

INSPECTION REPORT

ST GEORGE'S ROMAN CATHOLIC PRIMARY SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102038

Headteacher: Mrs P Alder

Lead inspector: Mr J Donnelly

Dates of inspection: 15th – 19th September 2003

Inspection number: 257660

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	543
School address:	Gordon Road Enfield Middlesex
Postcode:	EN2 0QA
Telephone number:	(0208) 363 3729
Fax number:	(0208) 367 2275
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Morden
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

St George's Roman Catholic School caters for pupils aged four to 11. It is situated in north-east London on the outskirts of Enfield town. The area is one of favourable social and economic conditions. This is a three form entry school and, with 575 pupils on roll, is much larger than the average sized primary school nationally. The school has similar numbers of boys and girls on roll. Attainment on entry is above the national average. There are two pupils with English as an additional language, which is very low in comparison with all schools nationally. The majority of pupils come from a white British or Irish heritage with small proportions from other ethnic backgrounds, including European, African and Indian. The number of pupils eligible for free school meals is very low. The number of pupils entering and leaving the school other than at the normal times is very low. There are a few pupils (11 per cent) with special educational needs; this figure is well below national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Physical education
9173	S McDermott	Lay inspector	
2756	M Barron	Team inspector	Mathematics Citizenship Geography History
23721	H Gibson	Team inspector	Provision for pupils with special educational needs English Music
20963	J Keiner	Team inspector	Provision for pupils with English as an additional language Science Information and communication technology
23010	L Watson	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and technology

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	
AREAS OF LEARNING IN THE FOUNDATION STAGE	15 - 16
SUBJECTS IN KEY STAGES 1 AND 2	17 - 23
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St George's is a very good school, with many very effective features. Standards are above average overall. Teaching and learning are very good and as a result all pupils achieve well. Pupils are very well prepared for their next stage in learning. The leadership and management are very good and the school provides very good value for money.

The school's main strengths and weaknesses are:

- In the national tests in 2002, standards in English, mathematics and science at the end of Year 6 were in the top five per cent of schools.
- Standards in physical education, history and music are above average overall, as are those in art and design for pupils in Years 3-6.
- The few pupils with special educational needs achieve well as a result of a very good, relevant curriculum.
- Teaching and learning are very good.
- The range of extra-curricular activities is very good.
- Pupils' social, moral and personal development is very good.
- The relationships between staff and pupils are excellent.
- The vision and leadership of the headteacher are of high quality.
- Pupils are not always sufficiently involved in evaluating their own learning at the end of lessons.

How the school has changed since its last inspection

Since the previous inspection in 1998, **the school has made good progress overall**. The headteacher and senior management team have successfully addressed the weaknesses and the key issues have been identified. The provision for information and communication technology is greatly improved.

STANDARDS ACHIEVED

The achievement of all pupils is good. By the end of the reception year, children's standards are above average and they achieve well in all areas of learning except their knowledge and understanding of the world and their creative development, where standards are average. By the end of Year 2, achievement continues to be good and this is maintained until the end of Year 6.

Standards in English, mathematics and science at the end of both Year 2 and Year 6 in the national tests in 2002 were very high. Standards in lessons are slightly lower, but still above average overall; this is because the inspection took place just two weeks into the new school year and pupils and staff were establishing clear routines and learning patterns. Overall, all groups of pupils are achieving well.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A*	A*	A*	A*
Mathematics	A*	A*	A*	A*
Science	A*	A*	A*	A*

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

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

In all indicators, in 2002 the school performed in the top five per cent of schools nationally.

There is very good attendance and punctuality and there have been no exclusions. Pupils show very good behaviour and attitudes to school and learning. The pupils' spiritual, moral and social development is very good and their cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall. Strengths include the teachers' good planning and subject knowledge and their good strategies for managing behaviour, which are consistently applied across the school. Teachers and pupils display mutual respect for each other and the pupils learn effectively. Teachers know and assess pupils' learning well.

The curriculum is very good and ensures that pupils develop very well academically, socially and morally so that when they leave the school they are very well prepared for secondary education. The overall accommodation is good, as is the quality of resources. The school is very successful in ensuring pupils' welfare and health and safety. The school has good links with parents and the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher, key staff and governors are very good. The headteacher provides very focused vision and direction and leads the school very effectively.

The governors, senior managers and subject leaders have a very good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching even further. Teamwork and collaboration between staff are at a very high level.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They feel their children are very well prepared for the next stage of their learning. The pupils really enjoy school. They are particularly enthusiastic about the clubs before, during and after school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Involve pupils more in their evaluation of their learning, by setting individual targets to raise their expectations further, and develop pupils' thinking skills across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils achieve well. The good achievement of children in the reception classes continues through to Year 2 and is maintained until the end of Year 6, where standards in the national tests in comparison to similar schools were in the top five per cent of schools nationally. The few pupils with special educational needs achieve well as a result of a very good, relevant curriculum.

Standards in English, mathematics and science at the end of Year 6 in the national tests in 2002 were high. Current standards are above average in English, and well above average in mathematics and science. Standards in Year 2 and Year 6 in physical education, history and music are above average overall, as are standards in art and design for pupils in Years 3-6.

