

INSPECTION REPORT

ST HELEN'S RC PRIMARY SCHOOL

London

LEA area: Newham

Unique reference number: 102771

Headteacher: Mrs Gael Hicks

Lead inspector: J Donnelly

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 257676

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 455

School address: Falcon Street
London
Postcode: E13 8DD

Telephone number: (0207) 476 1785
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Appropriate authority: The Governing body
Name of chair of governors: Mr Walter Poulter

Date of previous inspection: 20th September 1999

CHARACTERISTICS OF THE SCHOOL

St Helen's Roman Catholic Primary School caters for pupils aged three to 11. It is situated in Plaistow east London. The area is one of unfavourable social and economic conditions. This is a two-form entry school and, with 455 pupils on roll, is much larger than the average size primary school nationally. The school has similar numbers of boys and girls on roll. Attainment on entry is below the national average. There are 303 pupils with English as an additional language, which is very high in comparison with all schools nationally. The majority of pupils come from a black African heritage with small proportions from other ethnic backgrounds, including European, Filipino, and white British. The number of pupils eligible for free school meals is very high. The number of pupils entering and leaving the school other than at normal times in the 2002/3 year 6 cohort is very high. There are a high number of pupils (30 per cent) with special educational needs; this figure is well above the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Mathematics History Information and communication technology Physical education
9974	D Singh	Lay inspector	
22058	C Richardson	Team inspector	English Music Provision for pupils with special educational needs
3574	K Singh	Team inspector	Art and design Design and technology Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language
30677	P Waterston	Team inspector	Science Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Helen's is an effective school where high quality team work and a clear focus on what needs to be achieved are its greatest strengths. All pupils achieve well, as a result of good teaching and learning. Standards by the end of Year 6 are close to the national average. Leadership and management are good overall.

The school's main strengths and weaknesses are:

- Standards attained in the unpublished 2003 national tests at the end of Year 6 were above average overall.
- Pupils achieve well in English, mathematics and science. Some pupils achieve very well.
- Teaching and learning are good overall. They are very good in Years 5 and 6.
- Compared with similar schools, the pupils do very well, as evidenced by the unpublished 2003 national tests.
- The Nursery and Reception classes provide a good start to children's learning and many of the obstacles to learning are effectively addressed.
- Leadership by the headteacher is very good.
- A few pupils' behaviour is over-boisterous and requires ongoing monitoring.
- Pupils' speaking and listening skills are not as well developed as they should be.
- Some parts of the accommodation are unsatisfactory.

The school has made good progress since the last inspection in 2001. The key issues and weaknesses have been addressed very successfully as a result of high quality leadership and management. Standards and achievement for all pupils have improved.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2000	2001	2002	2002
English	D	E	C	A
mathematics	D	B	C	A
science	C	C	D	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.

Pupils' achievement is good. From a low starting point, children achieve well in the Nursery and Reception classes. In Years 1 and 2 pupils achieve well, despite standards in reading, writing and mathematics being below average, reflecting the low starting points. **In Years 3 to 6, pupils' achievements are very good** and standards in the 2003 unpublished national tests in English, mathematics and science were above average overall, and in comparison to those in similar schools, standards were high in English and mathematics. Standards and pupils' achievements in singing, across the school, and in physical education in Years 3 to 6 are strengths of the school.

Pupils' attitudes and personal qualities are good.

Attendance and punctuality are good and there have been no recent exclusions. Pupils' attitudes to school and to learning and behaviour are good. The spiritual, moral, social and cultural development of the pupils is **good**.

QUALITY OF EDUCATION

The quality of education is good. The curriculum is good. The local Education Action Zone has made a positive contribution to pupils' achievements recently. Extra-curricular activities are very good. The school offers good care, support and guidance to its pupils based on a strong and purposeful partnership with parents and the local community.

Teaching and learning are good, especially in Years 5 and 6.

Strengths include:

- high expectations of what pupils will achieve; a fast pace to lessons; positive behaviour management; and good quality assessment.

Weaknesses:

- Where teaching lacks spark, pupils become restless and do not complete the work set.

