

# INSPECTION REPORT

## **ST GREGORY'S R.C. PRIMARY SCHOOL**

Stratford-Upon-Avon

LEA area: Warwickshire

Unique reference number: 125709

Headteacher: Mr J M Caveney

Lead inspector: Mr G S Nunn

Dates of inspection: June 21<sup>st</sup> – 23<sup>rd</sup> 2004

Inspection number: 257671

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Avenue Road Stratford Upon Avon Warwickshire
Postcode	CV37 6UZ
Telephone number:	01789 204517
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr A Carus
Date of previous inspection:	18 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This voluntary aided Roman Catholic Primary School is situated on the outskirts of Stratford Upon Avon in Warwickshire and is housed in a relatively modern building. With 207 pupils (111 boys and 96 girls) on roll it is an average size primary school. Twenty-six children are in the Reception class (Foundation Stage). There are six further classes, one for each age group in the school. Pupils come from a wide range of socio-economic groups. Attainment on entry shows a broad spread of ability, but is about average overall. Only four pupils are not of white British heritage; all four are at an early stage of English acquisition.

The percentage of pupils claiming free school meals (two per cent) is below average. Eighteen per cent of pupils have special educational needs (SEN), which is similar to the national average, while four per cent have statements, which is well above the national average. Their main needs relate to specific and moderate learning difficulties and autism. Three pupils are in public care. Pupil mobility is very low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1185	Graham Nunn	Lead inspector	Science, art and design, design and technology, music and physical education.
32658	Nicky Bolton	Lay inspector	
27541	John Collins	Team inspector	English, special educational needs, Foundation Stage and personal, social and health education.
32260	Andy Lane	Team inspector	Mathematics, information and communication technology (ICT), geography and history.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school**, well respected and supported by the parents and the community. Pupils' achievement is good, teaching is good and the school is effectively led and managed. Compared with schools of a similar size, it provides good value for money.

#### The school's main strengths and weaknesses are:

- Pupils' achievement in English, mathematics and science is good.
- Good quality teaching and learning are very well supported by teaching assistants.
- A wide range of out-of-school activities enriches a good quality education.
- The governors and headteacher lead and manage the school well and have a particularly strong commitment to inclusion and equality of opportunity.
- The school has very good links with parents and the community.
- Provision for pupils' personal development is very good and they are well cared for.
- Not enough use is made of information and communication technology (ICT) in some other areas of the curriculum.
- The marking of pupils' work does not consistently help pupils to know how they can do better.

Since the school was inspected in 1998 the rate of improvement has been good. More opportunities are now available to challenge more able pupils. Issues related to ICT have been largely addressed and standards are now average. Homework has been improved. A greater consistency of approach to the marking and assessment of the pupils' work has been achieved.

### STANDARDS ACHIEVED BY PUPILS

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Attainment on entry to the school is average. Children in the Foundation Stage are likely to achieve the early learning goals set for them in all areas and some will exceed them. By the end of Year 2, all pupils, whatever their ability, achieve well and standards in English, mathematics and science are above average. Inspection findings about standards in this Year's Year 2 closely reflect the results of last year's national tests.

Inspectors found that pupils attain average standards in English, mathematics and science in Year 6. Standards are no higher in English and mathematics because of the significant proportion of pupils in the current year group who have special educational needs (SEN). The school was concerned that the 2003 science national test results, although about average, were not as good as those in English and mathematics. Consequently, it identified science as

a major priority, consulted widely, drew up and put into action a plan and, as a result, science standards have begun to rise.

Standards in ICT are average. In nearly all other subjects standards are above those expected for pupils' ages. Particularly good work was seen in art and design, design and technology, physical education, music and personal, social and health education. **Overall, all pupils, including those with SEN as well those in the early stages of learning English, achieve well.**

At all stages, pupils have very good attitudes to the school and behaviour overall is good. On occasions, the behaviour of one or two younger children with special educational needs can disrupt the work of others. However, it is quickly dealt with by very efficient staff. Overall, there is a strong sense of togetherness in the school and relationships are very good. Attendance is similar to the national average. **The spiritual, social, moral and cultural development of the pupils is very good.**

## **QUALITY OF EDUCATION**

**The quality of education, and of teaching and learning, is good.** Across the school the teaching seen was good, occasionally very good and sometimes excellent. This leads to good achievement and standards. Classroom assistants provide very effective support. In general, pupils learn well because relationships are very good and teachers make lessons interesting, expect pupils to work hard and engage pupils in good discussions. Teachers' marking does not always help pupils to move forward to the next stage of learning.

The overall curricular provision is good. It is suitably broad and meets statutory requirements. More needs to be done to extend the everyday use of ICT in some subjects. The curriculum provides very good opportunities for enrichment through a wide range of extra-curricular activities.

Provision for pupils who have SEN, as well as those for whom English is not their mother tongue, is good and helps these pupils achieve well. The accommodation overall is very good. There is a very good partnership with parents. The school provides effective care for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The headteacher has a clear vision of what needs to be done and has appropriate aspirations. His calm, measured approach to the job encourages all members of staff, who work very well as a team. These qualities have helped to maintain overall standards as well as the quality of education provided. The school is also well managed and governors have a good understanding of their role. The school complies with all statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents hold the school in very high regard. Pupils say they like their school and their teachers and enjoy the lessons.

## **IMPROVEMENTS NEEDED**

- Continue to develop the everyday use of ICT across the curriculum.

- Review the system for marking pupils' work so they are clear about what they need to do to improve.