Strengths and weaknesses

- Children's good achievement in all aspects of their learning in the reception class.
- Pupils' good achievements and above average standards in English, mathematics, science, physical education and music throughout the school and in art and design in Years 3-6.
- High standards in the national tests at the end of Year 6.
- The good progress made by pupils with special educational needs, and the more able, gifted and talented pupils throughout the school.
- The good progress by pupils for whom English is an additional language.
- Pupils are not set individual targets in literacy or numeracy to help them improve their learning further.

Commentary

1. The overall provision for children in the reception classes is good and has improved since the last inspection. By the end of the reception year, children's standards are above average in all areas of learning except their knowledge and understanding of the world and their creative development, where standards are average. The quality of teaching and learning is consistently good, and the curriculum has been significantly improved, as has the quality of the resources.
2. Standards at the end of Year 2 in the national tests are well above average overall.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	17.7 (16.9)	15.8 (15.7)
Writing	15.9 (15.8)	14.4 (14.3)
Mathematics	18.1 (17.9)	16.5 (16.2)

There were 90 pupils in the year group. Figures in brackets are for the previous year.

3. Standards at the end of Year 6 are well above average nationally and the trend in the school results over the last four years is above the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	31.6 (30.8)	27.0 (27.0)
Mathematics	31.4 (31.0)	26.7 (26.6)
Science	31.8 (32.2)	28.3 (28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

4. In the work they currently do, throughout the school the pupils do well in all subjects except ICT, geography and design and technology, where they achieve satisfactorily. This overall good level of achievement applies equally to different groups of pupils. The teaching motivates the pupils and mostly gets the best from them. Another strong factor promoting achievement is the broad and stimulating curriculum that the school provides backed by an impressive range of extra-curricular clubs. The leadership and management of the school keep their finger on the pulse of standards and strive to improve them further.
5. Pupils with special educational needs achieve well in relation to their capabilities and learning targets. Analysis of the school's year-on-year assessment data and national test results shows that almost all of these pupils reach comparable standards with those of their classmates in all subjects except English.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and behaviour are very good throughout the school and they have developed excellent relationships with adults and each other. Their spiritual, moral and social development are very good and their cultural development is good, making these aspects of pupils' personal development very good overall. Attendance and punctuality are both very good.

Main strengths and weaknesses

- Pupils' very good attitudes towards learning help them to achieve well and make good progress.
- Pupils enjoy coming to school and their very good attendance and punctuality reflect this.
- Because of the school's positive ethos, the pupils' relationships with others are excellent, and this is reflected in pupils' very good behaviour, their confidence and their self-esteem.

Commentary

6. Pupils' attitudes towards school are very good, they want to learn and this was evident in almost all lessons observed during the inspection. They are keen and eager and display a high level of interest in school life and the range of activities provided for them. As a result, most pupils achieve well and make good progress. In the few lessons where pupils' attitudes and behaviour are only satisfactory, it is usually because teaching does not maintain interest and tasks set for pupils are not sufficiently matched to their capabilities.
7. Pupils enjoy coming to school and this is reflected in their very good attendance and punctuality. They are very interested in all aspects of school life and the wide range of activities provided for them. However, pupils are given only limited opportunities to take on responsibilities in the school or to be trusted on their own. During discussions, Year 6 pupils spoke very favourably about nearly all aspects of school life yet emphasised they were given few opportunities to research subjects on their own.
8. The school has a positive ethos, firmly based on the Christian faith, but one that takes into account the feelings and beliefs of others. It promotes high expectations of conduct, assumes

that pupils are able to do things well and expects them to do so. As a result, behaviour throughout the school is always very good and pupils display a high level of confidence and self-esteem. Pupils show a very good respect for the feelings and sensitivities of both other pupils and adults. Pupils are polite and courteous and eager to please. As a result, relationships throughout the school between all groups of pupils are excellent.

9. The spiritual, moral and social development of pupils are very good. The school promotes high standards of behaviour and very good principles to enable pupils to distinguish between right and wrong and also expects pupils to be accountable for their actions at all times. Prayer is an important feature of school life and all teachers have had training in prayer and reflection opportunities. As a result, pupils display an increasing knowledge of spiritual awareness as they progress through the school.
10. Pupils are provided with a curriculum which promotes a very good understanding of the culture of both the local and national community. This is supported by a broad range of extra-curricular activities, including after-school clubs and trips to places of interest, such as St Albans and the Isle of Wight.
11. The school has improved pupils' attendance since the last inspection. It has also maintained the very good behaviour and very good provision for the personal development of pupils, which has led to the very positive feelings towards school, as shown in questionnaires the pupils completed.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education overall is very good. The school is very successful in providing a rich and stimulating education for all pupils, which meets their needs very well.

Teaching and learning

Teaching and learning are very good and have improved since the last inspection. Assessment is good overall.

Main strengths and weaknesses

- Teachers have good subject knowledge and as a result pupils learn well.
- Enthusiastic teaching at a good pace keeps pupils engaged in their tasks.
- Pupils are keen to learn and respond well to the challenges the teachers provide.
- Expectations of what pupils can do are high and so they try very hard to meet this standard.
- Very well prepared materials capture the pupils' interest and stimulate discussion.
- Worksheets do not always match the pupils' ability.
- Pupils are not sufficiently engaged in evaluating their own learning.