LEADERSHIP AND MANAGEMENT

Leadership and management are good at all levels. Governance is good and subject leaders provide a clear direction to the work of the school. The leadership by the headteacher is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school.

Pupils say they like coming to school, are well cared for and enjoy their lessons.

IMPROVEMENTS NEEDED

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

- Evaluate and monitor the behaviour of a few pupils with challenging behaviour.
- Improve the accommodation for pupils with complex learning difficulties and in some of the outdoor areas.
- Ensure the corridors are made safe and that the issues regarding subsidence are resolved.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

The achievement of pupils during their time at school is good. From a low starting point on entry to the school, standards in the unpublished 2003 national tests at the end of Year 2 are below average. As a result of good teaching, good leadership and management at all levels, standards in the 2003 unpublished national tests in 2003 at the end of Year 6 are above average.

Main strengths and weaknesses

- Good overall achievement by all pupils given the low starting points
- Above average results in unpublished 2003 national tests in English, mathematics and science by Year 6.
- A good start to learning in the Nursery and Reception classes.
- Good provision and progress for pupils who have special educational needs and English as an additional language.
- Below average standards in the Year 2 national tests.
- Pupils' good involvement in the construction of individual education plans.

Commentary

1. The overall provision for children in the Nursery and Reception classes is good and has improved since the last inspection. By the end of the Reception year, children's standards are below average but from their low starting points they achieve well in all areas of learning except in their knowledge and understanding of the world.
2. **By the end of Year 2, pupils' achievement is good** and pupils have good skills in reading and writing. This is maintained until the end of Year 6, where standards in the national tests in comparison to those in similar schools were high.
3. Results in the 2002 national tests at the end of Year 2 were below average, except in writing, where standards were above average. Results in the 2002 national tests at the end of Year 6 in English and mathematics were average, and in science, standards were below average. In the unpublished 2003 national test results at the end of Year 6, standards were above average. The progress of those pupils who were in Year 2 through to Year 6 is very good. Standards in pupils' books are of the same quality. Standards in the lessons seen were below average in Years 1, 2 and 3 and close to the national average in Years 4, 5 and 6. The reason standards are not as high as the unpublished 2003 test results indicate, is that the inspection took place four weeks into the new term and pupils and staff were establishing clear routines and learning patterns. There is no significant difference in the standards achieved or the progress made between different cultures or between boys and girls.
4. In the work they currently do, throughout the school the pupils achieve well in all subjects except in ICT, history and art and design, where they achieve satisfactorily. Standards in many physical education and singing lessons were well above average. 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. Those involved in the leadership and management of the school keep their finger on the pulse of standards and strive to improve them further.
5. The provision that the school makes for pupils who speak English as an additional language (EAL) is **good**. The school has identified about 100 pupils in the early stages of language acquisition and appropriate support is given to these pupils. Most EAL pupils achieve well and attain standards that are similar to those of their peer group. This is because of the good

teaching they receive. The school has appointed a 0.6 full-time equivalent teacher and a number of teacher assistants to provide additional support. This money is spent wisely and pupils receive good support. All pupils are assessed and their stages of language acquisition are determined and recorded. The assessment data is used very well to monitor and track pupils' progress. These pupils achieve well, but their technical vocabulary is not as well developed to attain higher-than-average results in other subjects.

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

Standards in:	School results	National results
reading	15.5 (14.5)	15.8 (15.7)
writing	15.2 (13.8)	14.4 (14.3)
mathematics	15.7 (15.7)	16.5 (16.2)

There were 57 (58) 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 2002

Standards in:	School results	National results
English	27.2 (25.7)	27.0 (27.0)
mathematics	27.3 (27.7)	26.7 (26.6)
science	28.0 (28.5)	28.3 (28.3)

There were 56 (54) pupils in the year group. Figures in brackets are for the previous year.

- Pupils with special educational needs make good progress** towards the targets in their individual education plans, and in the development of self-esteem and confidence. The school makes good use of assessment information and observations, to identify pupils' needs at an early stage in their learning, and for the formation of groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning, behaviour, relationships and attendance are **good**. This is further complemented by the **good** provision for pupils' personal development which enables them to make good progress.