## 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 class achieve well and reach standards overall that are similar to those expected for their age. Pupils also achieve well in Years 1 to 6. Standards at the end of Year 6 in English, mathematics and science are broadly average. A high proportion of pupils with SEN in this year's Year 6 depresses overall standards.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well in nearly all the areas of learning.
- In English, mathematics and science pupils achieve well right across the school.
- Pupils who have special educational needs as well as those with English as an additional language (EAL) achieve well.
- In many other subjects, pupils' standards exceed those expected.
- Insufficient use is made of ICT in some subjects, in order to raise standards further.

#### Commentary

1. Children enter the Foundation Stage with standards similar to those normally expected for their age. Due to good teaching by the teacher and assistants, children reach the early learning goals in all areas and in some, notably communication, language and literacy and mathematical development, they exceed them.

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

Standards in:	School results	National results
reading	16.4 (16.8)	15.7 (15.8)
writing	15.6 (15.1)	14.6 (14.4)
mathematics	17.6 (16.9)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	28.2 (27.9)	26.8 (27.0)
mathematics	28.0 (28.9)	26.8 (26.7)
science	28.9 (29.6)	28.6 (28.3)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

2. By the end of Year 2, standards are above the national average in reading, writing, mathematics and science and pupils of all abilities, including those who have SEN and EAL, achieve well. This reflects the results attained in the 2003 National Curriculum tests and assessments, when standards were above the national average in reading and

writing and well above average in mathematics. These good standards have been maintained overall during the past three years and reflect the consistently good teaching in Years 1 and 2.

3. By the end of Year 6, pupils' standards are about average in English, mathematics and science. In the 2003 National Curriculum tests, pupils' standards in science were not as high as those in mathematics and English. The school recognised this, devised a good action plan and put it into practice. Consequently, standards have begun to rise and now are about average. The standards of the current Year 6 pupils are the same in science as at the last inspection but lower in English and mathematics. This is because the present Year 6 cohort contains a significantly higher proportion of pupils with SEN than the Year 6 group in 2003.
4. In English, pupils achieve well in writing and reading. Pupils have good skills to help them read familiar words successfully. Pupils in Years 3 to 6, and the high attaining pupils in Years 1 and 2, read both fiction and non-fiction books accurately and with good understanding. The school's recent emphasis on writing has paid dividends and pupils achieve well in the development of punctuation, grammar and handwriting and are beginning to write well in a good range of styles. When given the opportunity, pupils also achieve well in speaking and listening. Pupils have a good breadth of knowledge in mathematics and a developing one in science, as a result of the good match of work to their abilities. In addition, good opportunities are provided for pupils to use and apply their skills to independent investigative work. Targets are often set for pupils in order to challenge them and help them gain an awareness of how well they are doing. Pupils' literacy and numeracy skills offer good support to their work in other subjects.
5. Pupils who have SEN are well supported in English and mathematics and make good progress towards the targets set for them in their individual education plans. These are reviewed regularly and amended accordingly. This ensures that they achieve well, particularly in English. Appropriate amounts of time are allocated to individuals and small groups to ensure that programmes in pupils' individual education plans are effectively administered.
6. The four pupils who have EAL are well supported in the development of their English language skills. They are fully included in all activities and the school has done very well in adopting the strengths offered by the local education authority support team. Consequently, these pupils achieve well in all aspects of school life.
7. Standards in ICT are similar to the national expectation at the end of Year 2 and Year 6 and are rising. Throughout the school pupils achieve well in this subject. There are also some good examples of computers being used well to support learning in other subjects such as design and technology, although in general more opportunities are needed right across the curriculum. In many other subjects pupils' standards are above those expected of pupils' ages. Particularly good work was seen in art and design, music, design and technology, physical education and in personal, social and health education.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal development, including their spiritual, moral, social and cultural development is very good. Pupils' attitudes to school and learning are also very good. As a result, their behaviour is good. Attendance and punctuality at the school are satisfactory.

## **Main strengths and weaknesses**

- Pupils like school and are very interested in lessons and activities.
- Relationships are very good.
- The strong ethos of the school and its very good provision for spiritual, moral, social and cultural development encourages the children to become caring, confident and responsible.
- Attendance monitoring and absence procedures could be more rigorous.

## Commentary

8. The very strong ethos of the school, with its emphasis on self-esteem and respect for others, permeates all it does. As a result, relationships between pupils and adults and between pupils themselves are very good. When Year 2 children were encouraged to stand up before their class and talk about an object they had brought in from home, the other pupils listened respectfully. Year 6 pupils also listened attentively to each other as they attempted to express the feelings of a fictional character. They reacted with pleasure to the success of others. Pupils share resources well in the classroom and support each other in the discussion of ideas. This all helps to develop their learning skills very well.
  
9. The school sets high expectations for pupils' conduct and works very well to achieve them. As a result, behaviour at the school is good. Pupils and parents say there are very few instances of bullying and that any problems are dealt with quickly and effectively. On occasions, when a very few young children demonstrate difficult behaviour, teaching staff deal with it effectively before it has any significant impact on the learning of the majority of the children. Behaviour at playtimes and less structured times of the day is also good. A girl standing at the 'friendship stop', because she had no-one to play with in the playground, was immediately approached by a boy who wanted to check that she was not upset and by another girl who led her away to play. The pupils had approached the issue sensitively and resolved the situation by themselves. Pupils also have a good level of independence and enthusiastically undertake responsibilities, such as being librarians, class monitors and school council representatives.
  
10. The provision for spiritual, social, moral and cultural development is very good. In addition to demonstrating very good self-knowledge and spiritual awareness, pupils are very aware of the feelings and beliefs of others, both within their local community and in the wider world. Pupils in a Year 4 geography class studying Kenya understood well why education and fundraising was important to a poor community. Extensive fundraising for local, national and international charities, some of it on the pupils' own initiative, has also raised pupils' appreciation of other cultures. A range of visitors to the school, such as an African drummer and an Indian woman supporting a Year 6 project on India, as well as trips to a local Hindu temple, provide opportunities to meet people from a variety of backgrounds. Pupils are well prepared for life in a culturally diverse society.
  