Commentary

12. **Teaching and learning are very good.** This is mainly responsible for the standards pupils achieve and their good progress. Pupils' work illustrates their good achievement. Teaching seen was of very good quality overall and none was unsatisfactory. Senior staff monitor teaching throughout the school to ensure that teachers' practice reflects the overall guidance and support given to them. This process has been very effective in developing a common understanding of what makes effective teaching. Most teachers have consistently high expectations, which promote very effective learning and greatly influences the pupils' high levels of performance.
13. **The teaching of English and literacy skills is very good.** The teaching of mathematics, especially numeracy skills, is of a similar very high quality. When teaching other subjects, teachers effectively develop the pupils' literacy and numeracy skills. Teachers in Years 1 and 2 give particular attention to early reading and writing skills. Teachers show enjoyment in and enthusiasm for their work and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of pupils with special educational needs and English as an additional language is very good and ensures that some achieve nationally expected levels of performance. The school is effective in meeting the needs of all pupils.
14. Teachers plan their teaching in year teams to a common format, which includes very precise lesson objectives and activities well chosen to achieve the lesson's purpose. The teachers' very clear explanations ensure pupils are equally clear about not only what they have to do, but also why they are doing it. For example, the teacher made very effective use of the final ten minutes in a lesson, when pupils explained to each other what they had been doing and what they had learned as a result. Constant repetition and review of learning objectives ensure that effective learning takes place. Through their skilled use of questions, teachers challenge pupils' thinking, never accepting less than a thoughtful and considered response. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do. Teaching assistants are effective and make a positive contribution to the pupils' good achievements. Homework, particularly for older pupils, is given regularly and makes a good contribution to the high standards attained. Individual targets for learning in literacy and numeracy are not made known to the pupils or parents and the school recognises this as an area for development.
15. The teaching of information and communication technology is good and an improvement since the school was previously inspected. Of particular value is the teaching of basic ICT skills in the purpose-built suite.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (%)	9 (%)	77 (%)	14 (%)	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.

16. Teaching and learning for pupils with special educational needs are good. Teachers know the pupils' learning needs well and brief the class or specialist support staff effectively so that they give the help the pupils need. They often provide modified versions of the tasks set which are right for the pupils' needs. They take care to involve the pupils in answering questions and demonstrating in the lessons so that they enjoy playing an important role in their classmates' learning. The school's part-time specialist teacher for special educational needs also provides very good, targeted English lessons for Year 6 pupils who need support in developing reading and writing.

17. Teachers assess pupils well in most lessons, in many cases making very detailed notes of how pupils are progressing and noting strengths and weaknesses in their knowledge, skills or understanding. Teachers use this to inform their teaching. In lessons more challenging questions are asked of high-attaining pupils and future work is carefully planned on the basis of these observations, so pupils acquire new skills and deepen their knowledge and understanding.

The curriculum

Overall **the school provides a broad, balanced and very relevant curriculum**, which fully meets statutory requirements and has improved since the last inspection. Provision for pupils to develop their investigative skills in science has improved, but opportunities for pupils to develop their strategies for independent learning through targets in literacy and numeracy, investigative skills and thinking skills across the curriculum are limited.

Main strengths and weaknesses

- Very good provision of a broad and balanced curriculum, which enables pupils to learn effectively.
- Very good provision for learning opportunities outside the school day.
- Good accommodation for learning, except for music, which is unsatisfactory.
- Good provision for pupils with special educational needs and for pupils with English as an additional language.
- Good provision for personal, social and health education for all pupils.
- Limited opportunities for pupils to take initiative, learn independently, and develop their investigative and creative thinking skills.

Commentary

18. The good, rich curriculum interests and motivates pupils to achieve well. There is a very good range of extra-curricular activities, including netball, football teams for both boys and girls, a choir, a band and a computer club, that enhances provision. The School Council, with pupil representation, is in its infancy but bodes well for the future involvement of pupils in the decision-making processes of the school. Good schemes of work exist for all subjects, except for science, where the scheme is satisfactory and in a process of development. The good schemes enable teachers in year groups to plan closely as teams and to ensure good curriculum coverage. Good use has been made of both national (e.g. those from the Qualifications and Curriculum Authority) and local schemes of work, and the school has selected aspects of the national literacy and numeracy strategies and applied them judiciously to reflect its philosophy. There is a good range of visitors to the school, including footballers from Tottenham Hotspur, that supports pupils' learning well. All pupils are given the opportunity to visit places like Paradise Park, the National History Museum and Hatfield House, which supports their studies in subjects like history and English, and this provision motivates pupils both to learn and achieve well. The quality and number of teachers and support staff is good.
19. A curriculum weakness is the lack of opportunities for pupils to develop as independent learners, to take initiative and to develop their investigative and thinking skills across the curriculum. While investigative work in science is now adequately taught, opportunities for pupils to work independently as investigators are limited in other areas of curriculum. This is in part because the explicit planning for speaking and listening across the curriculum is limited. Too often pupils' creative and thinking skills are undeveloped when teachers do not plan explicitly for methods and approaches to discussions within classes, and when teaching is over-directed. Similarly, there are limited opportunities for pupils to employ and develop their thinking skills, such as their ability to make evaluations and develop their creative thinking skills, to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes in their work.

20. Provision for pupils with special educational needs and those with English, as an additional language is good. Pupils learn well with adequate support. The school fully meets statute and the pupils' individual education plans are of a good quality in raising rates of progress. The School Council is newly formed and pupils' personal and social development is very well provided for. The quality of learning resources and overall good accommodation is good.

Care, guidance and support

Pastoral care and support are very effective, largely as a result of the strong Catholic ethos in the school. The school has very well organised systems to ensure the practical care and safety of the pupils while in its charge. The extent to which pupils' views are sought, valued and acted upon is satisfactory.