Main strengths and weaknesses

- Most pupils attend regularly and are punctual.
- Pupils respond effectively to good teaching and classroom management.
- Some pupils behave inappropriately.
- Trusting relationships between pupils and teachers.
- Behaviour has improved very significantly since the last inspection.

Commentary

- Pupils like school and this contributes significantly to their regular attendance and punctuality. In many lessons, most pupils were observed responding effectively to the teacher's questioning, engaging constructively in group work and keen to extend their knowledge. Pupils' thirst for knowledge was evident in assemblies where they listened attentively, worked interactively with teachers, playing the role of famous people such as, Mary Seacole, and celebrating the achievement of peers. These spiritual and moral experiences positively influence pupils' personal and social development. Outside lessons many pupils enjoy football practice, other sports and engage passionately in activities provided through the after-school club. The activities contributed significantly to pupils' cultural and social development, and gave them a sense of belonging. These attitudes are often supported by the quality of informed teaching and enable most pupils to conform to the school's clear code of conduct, behaviour, racism and anti-bullying policies, Catholic teachings, and to emulate the behaviour of their teachers. This provision provides a secure foundation for learning.

8. However, there were isolated incidents of silly, immature and some over-boisterous behaviour by some pupils, both inside and outside of lessons. These were usually dealt with quickly by experienced teachers. Most pupils and parents value the action taken by teachers.
9. Relationships between pupils and most staff are based on respect and a desire to develop interracial friendships, which enable pupils to value each other and value diversity. Pupils serve the school and community in a mature manner, as school and class monitors and fundraisers, representing their peers' views through school council. These opportunities enable pupils to think and care for others. Assemblies, together with personal, social, health and citizenship lessons, visits to places of interest and an art week, which brings together pupils from the high school, are further experiences which promote relationships and personal and social development. The achievements of the school are proudly displayed around the building and give a sense of belonging and desire to learn in a well-ordered community. Children achieve well in their personal and social development in the Nursery and Reception classes.
10. Pupils gain confidence because of the good quality support they receive in lessons and the careful match of tasks to suit their abilities. Higher ability pupils support pupils with special educational needs well, when they work together in some lessons. They respond well to routines and clear expectations.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	1.0
National data:	5.4	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is 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 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.
- Teaching and learning are consistently very good in Years 5 and 6.
- 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 the expected standards.
- 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

11. **Teaching and learning are good.** This is mainly responsible for the standards pupils achieve and the good progress they make. Pupils' work illustrates their good achievement. Teaching seen was of a 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 influence the pupils' high levels of performance.

12. **The teaching of English and literacy skills is good.** The teaching of mathematics, especially numeracy skills, is of a similar 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. They 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 those for whom English as an additional language, is good, and ensures that some achieve nationally expected levels of performance. The school is effective in meeting the needs of all pupils.
13. Teachers plan their teaching 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 not only about what they have to do, but also why they are doing it. For example, one 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 standards attained.
14. The teaching of information and communication technology (ICT) is satisfactory and an improvement since the school was previously inspected. Of particular value is the teaching of basic ICT skills in the purpose built suite, which is very cramped.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0(%)	3 (9%)	22 (67%)	8 (24%)	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.

15. Assessment procedures, and the use that is made of them, have improved considerably since the previous inspection. Systematic arrangements are in place for the assessment of pupils' progress in English and mathematics, together with a precise timetable for implementation. Information and communication technology is used well to store and analyse data. Test results are used to inform the setting of school targets; individual progress is tracked and variations from expected achievements are addressed. Constructive use is made of the data provided; for example, results for different groups are analysed and compared, and used to inform the allocation of support staff. The information is also used when ability groups are formed for English and mathematics lessons, so that differentiated tasks are focused appropriately to further pupils' progress. Pupils' understanding in science is assessed at the end of their work on particular topics and the results inform starting points when these areas are revisited.
16. In English and mathematics, assessment is very good and used to set targets for individual pupils. These are discussed with parents and pupils are aware of what they must learn next. During lessons in these subjects in particular, teachers use informal methods, such as oral responses and answers written on whiteboards, to help them decide how to adjust their teaching. Pupils with special educational needs have well-focused targets based on ongoing assessment. Assessment does not influence the teaching of subjects other than English and

mathematics. The information obtained from tests at the end of units of work in Foundation subjects is used for reporting to parents but does not inform teaching to the extent that it could.

