the school achieve well from their different starting points, although at times, higher attaining older pupils in the mixed age classes are not sufficiently stretched by some of the recording tasks. Pupils of all ages and abilities make especially good progress in terms of developing scientific enquiry skills. They approach investigations with enthusiasm and a good sense of method and purpose. Year 2 pupils have a very secure understanding of fair-testing, and make sensible predictions based on their previous experience. Throughout the school pupils have a good scientific knowledge, and they use scientific vocabulary well to explain their ideas.
55. Teaching and learning are good overall. Teachers prepare lessons well, and are very effective in the way in which they encourage pupils to find things out for themselves. Very good use is made of discussion sessions to check the pupils' understanding and to extend the learning of higher attaining pupils through the use of challenging open-ended questions. However, at times the demands of the written work for older pupils in mixed age groups is not sufficiently challenging. Lessons are well paced and contain a good mix of activities that capture and hold the pupils' interest and attention. Where teaching is at its best, teachers make very good use of information and communication technology, both to enhance their teaching and to enliven the pupils' learning. Pupils have very positive attitudes to science, and are keen to take part in practical activities. They work very well together in small groups, sharing ideas, and reaching joint decisions about their work. Relationships between teachers and pupils are very good

in all classes, and as a result, pupils are not afraid to make suggestions or to share their ideas.

56. The leadership and management of the subject are satisfactory overall. The co-ordinator leads the subject with very high levels of enthusiasm and commitment. However, her monitoring role is at the early stages of development, and she has had little experience of monitoring teaching and learning. Because the school is so new, much of the monitoring that has taken place has been carried out by the senior staff. This monitoring has provided a good basis for whole-school development in the early stages of the school's life, and has helped to set a clear agenda for continued improvement. Assessment systems are in the early stages of development, but a good start has been made in developing systems that will, in the fullness of time, enable the school to track and monitor pupils' progress and attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Key skills are taught well in all classes, enabling pupils to achieve well.
- There are particular strengths in the word-processing skills of Year 2 pupils.
- Pupils make good use of information and communication technology skills in their work in other areas of the curriculum.
- The school benefits from a good number of high quality computers, and a newly refurbished computer suite.

Commentary

57. Standards in information and communication technology are above national expectations at the end of Key Stage 1 and all pupils, including those with special educational needs, achieve well. No judgements can be made about standards at the end of Key Stage 2 as there are currently no pupils in Year 6. The achievement of Key Stage 2 pupils is good.
58. By the end of Year 2 pupils use computers confidently and competently and have good keyboard skills. Pupils have very good word processing skills, open and close files and store and print their work. Pupils use computer graphic packages effectively to create pictures. They show good levels of confidence when they collect and present data in different forms and accurately program the floor robot. Pupils throughout the school have a good understanding of the capacity of information and communication technology in the world today.
59. Teaching and learning are good. Teaching builds progressively on pupils' skills and understanding, and ongoing assessment is used well by teachers when planning the next stage of the pupils' learning. Pupils are very well managed in the computer suite and work very co-operatively in pairs on tasks that are well matched to their abilities. Lessons proceed at a good pace and the set tasks interest pupils and maintain their attention. Teaching assistants make a significant and positive impact on pupils' learning and very good support for individual pupils ensures that all are able to take a full and active part in lessons.

60. The leadership and management of the subject are satisfactory. The curriculum co-ordinator is experienced and has a good knowledge of what is required. She is taking a very good lead in developing the subject, and in ensuring that staff and pupils use the full range of information and communication technology to enhance the quality of teaching and learning. Satisfactory assessment procedures are in place but they have not yet been in practice long enough to have their full impact on raising standards still further. Pupils' work is reviewed on a regular basis but there has been little opportunity for the co-ordinator to monitor classroom practice.

Information and communication technology across the curriculum

61. Good use is made of computers to support and enhance pupils' learning across the curriculum. Pupils throughout the school make particularly good use of computers for word-processing and for producing different types of graphs.

HUMANITIES

Religious education was inspected by an independent inspector appointed by the Diocese.

The inspection focused on the inspection of **history**. Little work was seen in **geography**, and it is therefore not possible to make a judgement about the overall provision. However, too little time is allocated to the subject in most classes, and this reduces the opportunities for pupils to study topics in depth.

History

Provision in history is **good** overall and has some very good features.

Main strengths and weaknesses

- Standards in history are above national expectations by the end of Key Stage one.
- Pupils' achievement is satisfactory overall, and good in individual lessons.
- Very good use is made of 'theme' days to support and enhance pupils' learning.
- Teachers provide very good opportunities for the pupils to develop speaking, listening and writing skills.
- Currently too little time is given to the subject.
- The monitoring role of the co-ordinator is at an early stage of development.