Main strengths and weaknesses

- The provision for health, safety, and welfare of the pupils.
- Support and guidance provided within a strong Catholic ethos.
- Pupils with individual needs are supported very effectively.
- Insufficient stimulation and organisation during the lunchtime break.
- Too few pupils are given sufficient responsibility for evaluating their own learning.

Commentary

21. Welfare procedures are very well organised. Child protection procedures are understood by all staff and followed carefully. The school has very good health and safety procedures overseen by the governing body, headteacher and caretaker. All school trips are assessed well for risk. Pupils with particular medical needs are very well cared for. All staff have high expectations of pupils and they give good guidance in order to help them to improve further.
22. All groups of pupils are cared for well in a well-maintained, clean environment. Their day-to-day comfort needs are met well by the school. Furniture is clean and attractive, and care is taken to display pupils' work attractively. All pupils when surveyed reported that they could go to an adult for help in school. Some younger pupils confide in support staff and they feel confident when in the playground. Parents praise the effective induction procedure, which is staged so staff can welcome small groups into the reception class. This works well.
23. The pupils from ethnic minority backgrounds are fully included in all aspects of school life; all pupils have very good access to the curriculum and their progress is monitored effectively. Pupils with special educational needs and those for whom English is an additional language are well supported in class. All adults have very clear, high expectations regarding standards of behaviour.
24. The School Council was democratically elected last year. However, some pupils feel inadequately involved in the running of the council. Scrutiny of class timetables reveals limited time allocated to periods in which classes can discuss problems or ideas. Older pupils are not allowed to use the library or computer suite unsupervised. This restricts the extent to which they learn to use their initiative or take responsibility for their own learning.

Partnership with parents, other schools and the community

Very supportive parents are a great asset to the pupils' learning. The school regularly consults parents but does not always act on their views. Whilst links with the wider local community are satisfactory, links with the local Catholic community are especially strong and supportive.

Main strengths and weaknesses

- Thorough, frequent information is regularly sent home to parents, although pupils' reports are not always consistent in giving a clear message about individual progress and achievement, with pupils' targets being often too vague.
- Parents are regularly consulted about their opinions.
- Although the school's strong links with the Catholic community enhance learning opportunities, it has still to develop links with the wider, local Enfield community, to enrich the curriculum.
- Links with the local Catholic secondary schools are strong and aid pupils' transfer.

Commentary

25. **Links with parents are good and parents support the school very well.** They help in a wide variety of ways and contribute well to pupils' learning, both in the school and at home. Thorough and frequent information is sent to parents, but pupils' reports are not always consistent in giving a clear message about progress and how pupils' achievement could improve.
26. The majority of parents value the information they receive. Many however, would like improved lines of communication between themselves and the school. Parents' responses in questionnaires, at the pre-inspection meeting and during face-to-face discussions during the week of inspection, indicate that they are very happy with the quality of education provided for their children and their good rates of progress, and almost all give the school both their personal and financial support.
27. Many parents say their children 'love school', make good progress and work hard in lessons. This is confirmed by the pupils' questionnaires. Parents say they are well informed through newsletters and termly briefings on some aspects of the school's work.
28. Links with the local Catholic community are very strong and are used well to give pupils guidance and to enhance learning opportunities. Although the school has strong links with local secondary schools to which pupils transfer at the age of 11, and good links with local playschools and nursery groups, it is less involved with the wider local Enfield community and has still to develop such links as a resource to enrich the curriculum.
29. The school has continued to enjoy the enthusiastic support of most parents as reported by the previous inspection, and this has had a positive impact on the standards achieved by the pupils. The parents continue to demonstrate their support for the schools' core values.
30. The school involves and consults the parents of pupils with special educational needs from the earliest stages of identification, and in the required regular reviews of progress for these pupils. However, there is scope for involving parents at an earlier stage in the review process, so that when the new targets are being drawn up, the school can take full account of the parents' knowledge and experience of how their child is doing.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good at all levels.

The headteacher provides very high quality leadership. Aims and values of the school are exemplified in her rigorous yet supportive approach, which focuses on ensuring a high quality education for all pupils. The senior management team and subject leaders provide very effective support and make a positive contribution to all aspects of pupils' learning throughout the school. The governance of the school is very good.

Main strengths and weaknesses

- Very clear vision by the headteacher.
- Leadership and management at all levels are very good.
- The governing body is very effective.