11. Pupils like school. They settle quickly at the start of each day, and are very keen to participate in lessons and other activities. Attendance at the school is in line with the national average. The school rewards good attendance by issuing certificates and discourages term-time holidays. However, the monitoring of attendance figures could be both more frequent and more rigorous. The school could also take prompt action to contact the parents of children who are absent from school without explanation. As there have been no exclusions in the last year, the exclusions table has been omitted.

### **Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are also good overall. There is a good curriculum that provides a broad range of worthwhile and enjoyable experiences. It is considerably enriched by a wider variety of out-of-school activities. Provision for pupils who have SEN, as well as those who have EAL, is effective and meets their needs successfully.

### Teaching and learning

The quality of teaching and learning is good overall. During the inspection it was consistently good or very good right across the school. English, mathematics and science are taught well in all year groups. The quality of teaching has improved significantly since the last inspection.

### Main strengths and weaknesses

- There is a high level of consistency in the teaching of English, mathematics and science.
- At all stages, relationships are very good and motivate pupils, who want to learn and do well.
- There is good support and teaching for pupils who have SEN and EAL.
- Teachers' high expectations mean that pupils apply themselves to their work and work hard.
- Teachers' marking of pupils' work does not always give them a clear indication of what they need to do to continue to improve.

### Commentary

#### *Summary of teaching observed during the inspection in 45 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	14 (31%)	21 (47%)	7 (15%)			

*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.*

12. Pupils in the Foundation Stage are well taught and achieve well. The most effective teacher assistants and the teacher have a good knowledge of how young children learn. In the activities they provide, opportunities are taken to develop speaking and listening and early reading, writing and mathematical skills. Routines are established and ensure that children settle effectively in school and develop a love and desire to learn. One or two children with SEN can be disruptive. However, this is quickly spotted and dealt with by the teacher and assistants. Assessment is sound and the information gained is used well to plan the next stages of learning.
13. At all stages, planning is good and is securely linked to schemes of work that are based largely on national guidelines. Planning to the recommendations in the National Literacy and Numeracy Strategies has given a high degree of consistency to the way in which English and mathematics are taught. Opportunities for pupils to develop speaking and listening skills are provided. Reading and the mechanics of writing are taught well. In the lessons seen during the inspection, the teaching of English, mathematics and science was nearly always at least good. Work set effectively met the needs of all the pupils. In

mathematics, science and design and technology in particular, good opportunities were provided for pupils to use their skills in independent investigative work.

14. The teaching of design and technology was of a consistently high standard and pupils were constantly posed challenging questions. This was particularly noticeable in an excellent Year 3 lesson where the teacher, most ably assisted by a school governor, encouraged her pupils to reflect on their designs for a bag, consider its fitness for its purpose and re-appraise the decisions they had made. Pupils achieved much and high quality work resulted. In many lessons, right across the school, the teacher's constant, penetrative questioning challenged all pupils so that they achieved very well during the course of the lesson.
15. Teachers have a good knowledge of the subjects they teach and this allows them to introduce, consolidate and extend pupils' technical vocabulary effectively. The expertise of other teachers is used well in some subjects such as design and technology and music, and this helps to raise standards. Most teachers have attended in-service training in ICT and, although more developments are still needed, some teachers are beginning to use ICT more widely in other subjects. In all subjects, teachers ask good questions that initiate effective discussion and make pupils think more deeply about their responses. All teachers have high expectations of the pupils, as seen in a very good Year 4 English lesson where, as a result of persistent questioning and challenge, pupils quickly understood prefixes and suffixes.
16. Pupils who have SEN are well taught. Teachers and classroom assistants support their learning well and help them to develop confidence and self-esteem. Teachers, together with the SEN co-ordinator, formulate individual education plans for their pupils and have a clear understanding of individual needs. Targets are realistic and amended regularly to build on pupils' successes and take their learning to the next stage.
17. Similarly, pupils with EAL are fully included in classroom activities. Good support is given to the school by the local authority specialist team and the school has implemented their recommendations fully. Consequently, these pupils are achieving well in the development of their acquisition of English.
18. The very good relationships that underpin all that happens in the school are key factors in the good and often very good learning that takes place. Pupils work equally well as part of a large group, in small groups and independently. They show good levels of engagement in lessons and work productively.
19. Assessment is good overall. Work is marked regularly and contains comments that praise pupils' efforts. Where it is best, comments also help pupils to see how their work might be improved. However, too often this is not the case and this is an area the school rightly recognises needs to be addressed. In lessons generally, teachers let pupils know how well they are doing and praise them when they respond well in question and answer sessions. Homework is used well to consolidate learning. Good use is made of information gained from tracking pupils' progress in compulsory national and optional testing. For example, the school identified the need to improve pupils' standards in science in Years 3 to 6, which had led to the improvements that are beginning to be made. In some instances pupils have their own targets and this gives them a good understanding of how well they are doing. Whilst teachers plan to a common format in subjects, there are one or two subjects where formal procedures to assess and record

pupils' progress are not yet as fully developed as they might be, although plans are in hand to address this issue in the near future.

## **The curriculum**

The curriculum is good overall, with good provision for pupils with SEN and EAL. A very good range of extra-curricular activities, visits and visitors to the school supports the curriculum. The accommodation is very good overall.

## **Main strengths and weaknesses**

- The pupils benefit from a curriculum that is broad, balanced and relevant.
- Provision for personal, social, health and citizenship education is very good.
- The quality of the curriculum has continued to improve since the last inspection.