17. Teachers and teaching assistants plan very thoughtfully for pupils with special educational needs. What these pupils need to learn next is clear and achievable and the steps are taken into account in planning. Pupils are grouped according to their prior attainment in literacy and numeracy. Some pupils have individual support in the classroom as well as working in groups. Teaching assistants are always keen to develop their knowledge and skills to improve pupils' learning. There is regular sharing of information with the co-ordinator.
18. The quality of teaching received by pupils who have English as an additional language is good. Staff receive regular in-service training and the co-ordinator provides model lessons. The support teacher works within classes in Years 3 to 6 and also provides additional support to pupils who are fairly fluent and this improves the standards of more able pupils as well. All staff consider the needs of their pupils who speak English as an additional language at the planning stage and ensure that tasks are matched to their abilities. Teachers explain the key subject vocabulary well and present work with a strong visual content and this results in pupils' good achievement.

The curriculum

Provision is **good**. The curriculum includes a broad range of purposeful curricular opportunities that cater for the needs, aptitudes and interests of pupils and ensure that they build on their learning as they move through the school. This is an improvement since the last inspection.

Main strengths and weaknesses

- The curriculum is increasingly culturally relevant and encourages pupils to celebrate their own background and history.
- Participation in a wide range of sporting and creative arts projects raises self-esteem and develops pupils' skills to a high level.
- Very good range of after-school activities and visits.
- Weaknesses in the accommodation include:
 - lack of soft play/sensory room;
 - subsidence in corridors; and
 - no climbing and balancing equipment in the playground to develop pupils' social and imaginative play.

Commentary

19. The curriculum covers all the requirements of the National Curriculum and the areas of learning in the Foundation Stage.
20. An inclusive curriculum, which is responsive to pupils' diversity, enables all pupils to achieve well in most subjects and areas of learning and to develop their skills, knowledge and understanding. The school provides well for pupils with special educational needs and those who learn English as an additional language. Subjects are linked well to enhance learning because literacy and numeracy are used in all subjects to provide a range of connected experiences. In the art club, for example, pupils write about their response to work of famous artists. This has had an impact on standards in English as well as in art.
21. The curriculum is reviewed regularly and updated to improve its cultural relevance to pupils and to help them enjoy learning. Innovative focus weeks provide an additional stimulus to

learning because of the carefully managed involvement of skilled artists and teachers from other schools and colleges.

22. The school provides a rich and varied range of experiences for pupils which promote high standards. There are many visits to museums, art galleries and places of interest. Clubs after school are well-attended and cover a very wide range of interests, from football to music and from computers to homework club. Year 5 and 6 pupils spend time on retreat in Kent and on team building on the Isle of Wight. Groups visit the Tower of London and Houses of Parliament as part of their stimulating citizenship programme. Pupils enhance their understanding of democracy and contribute to debates in a responsible manner because the experiences are beneficial and they respond thoughtfully to them. Pupils' learning is supported effectively by a range of sporting and musical events because the school participates enthusiastically and successfully in activities with other schools and the community.
23. Sufficient resources are available to meet the needs of the pupils and the different subject areas. The school has recently attracted many new teachers to its graduate training programme to enable them to meet the demands of the curriculum effectively. There are a good number of teaching assistants who are acquiring more qualifications as they take up opportunities to increase their skills and knowledge with enthusiasm.
24. Provision for those with special educational needs is good because of the level of inclusion in lessons and the life of the school. Pupils discuss their learning with staff during the preparation and review of individual education plans. Staff make good use of space in the school for important sensory activities, but the school has no purpose built soft-play or sensory room for the increasing number of children with communication and language difficulties.
25. Pupils who speak English as an additional language receive a broad and balanced curriculum and take full part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence about their own culture. There are many notices, signs and books in other languages to show that the school values other cultures and languages.
26. There are several weaknesses in the accommodation. There are plans to refurbish the building next year but additional facilities are needed for the playground and for special needs. The lack of any climbing or balancing apparatus reduces pupils' opportunities to improve their social and imaginative play and there is no sensory room, an important resource for children with specific special needs.