Commentary

31. The headteacher's leadership and vision for the school's continuing success is based on a thorough knowledge of its strengths and weaknesses, and how these can be built on. She is very clearly focused on providing effective learning and maintaining high standards. She provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school's own identified priorities, leading to improved provision.
32. The headteacher is particularly effective in managing the staff, developing a strong sense of teamwork and a commitment to improvement. Her thorough knowledge of the particular talents of each member of staff enables her to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group. The senior management team and subject leaders are effective. They are forward looking and have a good knowledge and understanding of what works well and what needs developing.
33. The governors provide good support for the school and fulfil their statutory responsibilities very well. Established systems of communication ensure that they have an appropriately up-to-date overview of the school's work and achievements. This information, together with their developing employment of the principles of best value, enables them to make good informed decisions on the school's behalf. Within the governing body, there is a good breadth of expertise and experience that places governors in a strong position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and integrity, her flair for leadership and strong management ability. They recognise that she and the staff are crucial factors in raising the school's performance and its achievements.
34. This is a school that knows its strengths and weaknesses well. It has very effective arrangements for getting a detailed and accurate picture of its performance, and for analysing the information. Challenging but realistic targets for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure these targets are met.
35. The school has focused on developing whole-school procedures for the analysis of its performance data and the regular scrutiny of pupils' work. The evidence gained is put to good use in evaluating how well the school is performing in relation to the national picture, the performance of similar schools and, most importantly, its own previous achievement. The school makes good use of statutory and optional national tests to inform these assessments. The scrutiny of pupils' work in other subjects, carried out effectively by subject leaders, provides similarly focused evidence of standards across the curriculum. In this way, the school is beginning to seek best value for money when it undertakes its spending; the school relates this well to the impact on learning and management, ensuring effective, all-round evaluation.
36. Alongside this process, the school has successfully established a programme for the regular observation of teaching and the examination of teachers' planning and record keeping procedures. The headteacher and subject leaders ensure that all staff have a clear, corporate view of the strengths and weaknesses in the school's teaching. This regular observation, identifying areas for improvement, which are successfully addressed, ensures that good improvement takes place. This open climate reflects mutual professional respect and

confidence in the school's leadership. All staff feel a keen sense of ownership of what is achieved and a shared commitment to improvement.

37. There is a clear sense of purpose in the school; teachers, pupils, non-teaching staff, governors and most parents take pride in the school. Although results in national tests compare very favourably with other schools, staff are not complacent and there is a clear commitment to continued development. There is a strong ethos and shared commitment to work together to implement the school improvement plan. Performance management procedures are fully in place based on effective professional development.
38. The special educational needs co-ordinator has created an effective team of special teaching and support staff for pupils with special educational needs. She also works well in liaising with teaching staff and external support agencies. The school's documentation for the pupils is clear, concise and kept up to date. The school spends the funds it is allocated for pupils with special educational needs well. It supplements these funds effectively from the main school budget to ensure that all classes have enough support staff in almost all lessons to ensure that pupils with special educational needs are almost always directly supported.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,294,404	Balance from previous year	50,000
Total expenditure	1,317,554	Balance carried forward to the next	26,850
Expenditure per pupil	2,403		

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 reception classes is good and has improved since the last inspection. All children achieve well. By the end of the reception year, children's standards are above average in all areas of learning except their knowledge and understanding of the world and their creative development, where they are average. The quality of teaching and learning is now consistently good. The curriculum has been significantly improved, as has the quality of the resources. The children started their reception class on the first day of the inspection and were naturally apprehensive.

Main strengths and weaknesses

- Staff and the bright, colourful rooms combine to provide a warm, welcoming environment conducive to children's learning.
- Staff know the children and families very well and are dedicated to meeting each child's needs.
- Good teaching and teamwork enable children of all capabilities to learn and achieve well.
- Develop a consistent procedure for recording the children's achievements.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Commentary

39. Most children meet the early learning goals and many exceed them by the end of the reception year. Teaching is good and children make good progress. They are encouraged to be independent and are regularly given opportunities to select their own activities. The children are taught to share resources and discuss their ideas. They respond well to the very good adult role models who promote their spiritual and moral development. This area of development is emphasised consistently throughout all the children's learning and is well planned for. The quality of provision and standards achieved have been maintained since the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Commentary

40. This area of learning is well planned for. This enables most children to exceed expected levels with only a few not meeting them by the time they start Year 1. Similar standards were found during the previous inspection. Children are taught well and learn quickly. Those with special educational needs and those for whom English is an additional language achieve equally well. Adults treat the children with respect and they make good progress in developing their listening and speaking skills. Their reading and writing skills develop well and guidance is also given for additional support and encouragement at home. The well organised classrooms ensure that children have regular access to a wide range of books and writing materials. Carefully planned activities provide good opportunities for children to learn and most are able to write simple stories by the end of reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Commentary

41. Most children exceed the early learning goals on entry to Year 1, reflecting the findings of the last inspection. The teaching of numeracy skills is good and children achieve well. Adults make good use of quality resources and plan activities that promote children's counting, addition and subtraction skills and their good understanding of numbers to 20. Children are given opportunities to play with sand, water and building blocks, enabling them to learn terms such as taller, shorter, more and less, quickly. They learn the names of shapes when drawing or painting, as adults talk to them during their activities and encourage the use of correct vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Commentary

42. Most children will meet the expected levels by the end of reception. Teaching is good and children are given opportunities to broaden their experiences and gain a greater understanding of the world. They enter reception with below average knowledge and make good progress. Activities such as gardening, baking, role play and visits to local attractions are carefully planned throughout the year. Children's needs and progress are regularly assessed and all staff are involved in ensuring these are met.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Commentary

43. Standards are above those expected nationally on entry to Year 1. This is an improvement since the last inspection. The quality of teaching and learning is now good. Opportunities for children to develop their physical skills have been significantly improved by the purchase of good quality resources for play in the outdoor area, which itself has been greatly enhanced.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Commentary

44. The provision for children's creative development is sound. Most children achieve the early learning goals by the end of the reception year. Teaching is satisfactory. Children are given opportunities to develop their drawing, painting and sewing skills and to work with a range of resources, such as scissors, glue, card and fabrics. They make satisfactory progress but lack experience in working with wood, hammers and saws. Staff acknowledge that this area of the curriculum needs to be reviewed. Children enjoy learning new rhymes and sing them well. The teaching enables them to develop a sense of rhythm and the ability to play instruments such as sleigh bells.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Achievement is good. Teaching and learning are very good.
- Standards in the national tests at the end of Year 6 are in the top five per cent of all schools nationally.
- The provision for pupils to enjoy fiction and to read for pleasure.
- Pupils enjoy and learn about the variety of writing genres.
- The leadership and management of the subject are good.
- The good teaching of handwriting throughout the school leads to high standards of letter formation and joining.
- The reading curriculum does not consistently develop pupils' library and information skills or their ability to develop critical judgements about information texts.