## **Commentary**

20. The school provides many very good opportunities for pupils to take part in interesting activities that involve visits to places of interest or bring visitors into the classroom. These enhance the work undertaken in lessons and develop a very good awareness of the lives of others, often in different communities. The curriculum is well planned so that there are good links between different subjects and allocations of time to each subject are appropriate. The teachers adapt the national guidance well to meet the needs of their pupils, although more needs to be done to extend the everyday use of ICT in some subjects. The school provides very effective personal, social, health and citizenship education, including sex and relationships education and attention to drug misuse.
21. Provision for pupils with special educational needs (SEN) is good. The school provides well for different groups of its pupils through additional schemes in literacy and numeracy. The steps that these pupils make are smaller than those of their classmates and these show in the targets set in their individual education plans. Current targets are tightly focused, specific and short-term. Teachers and support staff are involved in the setting and monitoring of the current targets and good support is provided by outside agencies as required. This is also the case for those pupils who are learning English as an additional language. (EAL).
22. Throughout the school pupils are well prepared for the next stage in their education because the curriculum is planned systematically. The skills that are learned in one year are built on well by the next teacher. The school takes part in many sporting and cultural activities with other local schools so that pupils become familiar with other pupils in the area.
23. The accommodation is very good overall. In particular, the use of specialist areas such as the swimming pool, design and technology room and ICT suite have a significant impact on pupils' achievement in those areas of the curriculum. The school organises the staff it employs well so that pupils have good opportunities to work with a good range of adults, including those with particular areas of expertise.

## **Care, guidance and support**

The provision for pupils' care, welfare and health and safety is good. Children benefit from good support and guidance as they progress through the school. The school involves pupils very well in its work and development.

### **Main strengths and weaknesses**

- Pupils enjoy very good relationships with adults at the school
- The school environment is secure and safe
- Pupils are helped to feel involved in the school and valued
- Induction arrangements for pupils entering the school could be developed further

### **Commentary**

24. All adults at the school know their pupils well. Assessment procedures are good, which means that the individual needs of the pupils are understood and the school works well to respond to them. Pupils' annual reports set clear achievable targets for both personal and academic development. The good support offered to pupils has a positive impact on pupils' attitudes to school and their learning.
25. Adults listen to the pupils and respect their views. The value attached to listening is demonstrated by a wall display which considers the attributes of a good listener. The school council, with representatives from each class in school, has had the satisfaction of seeing its suggestions for school improvement acted upon. For example, as a result of the council's representations, mirrors have been installed in the cloakrooms, bars of soap have been replaced with liquid soap and goal posts with nets have been bought for the playing field.
26. Close attention to health and safety, child protection, fire precautions and first aid procedures ensures pupils work in a safe and healthy environment. Teaching staff also make the most of opportunities in the classroom to reinforce health and safety messages. When a pupil in a reception class discussion about the properties of water referred to taste, the teacher immediately highlighted the safety aspect of not tasting unknown liquids. Pupils throughout the school are aware of how to eat healthily and of the importance of exercise.
27. Procedures to settle in new pupils are satisfactory, but could be developed further through the practice of home visits to children before they join the school.

### **Partnership with parents, other schools and the community**

The school has established very good links with parents and the wider community, both of which benefit pupils' achievements. Educational links with local schools are satisfactory.

### **Main strengths and weaknesses**

- Parents are very successfully encouraged to become involved in their children's learning.
- Parents are provided with very good information about the school and the progress of their child.
- The school draws very well on community resources to enhance pupils' development.

### **Commentary**



28. Parents' views about the school are very positive. Their support for the school is evidenced in the relatively high proportion of parents who come into the school to provide help. This help and its impact on achievement is valued by the staff. Parents enter wholeheartedly into the life of the school beyond the classroom. For example, they join with staff to put on an annual pantomime for the children and field a netball team to compete against the pupils. The active parents' association recently contributed a major piece of playground climbing equipment for the younger pupils.
29. Expectations of parents' involvement in the learning of their child are also high. Parents of pupils in Year 6 booster classes, for example, are provided with good information sheets explaining how they can help their child. Information is sent home about the national tests and on each term's curriculum. Parents' views are also canvassed annually for feeding into the school development plan.
30. Parents appreciate the school's open door policy and the quantity of information given to them. In addition to clear annual reports detailing the progress of their child and setting targets for improvement, they have two parents' meetings a year, regular open sessions for each year group and frequent newsletters. Parents feel very confident about approaching staff if they have a problem. Issues are dealt with promptly and to a high level of parental satisfaction.
31. The school has set up very good links with the community. Pupils' learning is enhanced by their contacts with a wide range of charities, both those near to home and others, such as CAFOD and LEPR, operating internationally. The school makes the most of a very good relationship with the Royal Shakespeare Company. Pupils are involved in a wide range of civic projects, for example in recently winning 'Stratford-Upon-Avon in Bloom', and sporting events with local schools. Years 5 and 6 have the opportunity to go on three residential trips.
32. Procedures for the transfer of pupils to secondary school are satisfactory, and the school has productive links with other schools through the Catholic Partnership.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good and effectively drive the school forward in all respects. This has been maintained since the previous inspection.

### **Main strengths and weaknesses**

- The headteacher provides strong and purposeful leadership.
- All staff work together as a very effective team.
- The governors are involved in all aspects of school life.
- Management is most effective.
- The commitment to inclusion, equality of opportunity and the needs of individuals is very good.