Care, guidance and support

The school makes **good** provision for the care, welfare, health and safety of pupils. It provides them with **good** support, advice and guidance. Pupils have a high regard for the way in which teachers show them how to improve their work and where to seek help if they are stuck. Pupils feel well looked after.

Main strengths and weaknesses

- There are warm relationships between staff and pupils.
- There is good support and guidance for pupils.
- Child protection procedures and staff guidance are good.
- The school council is proving to be successful as a means of enabling pupils to express their views about the school.
- Pupils are well cared for in a secure environment. However, some younger pupils say that they are frightened by the over-boisterous behaviour of a very small number of older pupils.

Commentary

27. The staff know their pupils individually and pupils know who to turn to if they have any problems or concerns. There is a counsellor for those pupils who need additional support. Procedures for health and safety are good. Child protection procedures are good and staff are clear about what they should do if they have any concerns.
28. Teachers assess and track pupils' progress and this gives pupils a clear understanding of their strengths and weaknesses and what they need to do to improve their work. This is particularly strong for English and mathematics. The school makes good use of its assessment data to identify individual pupils or groups of pupils who are not doing as well as they should.
29. The school has a supportive learning environment and ensures pupils who speak English as an additional language receive suitable opportunities to develop their understanding of English. They are well integrated in to school life and are well cared for by the school. Mutual respect and tolerance of others' feelings and values underpin the good relationships within the school.
30. Procedures for helping pupils to settle into the Nursery are effective, with staff taking individual children's needs into account. Very few pupils join the school at other times but those who do are welcomed as part of the school family and are given support to help them feel at home quickly. The Education Action Zone has supported the school in this. Links with the secondary school are very good. Year 6 pupils attend English, mathematics, and science lessons in the secondary school and this helps them to settle in well when they transfer there.
31. The school council is proving a useful means of allowing pupils to express their views on how school life could be improved. For example, a small number of younger pupils were able to say that they were afraid of the over-boisterous behaviour of some older pupils and parents expressed their concerns about this too.
32. Teachers and their assistants know pupils well. Assessments are carried out thoroughly and staff are aware of pupils' programmes and additional medical needs. Relationships between staff and pupils are good so that learning takes place in a purposeful, inclusive atmosphere. Transfer to secondary school is managed very efficiently and sensitively. The school meets the requirements of the Code of Practice for special educational needs well and liaises very effectively with external agencies.

Partnership with parents, other schools and the community

Effective partnership between the school, parents and the community, significantly supports the teaching, learning and personal development of pupils.

Main strengths and weaknesses

- Parents value their effective communication with the school.
- The community supports pupils' learning in school.
- Effective transition arrangements support pupils' progress.
- Pupils' reports are not always clear to parents.

Commentary

33. Clear and constructive communication between parents and the school ensures that parents are valued and their concerns addressed. Parents are very supportive of the school. They recognise it is a good school now and that the leadership is its strength. Regular and purposeful information through the prospectus and governors' report ensure that governors meet their legal requirements and parents continue to know what and how their child is taught. Newsletters and face-to-face meetings at the end of the school day between staff and parents

enable parents to share information and concerns. Parents are consulted about their views on homework and this helps them to make informed choices and to build bridges between school and home. Parents value the information in their child's annual report, which provides adequate information about progress and personal development. However, some subject reports contain too much technical jargon and this negatively affects parents' understanding.