Commentary

45. The pupils achieve well. All pupils are given a wide range of opportunities to develop their reading, writing, and speaking and listening skills, and this has a positive effect on achievement and standards.
46. Standards achieved by pupils are above average in Years 2 and 6 in both lessons and in work seen around the school; this is a little lower than the last test results indicate because when inspected the school had only being open for two weeks in this school year. In the 2002 national tests, standards at the end of Year 2 and Year 6 were well above national expectations. The more able pupils achieve as they should. The reasons for this are the systematic teaching of basic skills, including phonics instruction and spelling and handwriting, as well as good teaching of the range of types of writing, including recounts, reports, instructions and narratives, both within English and in other lessons across the curriculum. Standards in speaking and listening are good, pupils can speak clearly, they listen attentively and can articulate their ideas well in formal, whole class contexts. Pupils are supported well at home with writing tasks and with the learning of spellings and reading. Progress has been maintained since the last inspection when standards at the end of Years 2 and 6 were judged to be good. There is no difference in achievement between different groups of pupils.
47. Teaching and learning are consistently good across the whole school, and in some infant classes they are often very good. Teachers use good management strategies that both encourage pupils' involvement and enthusiasm, as well as their good behaviour. Teachers expect high standards when pupils write independently, as in Year 2, and when they plan explicitly for pupils' speaking and listening skills by giving them opportunities for collaborative discussion prior to writing. Teaching is good in junior classes when, as in Year 4, teachers plan a sequence of linked lessons that provide for continuity in pupils' learning and that start with dramatic and lively techniques like 'hot seating'. As a result, pupils are well motivated to learn and they achieve well. Support for pupils with special educational needs in Year 6 is very good because teaching uses lively methods that capture pupils' interests and lead to good achievement. Assessment is good overall.
48. While standards for speaking and listening are good throughout the school, pupils are sometimes given insufficient opportunities to use talk to clarify their ideas or to solve problems in informal, collaborative contexts undirected by the teacher. The school has made good progress since the last inspection. The leadership and management of the subject are good.

Language and literacy across the curriculum

49. Pupils' good general knowledge combined with their grammatically correct spoken English, means that they communicate very fluently and confidently in English and other subjects. Use of literacy across the curriculum, especially in physical education and music, is very good. Pupils build on their strengths as they go up the school, understand their teachers well and remember new vocabulary quickly.

MATHEMATICS

Provision in mathematics is good and this has had a positive impact on both achievement and the very good standards the school achieved last year in national tests for pupils aged seven and 11.

Main strengths and weaknesses

- The maintenance of high standards has a high profile within the school.
- Standards in the national tests at the end of Year 6 are in the top five per cent of schools nationally.
- Pupils' achievement is good overall.
- Good teaching and thorough coverage of all areas of mathematics results in most pupils achieving well in Year 2 and Year 6.
- In the few lessons where work is not matched to pupils' different capabilities, the level of challenge is sometimes inappropriate, slowing the pace of learning.
- Leadership and management are good, a key factor in raising and maintaining standards.
- Good links between mathematics and other subjects have aided learning.

Commentary

50. The pupils achieve well. The high standards revealed in the 2002 national tests are not yet shown in the current standards in Year 2 and Year 6, where they are above average. This is because the pupils had only been in school two weeks and were new to their teachers. . More able pupils, boys, girls and those from different backgrounds, all achieve well. Pupils' attitudes towards mathematics are very good and the school has continued to make good progress since the previous inspection, which reported that standards in mathematics were above national age-related expectations and that pupils enjoyed their work in the subject.
51. By Year 2, pupils successfully carry out a range of practical and problem solving activities and higher attainers confidently try to discover their own ways to find solutions. They know their multiplication facts relating to two, five and ten. Most pupils can correctly identify two and three-dimensional shapes.
52. By Year 6, pupils confidently undertake work in addition and subtraction, as well as in a range of multiplication and division forms. Most pupils have a clear understanding of fractions and they readily identify equivalent fractions and reduce a fraction to its lowest term. They name a range of angles, draw angles to the nearest degree and most are able to identify and calculate areas and perimeters of regular and compound shapes, using an appropriate formula when required.
53. The overall quality of teaching and learning is consistently good and this is reflected in the standards pupils attain. Teaching and learning are very good in Years 1-2 and good in Years 3-6. Successful lessons are well planned, well delivered and briskly paced. Teaching assistants, when employed, are used effectively to aid individuals or groups of lower ability pupils and this has a positive impact on their achievement. In the small number of lessons where teaching was less successful, lesson structures sometimes did not aid learning. Pupils' attitudes towards mathematics are very good and the school has continued to make good progress since the previous inspection.