### **Commentary**

33. The headteacher provides calm and purposeful leadership, which is rooted in a clear sense of direction and purpose. He is committed to raising the standards in all aspects of school life and in this respect he is successful. He leads a community that is at one in its philosophy, knows where it is going and is resolute in its efforts to improve. He has been successful in creating a strong family ethos, which is appreciated and supported by everyone associated with the school. Everyone, including the pupils, are treated as individuals and made to feel valuable and worthwhile contributors. The commitment to inclusion is very good.
34. The head teacher has welded his staff into a strong team, led by an effective senior management team, but including all members of staff. All teachers and assistants relate well to one another, share their expertise and provide a whole school approach to their work. Standards have been maintained or have risen in most areas, thanks to well-organised procedures that are applied consistently. These include performance management, professional development and the monitoring of teaching and learning, the outcomes of which have resulted in improvements in standards in those areas to which they have been applied.
35. A further strength of the school is the committed support provided by nearly all members of the governing body. Governors know the school well and are fully involved in its day-to-day life. They are aware of the school's strengths and weaknesses and are active in promoting the school's endeavours to improve. Governors are well informed of developments by the headteacher and staff. Some also participate in classroom activities, so that they have a clearer understanding of the curriculum. They are both supportive and appreciative of the staff's work. The well-organised structure of the governing body ensures that financial, personnel and building matters are efficiently managed. Statutory requirements are fully met. The governors contribute to the school development plan, which sets out appropriate priorities and targets for improvement. Progress is monitored and the effectiveness of spending decisions is measured. Financial matters are well supported by the efficient administrative staff.
36. Inclusion is a strength of the school's provision. The current leadership and management of the provision for pupils with special educational needs (SEN) are good. The coordinator knows the pupils well and maintains a clear overview of their progress. The school supports its provision for pupils with SEN through appropriate funding from its budget. Some use is made of computers to support SEN pupils but this could be better developed and more widely targeted. The governor with special responsibility for this aspect of the school's provision, liaises closely between the coordinator and the governing body. Gifted and talented pupils are also well supported in the school.
37. All aspects of the school are well managed, so that the school's progress is smoothly and efficiently developed. There are strong links with outside agencies. Performance management is fully implemented and is used in supporting staff development in areas such as ICT. Day-to-day administration is very good and takes many of the routine management tasks away from the headteacher and staff. Financial planning is very good with prudent management of the school budget. There are clear links between the school development plan and the budget.

### ***Financial information***

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	463,485
Total expenditure	463,473
Expenditure per pupil	2239

Balances (£)	
Balance from previous year	-247
Balance carried forward to the next	9242

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

38. The school makes good provision for its youngest children, the great majority of whom enter the reception class with a variety of pre-school experiences and attainment that is broadly average. Children enter the reception class in the September of the year in which they are five. Currently there are 26 children in the Foundation Stage. They get off to a good start and make good progress to reach the early learning goals for their age in all the areas of learning of the Foundation Stage curriculum before they enter Year 1.
39. Teaching is good overall in all areas of learning and, on occasions, is very good. There is a good range of purposeful learning experiences that interest the children and make them want to learn. The teacher and support staff are very clear about what children will learn from each of the activities, and this gives direction to the teaching and purpose to the work. They make accurate assessments of what children achieve giving them a clear idea about what each child already knows, understands and can do. This tells them which children need to practise something for longer and who is ready to move on to the next step. There is a suitable balance between adult-led and child-selected activities planned to develop particular skills, such as literacy and mathematics, and to encourage children to become independent.
40. Leadership and management are good and the support for children with special educational needs is well managed. All staff work hard to include all children in the planned activities and any disruptive behaviour is dealt with effectively so that it does not impede the learning of others. Parents are supportive of the work of the school and the start children make to their education.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- All adults work together extremely well to create a purposeful atmosphere in which children become secure and confident learners.
- Children show curiosity in activities, sustain good concentration, and share and take turns happily.

#### **Commentary**

41. The great majority of children achieve well in this area of learning to reach the early learning goals by the end of the reception class. This is because of good teaching and learning. Good relationships are established with children and their families before they begin school and, following the example set by the teachers and assistants, children get on very well together. Often encouraged to work in pairs, they show their developing social skills in sharing whiteboards and playing on the wheeled toys in the outdoor learning area. They know the routines of the classroom well and encourage each other to observe them, as for example when they tell each other to sit quietly while waiting for a lesson to begin. All adults provide good role models for the children and they consistently reinforce the high expectations of good behaviour. Where behaviour is less than

satisfactory it is dealt with promptly and effectively so that the learning of the majority is not impeded.

42. Children's efforts are celebrated, as shown in the many photographs of them at work and play that are displayed around the school. They are independent in looking after their personal needs, such as when dressing and undressing themselves for physical education lessons with minimal help.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching and learning are good
- Basic phonic and literacy skills are taught well.
- Children learn to form letters correctly and to write independently.
- There are very good book resources available that stimulate children's interest in reading.
- Some opportunities are missed to develop children's language further.

### **Commentary**

43. There is a strong focus on teaching the basic skills of literacy to provide children with the tools for reading and writing. This aspect is taught well, with an appropriate approach to teaching letters and their sounds and a focus on correct letter formation and basic sentence structure. Most children make good progress in writing their names and gain confidence in attempting their own writing. Good opportunities are provided for them to write in informal situations; for example, in the role-play areas such as the travel agency, where a variety of notebooks and writing tools are provided. They also record their names and write simple sentences on computers. Children's speaking and listening skills are average and the teacher provides good opportunities in whole class sessions to widen their vocabulary. However, in some group activities, opportunities to develop language further are missed. Children enjoy listening to stories and the large variety of 'big books' captures their interest. A very good range of books is available and children handle and care for them well. They make a good start on early reading and parents support this aspect of learning well at home. Most are on course to achieve the learning goals set for this age group and a good number will exceed them by the time they start Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and children achieve well.
- Most children can count to 10 and back.
- Children enjoy lively mental mathematics sessions and join in counting rhymes and songs.