34. The trusting relationships between parents and staff support the learning of pupils in the school and at home. During the inspection, some parents were observed supporting an assembly about the work and life of Dr Martin Luther King and other ethnic minority world leaders. They also support after school football and one parent teaches pupils to dance during lesson time. Many parents also support the Parents and Teachers Association, which through its fundraising activity and social events, promotes learning and teaching in school and the Catholic community. These activities please parents and enable them and the school community to work together and raise pupils' achievements.
35. Most parents ensure their child attends school regularly, and completes homework on time. They provide funds to enable their child to visit places of interest.
36. The quality of links with other schools, including feeder school and the wider community further enhance pupils' achievement. There is an effective system for the transfer of pupils to the next stage of education. The curriculum and pastoral links with the high schools ensure pupils learn as part of an integrated Catholic community. Specialist teachers from the high school support, mathematics, science and art and design, and physical education in Years 3 to 6. This helps to raise academic standards in both the primary and secondary school.
37. Parents are kept informed and have opportunities to discuss individual educational plans with the school. However, the school is aware of the need to increase the involvement of parents in their children's learning. Pupils with special educational needs benefit from the partnerships with the community, and involvement in sporting and other projects and activities.
38. The staff and parents who can speak more than one language help with interpretations when necessary. The school has held some successful social events, in which parents of all ethnic backgrounds have participated well. In a drive to raise standards, a Nursery teacher has started to visit parents to help them to support their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership, management at all levels and governance are good. The leadership by the headteacher is very good. The school provides good value for money.

Main strengths and weaknesses

- Very good leadership by the headteacher.
- A good supporting governing body.
- Effective management throughout the school, including in the Nursery and Reception classes.
- Very good organisation and management by the special educational needs co-ordinator.
- Provision of an additional part-time co-ordinator for children in the Foundation Stage.
- There is no soft play/sensory room.

Commentary

39. The headteacher's leadership and vision for the school's continuing success are 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.

40. 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 to be developed.
41. 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.
42. This is a school that knows its strengths and weaknesses well. It has effective arrangements for getting a detailed and accurate picture of its performance of different ethnic groups, 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.
43. 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.
44. 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 identification of areas for improvement 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.
45. 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 are rising 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.
46. The special educational needs (SEN) 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 them effectively from the main school budget to ensure that all classes have enough support staff 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	79,728
Total expenditure	1,317,554	Balance carried forward to the next year	63,748
Expenditure per pupil	2,403		

47. The SEN co-ordinator, who works well with the co-ordinator in the Foundation Stage, manages and organises the provision very well. The appointment benefits everyone in the Foundation Stage because of the increasing number of children with a wider range of special needs than previously. The school uses funding from the general budget well, to finance the costs of additional staffing, training and resources. The special needs governor is fully informed and involved in the life of the school.
48. The leadership and management of the EAL service are good. The procedures for monitoring and tracking the progresses of pupils who speak English as an additional language are very good. The information gained is used very well to provide additional support.
49. The principles of best value are applied well. There is a clear focus upon raising standards and the means by which this is to be achieved are agreed following consultation with staff, governors and the church community. The school is seeking ways to obtain the views of parents and the wider community. Decisions are informed by analysis of the school's own performance data, and by comparisons with the patterns of expenditure of similar schools. The costs of goods and services from potential providers are compared, before spending decisions are made, ensuring that the best possible value for money is obtained. Competitive tendering procedures are used for large contracts such as building works. The school provides good value for money.
50. The headteacher has a clear view of the school's priorities for development which ensures the best use of a limited budget for pupils' benefit. School improvement priorities are identified from detailed analysis of performance data, and following discussion with staff and governors; the cost of these priorities is clearly linked to budget planning. Subject co-ordinators are responsible for their departmental budgets, linking expenditure to their action plans. The school has acted promptly on the recommendations of a recent audit report. Information to enable the headteacher and governors to ensure finances are kept in good order is readily available from detailed computerised systems. The increasing use of information and communication technology for routine tasks leads to a productive use of administrative staff time. The office is run efficiently. Grants are used appropriately for their designated purposes.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