54. Leadership and management are good and the co-ordinator has ensured that standards have been maintained since the previous inspection. The subject has a high profile within the school. The school's scheme of work covers all areas of the National Curriculum programme of study and is linked well to the National Numeracy Strategy. As a result, pupils progress well in their understanding of all areas as they move through the school. Because coverage and standards are monitored on a regular basis, the school has been able to identify and rectify potential areas of concern in provision and this has helped to maintain standards.

Mathematics across the curriculum

55. The use of mathematics across the curriculum is good. Pupils use their mathematical skills in history, science and physical education. Pupils are given good opportunities to practise their skills of understanding co-ordinates and making symmetrical patterns, producing graphs. Pupils can calculate the temperature and forces used in science and, in history, they have a good sense of ordering chronological events by date, but too few opportunities are provided for data logging, using information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 in the national tests are very high.
- Pupils with special educational needs achieve well in the subject.
- Pupils' knowledge of key concepts and vocabulary is very good.

Commentary

56. Pupils reached very high standards in the 2002 national tests at the end of Year 2 and Year 6, maintaining these standards in the unconfirmed 2003 test results. Standards have improved since the last inspection, when the proportion of pupils who attained levels above the expected national standard was lower. Standards seen in lessons and in pupils' workbooks, although above average, are not as high, because they do too little experimental and practical work, particularly in Years 5 and 6. Pupils achieve well by the end of Year 2 and Year 6, and build up their knowledge of key vocabulary and science facts. Boys and girls achieve equally well. Pupils with special educational needs, including those with English as an additional language, achieve well, because they are effectively supported in lessons by teaching assistants.
57. Teaching and learning are good overall. Teachers systematically plan coverage of all the nationally required content areas, but there is too much emphasis in Years 3 to 6, particularly in Year 6, on completing worksheets and learning key terminology. Most lessons feature lively discussions and pupils are eager to learn. For example, Year 2 pupils enthusiastically discussed which items in a shopping basket of potential lunchbox foods would provide healthy eating choices. They knew which food groups the items belonged to and many of them knew that high sugar drinks make their teeth decay. However, there are too few opportunities for pupils to observe, measure and try to account for what they see. For example, in one lesson on light, Year 6 pupils were intrigued and excited by the challenge of explaining why a pupil's projected shadow got larger the further he got from the light source. But during much of the lesson, they had been copying material on light angles from the board, and very few pupils could see what the connection was. Although the school possesses light and heat sensors and a microscope, these and other computer-based resources are not being used sufficiently to enrich science lessons.

58. **The leadership and management are good.** Since the last inspection, the school has developed a good system for tracking the standards pupils reach year on year in order to rectify any weaknesses in pupils learning, so they continue to attain very high standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average.
- The co-ordinator's teaching and subject leadership are very good.
- Good range of hardware and software.
- High confidence and interest in using computers amongst pupils.

Commentary

59. The pupils achieve satisfactorily. Standards at the end of Year 2 and Year 6 are in line with the national average. This is an improvement since the last inspection, where standards at the end of Year 6 were below average. The reason for this is the improved coverage of National Curriculum requirements, which has been made possible by the improved range of ICT equipment. For example, older pupils now use heat sensors to investigate temperature changes. They also know and understand how to use the internet safely. They have used email to exchange letters with a school in Italy and with former pupils and teachers who are now in other countries.
60. Teaching and learning are satisfactory. Very good teaching by the newly appointed co-ordinator was observed in a Year 4 class, where she used prepared enlarged visuals of program icons and tools to help pupils make rapid progress in learning, for example, when using the Find and Replace function in a word processing program. She used "I wonder why?" questions very well to spur pupils to give explanations of how to use the tools and so help classmates who were less confident. She carefully checked that the pupils understood what to do next and provided a moment of real excitement in the end of lesson summary when she enabled pupils to discover that clicking on the binoculars icon on their screens would take them straight to the Find and Replace tools. Pupils are very keen to learn and they work very well in pairs in the school's new and well-equipped ICT suite.
61. Leadership and management are very good. The new co-ordinator has a very clear understanding of how to continue and build on previous improvements. The school has only recently changed from a system where most ICT was taught by a specialist to one where all teachers now deliver the subject to their class. The co-ordinator is taking effective action in helping less confident colleagues further develop their skills by teaching alongside them. Good training has been provided for teaching assistants, who play an effective role in working with groups and pupils with special needs. The new ICT suite is well equipped, but lacks a digital projector and software to control all pupils' screens from the teacher's workstation.

Information and communication technology across the curriculum

The use of ICT across the curriculum is satisfactory but, as yet, it is not as well developed as it can be, largely due to the lack of both hardware and software. This is now improving, due to the opening of a new ICT suite, and the school is aware that it is a priority for development.

HUMANITIES

Geography and history

Provision in geography and history is good.

Main strengths and weaknesses

- Achievement is presently good overall in history and sound in geography.
- Standards are above those expected nationally for pupils aged seven and 11 in history and comparable to national averages in geography.
- The school has maintained standards since the previous inspection.
- Subject leadership is good in history, where it has helped maintain good standards, and sound in geography.
- Teaching and learning are good in history.
- The good links between history, geography and other subject areas, such as literacy and information and communication technology, enhance the study of both subjects.
- A few pupils are given insufficient opportunities to engage in independent learning and research.