### **Commentary**

44. Teaching provides for a good range of practical activities that engages children's interest in counting and sorting and develops their understanding well. Most are already confident in counting to 10 and higher attainers count to 20. Children join in the lively mental mathematics start to lessons with enthusiasm and take part in well-organised tasks with a good level of concentration. Careful attention is paid to the learning of mathematical vocabulary and the correct formation of numbers, which develops children's basic numeracy skills well. Children learn to compare measurements, such as longer and shorter, and have sound practical experience with a wide range of resources. They use computers effectively to practise their counting skills. Most are on course to achieve the learning goals set for this age group and a good number will exceed them by the time they start Year 1.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children experience a wide range of activities that extend their knowledge of their world.
- Good links are made between subjects and to literacy.
- Children become confident in the use of computers.

### **Commentary**

45. Children achieve well and make good gains in their understanding of the world. They make good gains in learning about themselves and their bodies, such as the need for healthy food and exercise. They make good use of computers and are independent in their use of the mouse and keyboard. Good links are made between subjects; for example, children use their design and technology skills to design a 'stable table' and a chair for Teddy. They have had visits from a mother and baby and seen how humans change as they grow. They have also had a visit from a grandparent who showed them how toys have changed over time. When learning to answer questions about water, they show good awareness of the changes from water to ice and how that process can be reversed. All children are on course to achieve the early learning goals by the end of the reception year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to develop control of their bodies, both indoors and out.
- Children develop good control in using tools, such as pencils and scissors

### **Commentary**

46. Children move with confidence, good control and co-ordination. They have a good awareness of space for their age and when taking part in gymnastics lessons, move sensibly and join in with enthusiasm. Most children dress and undress themselves with a good deal of independence and are encouraged to try for themselves when seeking adult help. They enjoy their many opportunities for developing skills outdoors, such as in using wheeled toys or when taking part in lessons to develop their games skills. The improved outdoor area is being used well to promote learning in many other areas, such as water and sand play. In the classroom, children also have many opportunities to develop finer control, such as in the use of pencils, scissors and brushes and to cut, stick and paste effectively as was seen in their design and technology lesson. All are on course to achieve the early learning goals in this area by the time they start Year 1.

## **CREATIVE DEVELOPMENT**

Provision is **good**.

### **Main strengths and weaknesses**

- Good teaching enables most children to achieve the early learning goals
- Opportunities for role play are good



## Commentary

47. Most children enter school with average creative skills and these are built on effectively through the good teaching involving all adults. Children are able to experience a wide range of different media which helps to develop their skills well. Role play areas, such as the travel agency, set up following a visit to a local one in Stratford, provide good opportunities for imaginative play. Good use is made of these to develop speaking and listening skills of the children.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well and standards are above average by the end of Year 2.
- Teaching is consistently good throughout the school.
- The provision for pupils with special educational needs is good.
- Marking of pupils' work is not consistent enough.

## Commentary

48. The above average standards at the end of Year 2, identified in the last report, have been maintained. Current standards by the end of Year 6 are average and this is mainly due to the higher than usual proportion of pupils with SEN. The school has used assessment data well to identify issues over reading and writing in infant classes, and current inspection evidence shows that these have been addressed successfully. The consistently good, sometimes very good, teaching across the school is enabling all groups of pupils to achieve well in developing their skills in reading, writing and speaking and listening.
49. Standards in speaking and listening are generally above average. Pupils respond well to questioning and most are eager to contribute to discussions. The good support given to pupils with SEN, and those few with EAL, enables them to make an effective contribution to lessons. It raises their confidence and self-esteem and they achieve well. For example, in a Year 1 lesson on 'friends', the pupils were carefully and sensitively led, by discussion, to consider what makes a good friend and how they themselves could become a good friend. Similarly, pupils in Year 5 had a lively discussion on the effects of pollution. Throughout the school, most pupils listen well to their teachers and each other.
50. The recent focus on developing reading skills in Years 1 and 2 has begun to have a positive impact. By the end of Year 2, most pupils have above average reading skills and are becoming more independent in their choice of reading books. This early success is built on in the junior classes, so that by the end of Year 6, most pupils have progressed well in developing their skills. They are able to analyse increasingly complex texts and use their research skills to get information from books, CD-ROMs and the Internet. Pupils talk knowingly about favourite authors and the reasons for their choices. Reading is taught well and the 'big books', available in literacy lessons, are used effectively, not only

to improve pupils' reading skills, but also to form a basis for writing. Teachers encourage pupils to look at the way authors develop their stories and characters and encourage them to use such strategies in their own writing. Pupils develop a very good understanding of how stories are constructed and apply this to their own writing, drafting and redrafting until they are happy with their work. They work with considerable concentration and show pride in their finished writing. Year 5 have produced their own 'school newspaper' and pupils from Years 3 to 6 recently celebrated their achievements in a local poetry and musical evening with notable success.

51. Teaching is consistently good, and particularly good in support of groups of pupils with SEN. These groups receive very good support in lessons and through small, targeted withdrawal sessions that enable them to make good progress towards the targets in their individual education plans. Teachers value the contributions of all pupils and they are encouraged to take part in all aspects of the lessons. Lessons are well planned with a good match of activities to the different levels of abilities of the pupils. Pupils are expected to do their best and they respond accordingly with interest and concentration. Improving the consistency of teachers' marking across the school, so that it more clearly identifies what it is that pupils need to do in order to improve further, would improve pupils' responses.
52. Due to the maternity leave of the English coordinator and long-term illness of her replacement, the subject is being satisfactorily led and managed temporarily by another experienced member of staff. Teaching has been monitored and resources improved. There are realistic and relevant targets for the future development of the subject in the current school development plan.