Commentary

62. Standards in history are above national expectations at the end of Key Stage 1. No judgements can be made about attainment at the end of Key Stage 2 as there are currently no Year 6 pupils in the school. The pupils' achievement is satisfactory overall, but could be even better if more time was given to the subject enabling a wider breadth of topics to be covered in more depth. Within individual lessons, pupils often achieve well, because of good teaching which successfully advances their knowledge and understanding, and which helps them to acquire a good range of historical skills. Throughout the school pupils demonstrate a secure grasp of the main facts of the topics. As they move through the school they learn to distinguish between primary and secondary sources of evidence and are aware that there are different opinions about historical events.

63. Teaching and learning are good overall, and some very good teaching was seen during the inspection. Pupils are provided with good opportunities to develop extended writing on historical topics, and teaching is very effective in developing cross-curricular links with other subjects. This was particularly evident during the inspection when Year 2 and Year 3 pupils took part in a Viking Day which culminated in a Viking Feast that the pupils had prepared. Pupils have very positive attitudes to history, and work very well together on joint tasks. They use their literacy and information and communication technology skills to good effect as they carry out research, and show a keenness in finding out about the past.
64. The leadership and management of the subject are effective. However, the monitoring role of the co-ordinator is in the early stages of development, and there is still more work to be done to ensure that the co-ordinator has a clear overview of how the subject is being taught in all classes. Assessment systems are satisfactory, but are at the early stages of implementation and are not yet fully impacting on standards or achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on the provision in **music**. Not enough evidence was collected to make secure judgements about the provision in **art and design, design and technology** or **physical education**. The art and design work displayed around the school is of at least a satisfactory standard, and some good art work is on display, showing good progression in the pupils' skills of drawing and painting. In design and technology, pupils have a satisfactory understanding of the design process. In physical education, pupils take part in a suitably broad range of activities that is extended through the provision of extra-curricular activities. Currently too little time is given to art and design and design and technology, although a good amount of time is allocated to physical education. Co-ordinators are in place for all subjects, and have made a good start in developing their role in terms of guiding and supporting colleagues. Their monitoring role is at an early stage of development, and is an area identified by the school for future development.

Music

The provision for music is **satisfactory**.

Main strengths and weaknesses

- Pupils take part in a broad range of musical experiences and show very good levels of enthusiasm.
- There are good opportunities for pupils to listen to and appraise a wide range of music from different cultures.
- Teachers do the best they can, but there is no specialist on the staff, and some teachers lack confidence and expertise.
- Not enough time is given to the subject.

Commentary

65. Pupils' attainment is at the expected level for all age groups. Pupils make satisfactory progress, and take part in a suitably broad range of activities. However, not enough time is given to the subject, and as a result, pupils do not have enough opportunities to practise the skills they have learned, or to explore and develop new ideas when they are involved in composing activities. Pupils' listening skills are well developed, and are

enhanced through the good use of incidental listening opportunities, such as the start and end of assemblies, when pupils have the chance to listen to a wide range of music from different cultures. Pupils of all ages sing tunefully, both unaccompanied and when accompanied by the guitar. Most pupils have a good sense of rhythm and pitch, and a developing sense of the purpose of notation to record their compositions. Pupils have some good opportunities to take part in class composing activities, but too few opportunities to compose their own music in groups, or on an individual basis.

66. No teaching was seen in Key Stage 1 during the inspection. In Key Stage 2, teaching and learning are satisfactory overall. Within lessons, teachers provide a good variety of different activities which successfully capture and maintain the pupils' interest. Very good relationships ensure that the pupils are unafraid of voicing their opinions, and are keen to take a full and active part in whole-class lessons. At times however, there is too much direction by the teacher, and not enough opportunities for the pupils to devise their own compositions. Teachers prepare lessons thoroughly, and use resources well to enhance teaching and learning. Pupils are very responsive, and are prepared to evaluate the quality of their work, and to take on board the teachers' suggestions for improvement.
67. The subject is satisfactorily led and managed. However, it is not a current priority for development, and the co-ordinator has not yet had the opportunity to critically evaluate teaching and learning, or to gain an overview of how music is taught throughout the school. Although the school is using a scheme of work to ensure continuity in the pupils' learning, the scheme does not provide enough support or ideas for non-specialists. At times teachers lack the necessary expertise to advance the learning of highest attaining pupils, and the confidence to let the pupils have more freedom in their learning. Satisfactory assessment systems are in place which, in the fullness of time, will enable the school to track the progress of individual and groups of pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. The school provides a satisfactory programme of personal, social and health education and citizenship. Pupils have regular opportunities to study aspects of personal, social and health education and citizenship through timetabled lessons, and through whole-school activities such as assemblies. However, the school does not yet have a coherent and structured scheme of work for personal, social and health education and citizenship, and teachers currently select their own topics for the pupils to study. Good levels of informal discussion amongst staff ensure that topics are not duplicated, and the co-ordinator has firm plans to develop the provision further.
69. There is a strong sense of community within the school, and pupils are encouraged to play a role in its life and work, and to develop a sense of responsibility for their own learning, well-being and happiness and that of others. The School Council is a strong forum where pupils can express their ideas, and discuss pertinent issues. Relationships between adults and pupils in the school are very good and as a result, pupils have very good levels of confidence and self-esteem, and a feeling of self-worth.

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	N/A
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).