Commentary

62. Standards are above those expected nationally for pupils aged seven and 11 in history and comparable to national averages in geography, even though there are presently only limited opportunities for pupils throughout the school to engage in independent learning and research. Provision for pupils with special educational needs and English as an additional language is satisfactory.
63. The school's programmes of study in both history and geography are well linked to the National Curriculum and this has helped to maintain standards. This was evident from the scrutiny of pupils' work in Year 2 and Year 6, which displayed a gradual build up of skills and understanding in both subjects as pupils progressed through the school.
64. Whilst no geography lessons were observed during the inspection, the standard of teaching and learning in history lessons was good and was reflected in pupils' work. Teachers displayed good subject knowledge and used imaginative means to teach lessons. As a result, a majority of pupils displayed very good attitudes and made good progress in their learning.
65. Planning in both subjects is monitored on a regular basis but, whilst subject leadership in geography is satisfactory, the history co-ordinator, who displays a good knowledge of the strengths and weaknesses of her subject, leads and manages history well. As a result, good standards of attainment have been maintained since the last inspection and this was evident in pupils' work. Whilst resources for teaching history are good, there is a need to review geography resources in order to cater for the school's recently adopted scheme of work.
66. A variety of educational visits enhance pupils' learning in both geography and history. Year 6 pupils, for example, visit Osborne House on the Isle of Wight to aid their understanding of Victorian Britain and Year 3 pupils write convincingly about their experiences as grave robbers in Ancient Egypt in literacy lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is good.

Main strengths and weaknesses

- Standards are above average and achievement is good.
 - There are good opportunities for pupils to sing, play tuned and untuned percussion, and to appreciate and compose music.
 - There is a good balance of building pupils' skills systematically and of them appreciating and making music.
 - All pupils from Year 2 are given the opportunity to receive peripatetic lessons - in violin, viola, flute, recorder, keyboard, cello, oboe, clarinet and guitar - and a good proportion have taken up this opportunity.
 - There is a school choir that is enthusiastically attended by a large number of pupils from Year 2 to Year 6, who sing well; a school band plays regularly during assemblies.
 - The standard of accommodation in the music classroom is unsatisfactory overall.
67. Standards at the end of Year 2 and Year 6 are above average and the pupils achieve well. Although no classes were observed in Years 1 and 2, judgements are made on the basis of the pupils' singing and their instrumental playing. Standards have risen since the last inspection when they were judged to be satisfactory. This is attributable largely to the two specialist teachers, who have good subject knowledge and teach the subject with enthusiasm throughout the school. There is a good scheme of work that has incorporated well aspects of the national guidelines. Satisfactory use is made of information and communication technology to support pupils' compositional skills.
68. The leadership and management by the subject specialist co-ordinator are good and the subject makes a strong contribution to the life and ethos of the school. The school orchestra and pupils' singing is a strength of the school.

Art and design, and design and technology

Provision in art and design, and design and technology, is satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning in art and design is good.
- Pupils' positive attitudes towards art and design.
- Satisfactory quality and range of resources for both subjects.
- Insufficient opportunities for pupils to evaluate their own work.

Commentary

69. Four lessons were seen in art and design. Design and technology was not taught during the inspection. By Year 2, pupils achieve standards in line with expectations in both subjects. By Year 6, standards are average in design and technology and above average in art and design. Standards have been maintained since the last inspection. Pupils of all capabilities achieve equally well. They make satisfactory progress in design and technology and good progress in art and design, especially in Years 3 and 6.
70. The quality of teaching and learning in art and design is good overall. Teachers plan stimulating lessons and their secure knowledge and enthusiasm promote an atmosphere in which pupils are keen to learn and succeed. Support staff are well deployed, ensuring that less confident pupils can achieve equally well. Most lessons are well planned and challenging. Where teaching is less effective, insufficient time is given for pupils to explore their ideas fully or evaluate their learning.

71. The range of learning activities within both subjects is satisfactory. Pupils learn to develop their observational and sketching skills well. Scrutiny of work provided evidence of their skill when making animals and vehicles with moving parts or making practical items such as slippers.
72. Leadership and management of the subjects are satisfactory. Teachers are well supported and resources have improved since the last inspection. Planning and pupils' work are monitored to ensure pupils progress as they move up the school. Assessment is satisfactory.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- **Pupils achieve well because of the good teaching.**
- Younger pupils attain high standards in gymnastics because of the good teaching.
- The quality of leadership is very good and provides a clear vision for the subject.
- Pupils' skills of performance and their evaluation of each other's work are good.
- There are no significant weaknesses.

Commentary

73. All pupils achieve well. Standards are above average at the end of both Year 2 and Year 6. By the end of Year 2, pupils have good spatial awareness and use the available floor space well to travel on different parts of their bodies. They are keen to show their balances to their peers. By the end of Year 6, pupils' practical skills are well developed. Most pupils show confidence in team games, learn new techniques quickly and apply them in team games. Pupils are very successful in competitive games against other schools. The range of extra curricular clubs and experiences offered to pupils is very good.
74. Teaching and learning are consistently good. Pupils benefit from knowledgeable teachers, lessons are planned well, and the pace of lessons is often brisk. A good warm up at the beginning and cool down at the end of the lessons develop good habits early. Pupils are very skilled at moving gymnastic equipment around the hall safely. The good pace of the work, combined with the enthusiasm of the teachers, captures the interest and involvement of pupils of all levels of attainment, including those with special educational needs, who progress at a rate that matches that of other pupils.
75. The subject leader provides very clear vision and direction. Good progress has been made since the previous inspection. Standards are higher and the quality of teaching is much improved. Physical education is a strong feature of the school's provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	2
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	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