### **Language and literacy across the curriculum**

53. Good use is made of literacy skills in other subject areas. Speaking and listening skills are used extensively in discussions. There are many displays of pupils' writing around the school and in classes that demonstrate their development of a wide range of writing forms. There is particularly good development of skills in poetry. Topics in history and geography use writing skills to show pupils' knowledge and understanding effectively, including reports on visits to such places as Harvard House and Lunt Fort.

### **MATHEMATICS**

Provision for mathematics is **good**.

#### **Main strengths and weaknesses**

- The pupils achieve well
- The teachers' planning is good
- Marking does not always tell the pupils what they need to do to improve

#### **Commentary**

54. Standards at the end of Year 2 are above the national average. At the end of Year 6 they are in line with national average even though this group has a high proportion of pupils with special educational needs. The pupils in Year 5 are likely to attain higher than national average standards next year if their current rate of progress is maintained.

Throughout the school pupils achieve well. The school has continued to maintain the high level of achievement found at the time of the last inspection.

55. Teaching is good overall. Teachers plan well by using rational guidance, which they adapt to suit the needs of their pupils. Good foundations in all aspects of mathematics are laid in Years 1 and 2. As a result, in these years, the pupils develop good mental calculation skills that are built on systematically through the school, so that by the time they reach Year 6, pupils can work out complex sums in their heads. They are able to use a good variety of calculation methods. Throughout the school, pupils develop a good understanding of number, a secure understanding of shape, space and measures as well as data handling. In addition, there are many good examples of investigative work that help pupils to use and apply their mathematics. The work set by teachers is well matched to the pupils' ability and regularly reinforced by the good use of homework.
56. Teachers use practical resources well to support learning for all pupils. Mental skills are developed well through short, sharp, brisk opening sessions to lessons. Learning objectives are shared well with pupils. While the teachers mark the pupils' work regularly, their marking does not always let pupils know what they need to do next to improve. The pupils have targets for mathematics in their books but are not always sure how their teacher's comments help them reach their target.
57. The leadership of mathematics is good. The co-ordinator has a good knowledge of the strengths and weaknesses of the subject because he undertakes a regular, rigorous scrutiny of the teachers' planning and samples of the pupils' work. Through the careful analysis of the pupils' results he is able to highlight areas for development across the school.

### **Mathematics across the curriculum**

58. Mathematical skills are used well in other subjects. For example, in a topic about the weather, good use was made of graphs and charts, while in a science experiment about plants, pupils used their skills well to plot their results.

## **SCIENCE**

Provision is **good**.

### **Main strengths and weaknesses**

- Teaching is good and pupils' achievements are also good right across the school.
- Investigative work is well used to support pupils' learning.
- The leadership and management of the subject are good.

### **Commentary**

59. Above average standards at the end of Year 2 have been maintained over the last three years as a result of good teaching and planning. By the end of Year 6, science standards slipped at the end of last year to about average. The school recognised that science standards were not as good as in English and mathematics. Consequently, action has been taken to address this and, as a result, standards across the school have begun to rise. The exception to this is in the current Year 6, where a high proportion of pupils with

SEN are depressing the overall standards. Nevertheless, all pupils' achievement right across the school is good. This is an improvement on the findings of the last inspection.

60. Teaching and learning are good throughout. Lessons are well planned and resources are used effectively. In Year 2 for example, pupils were encouraged to experiment in various ways, to find out whether objects would float or sink and also which design of object was more likely to float or sink than another. Similarly, pupils in Year 6 were well taught the concept of random sampling, as a process for collecting evidence about the distributions of different flowers and grasses in different areas of the school grounds. The good balance created between predicting, experimenting, recording and interpreting results impacts well on pupils' understanding.
61. Teachers throughout the school have high expectations of behaviour and appropriate health and safety principles are applied to all lessons. There is much evidence of good investigative activities right across the school, although on some occasions, more opportunities for the higher attaining pupils to initiate their own investigations and follow their own lines of enquiry could be provided.
62. The subject co-ordinator is well aware of what is happening in the subject, has opportunities to monitor colleagues' work and has a good vision for the subject's development, including the proposed revision of the scheme of work. Whole school assessment systems are well used to analyse pupils' progress and plan new work for them.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school has invested well in new equipment.
- The pupils achieve well.
- The teachers are not yet making sufficient everyday use of ICT to support learning.

### **Commentary**

63. Since the previous inspection, standards have been maintained and the level of equipment available has improved. All the issues raised in the last report have been fully addressed, so improvement is good. The new computer suite has been well planned, so that the school is now able to keep up with the rapidly rising national expectations. As a result, pupils throughout the school achieve well and standards, although average at the end of Year 2 and Year 6, are now rising.
64. Teaching is good overall. In Year 6 the pupils were able to edit a digital video, made during a school trip, to produce their own short presentation, because their teacher had good personal ICT skills, which he used well to help the class. In a Year 3 lesson, pupils made good use of different fonts and pictures to design a poster because the teacher gave very clear explanations and demonstrations of the computer program that they were to use.

65. The new computer suite is very well used, particularly when teachers are able to take groups of pupils rather than the whole class. Pupils log on to the school network and then save and retrieve their work quickly. Not enough use is made of the computers that are available in classrooms as an everyday tool for teaching and learning, so that opportunities for pupils to enhance their work, and for teachers to use presentations, are missed. The school has yet to develop the use of email by pupils as an aid to communication.
66. The leadership and management of the subject are good. The co-ordinator supports his colleagues well and has a good knowledge of the strengths and weaknesses of the subject across the school. There are good plans for the continued development of ICT.

### **Information and communication technology across the curriculum**

67. The computer suite is used well to support learning across the curriculum. Pupils use the skills that they have learnt in ICT in other subjects, for example, in a study of the Tudors, pupils used the Internet to research Tudor food, while in English they used their word processing skills well to write letters to important people. In design and technology, pupils use their computer skills to good effect to control the models that they have made. However, in other subjects, more use could be made of ICT to support pupils' learning

### **HUMANITIES**

68. Only one lesson was seen in history and two parts of lessons in geography, so overall judgements about the quality of the provision cannot be made. Other evaluations are based on an analysis of the pupils' completed work and discussions with pupils. Indications are that standards are average in both subjects at the end of Year 2 and Year 6. The subjects are consistently taught throughout the school, so that pupils successfully build on previous learning and make good progress. The school has maintained the level of attainment found at the time of the last inspection.
69. In **geography** skills are consistently developed. For example, map work in Year 1, as part of Gregory Bear's Travels, leads to an understanding of map symbols in Year 5, when pupils compared a seaside town with Stratford-Upon-Avon. Good displays throughout the school sustain the pupils' interest. Work in **history** is well planned so that the pupils develop their skills systematically. Their work is firmly based on interpreting evidence and is greatly enhanced by visits to local places of interest. In Year 3, for example, following a visit to Lunt Fort, pupils were engaged in a good debate with their teacher about the way that the Romans would have used forts of different types. In both subjects there are strong links to literacy because teachers provide good opportunities for pupils to use their writing skills for a real purpose. The letters that they have written, and the posters that they have made, are displayed well across the school so that pupils take pride in their work. The co-ordinators have a good knowledge of the subjects and undertake close monitoring of teachers' planning.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

70. Too few lessons were seen in art and design, music, design and technology and physical education to enable the team to make a secure judgement about the quality of the school's provision. Scrutiny of work and teachers' planning indicate that standards are generally above average, being well above average in design and technology. The

indications are that pupils' achievement is good, being very good in design and technology. Good progress has been made in all subjects since the last inspection, notably in maintaining the high standards in design and technology and in raising overall standards in the other subjects. Teachers' planning is based on national guidance. All aspects of the subjects are covered well. In many instances assessment is well used to inform teachers' planning. Leadership and management in the subjects are good overall, being very good in design and technology.

71. Much of the work in **art and design** is of a better standard than normally seen. Work by Year 3 pupils on wall paper designs, inspired by the work of William Morris, for example, was good as were the most effective interpretations of racism under the former South African apartheid system, based on the work of Nash Meghi. The subject is also well used to interpret and reinforce work in other subjects such as an interpretation of 'The Aquarium' from the 'Carnival of the Animals' by Saint Saens. Resources for art and design are good, contributing effectively to pupils' standards and achievement. Strong features of the lesson seen in art and design were good subject knowledge, effective use of questioning, well deployed and effective support staff, well planned activities, and a good use made of resources.
72. **Music** observed in the one lesson and in practices for a performance of African music and dance, indicates lively and tuneful singing of a good standard. A good number of pupils receive outside specialist teaching for an instrument. These include violins, clarinets, cello, guitar and flutes. Specialist teaching has a positive impact on the achievement of higher attaining pupils. In the lesson seen the quality of teaching was very good and available evidence indicates that it is at least good overall. Visits to theatres, museums and galleries and participation in concerts, as well as visits, for example, from African drums and Caliche, a South American music group, enhance pupils' cultural development well.
73. In the **design and technology** lessons, standards were well above average and the teaching was either very good or excellent. Pupils have very good opportunities to plan, design, make and evaluate their work. This was seen for example, in a Year 2 lesson on sandwich making, as well as in Year 6 where pupils were working out how to motorise the cam models they had designed and made. All health and safety issues are regularly reinforced. Resources are plentiful and these, together with the specialist teaching room and high quality teaching, ensure that pupils achieve a great deal.
74. Teaching and learning in **physical education** overall are good. The school's indoor swimming pool and very good teaching ensure that all pupils achieve very well in this area. Numerous opportunities to participate in games activities and athletics, both on the school's field and in local competitions, greatly enhance pupils' skills development. Skills in the athletics lesson based on long jumping, were taught to a high standard and pupils achieved well. The use of the local authority cultural support service to teach Year 4 and Year 6 pupils African dances, similarly helps to improve pupils' dance skills as well as their confidence in this area of the subject. Out-of-school activities contribute very well to the standards achieved in all aspects of the subject, as well as to pupils' personal development.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

## **Personal, social and health education**

Provision is **very good**.

### **Main strengths and weaknesses**

- The very good relationships between pupils and adults in the school effectively support pupil's personal development.
- The majority of pupils make very good progress in developing the knowledge and skills to support them in making decisions about issues that affect their lives.

### **Commentary**

75. During the inspection, evidence was collected from two lessons, a scrutiny of teachers' planning and talking to staff and pupils. Appropriate arrangements are made for the teaching of sex education and in raising pupils' awareness of the dangers of drugs misuse. The school has a set of topic areas, based on national guidance, planned and co-ordinated with the topics and themes studied in religious education. Additional support for pupils' personal development comes from the very good relationships that exist within the school. In a Year 1 lesson, very careful and sensitive teaching enabled all pupils to talk sensibly about 'friends' and what they mean. Similarly, a lesson in Year 5, carefully considered the problems of global pollution. Both lessons were characterised by the good emphasis given to developing pupil's speaking and listening skills.
76. Talking to older pupils shows that they too have a good understanding of the part they play in the community of the school. Many displays and posters around the school celebrate their achievements and raise their self-esteem. The school regularly takes part in the annual community projects, such as 'Stratford in bloom'. Older pupils act as 'mediators' in playground disputes and play with younger children at break times. Talking to Year 6 pupils and the School Council shows they take their responsibilities very seriously and take great pride in what they do for others. They talk very sensibly and sensitively, for example, when discussing other religions and cultures and are appreciative of how the school seeks and takes note of their views.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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