In both Nursery and Reception boys and girls, those of different ethnic identity, with special educational needs and those learning English as an additional language, **achieve equally well** in each of the areas of learning. Staff observe children closely and adapt their planning accordingly. Accommodation and resources are good for the Foundation Stage. **Leadership and management of the Foundation Stage are good overall.** Arrangements for securing children's communication skills, literacy, mathematical, creative and personal, social and emotional and physical developments are good. Learning of knowledge and understanding of the world is satisfactory. Strengths include the implementation of the successful strategies to help all children to achieve well. A large number of children have special educational needs and this together with the breadth of their needs, is at the level where learning can be effective for all children. Teachers and teaching assistants work well as a team and contribute equally to good provision and quality of learning. Information for parents reflecting the distinctive nature of the Foundation Stage is strong. The role of the home school liaison officer is developing well, the school will need to evaluate its impact in terms of raised standards. Since the previous inspection, pupils' achievement has improved from satisfactory to good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children behave well and are keen to learn.
- Staff provide good role-models for developing good relationships and a love of learning.
- Resources are used well to make learning compelling.
- The routines and the encouragement children receive help them feel secure and confident in tackling challenges in their work.

Commentary

51. The quality of teaching and learning is good and children achieve well. Nursery children quickly settle into school life because of the good induction arrangements. There are clear routines in both the Nursery and Reception classes that help children feel secure and to be independent, for example, at the beginning and end of the day as they organise their book bags, choose activities and select appropriate aprons. They are learning to share equipment and wait for their turn, for example, to cook porridge and biscuits. There are appropriate expectations for children to be active and vigorous and at other times to be still and reflective. Consequently, most develop a good understanding of appropriate behaviour. In reception classes, children sit for an appropriate time in whole-class lessons and co-operate with others and work independently. However, sometimes noise from children who have special educational needs distracts others but this is handled well by support staff. Strengths in the provision have been maintained since the last inspection and children are on track to meet the expected goals.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well but standards in communication, language and literacy remain below the expected levels because of their low starting points.
- Teaching of key skills is good and consequently children's writing and reading skills develop well.
- Children's vocabulary skills are restricted when they start but because of good teaching they achieve well.
- The potential of role-play areas to support independent learning in communication and literacy is not exploited fully.

Commentary

52. The quality of teaching and learning is good and children achieve well. Teachers' planning in Nursery and Reception classes address the needs of children of different capabilities well. Consequently they enjoy learning that challenges them appropriately. Careful attention is given to modelling language, using props and explaining vocabulary to ensure that children understand the tasks and activities. For example, when cooking porridge children did not know the basic vocabulary such as 'spoon', 'porridge' or 'bowls'. The teacher gave the words, and asked children to repeat them after her. This supported all children including those who were at an early stage of speaking English. Children develop a good understanding and knowledge of sounds and letter names and a few are beginning to link initial letter sounds to whole words. Because children's vocabulary and speaking skills are limited, the role-play areas in classrooms do not engage children sufficiently in writing and communicating. Children take books home and this supports their learning well. Most children are not likely to meet the expected goals for reading and writing and for communication.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children achieve well but standards remain below the expected levels.
- Practical activities support children's mathematical development.
- Assessment is good.

Commentary

53. The quality of teaching and learning is good and children achieve well. Children learn a rich repertoire of songs that extends their knowledge of numbers. Consequently many in the reception can count to 20 and count backwards from ten. Teaching places emphasis on giving children good opportunities to apply their knowledge. Cooking activities in Reception and Nursery classes allow children to apply concepts of measuring weight and volume. Most children in Reception classes name simple two-dimensional shapes. In one lesson, children were matching shapes and learning their names. More able children knew the properties of 'circle', 'triangle' and 'square'. Teachers have good subject knowledge and they plan well with clear learning objectives that they focus on in lessons. Children are well supported by teaching assistants. Staff assess the children's progress well and use the information to plan next steps in learning. Children are unlikely to reach the expected learning goals by the end of the Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **satisfactory**.

Main strengths and weaknesses

- Resources are used well to engage children's interest in their learning.
- Teaching of information and communication technology is given a priority and as a result children achieve well.
- Children do not receive sufficient opportunities to select tools, techniques and resources to develop designing and making.

Commentary

54. The quality of teaching and learning are satisfactory overall and children's achievement is satisfactory. Information and communication technology supports learning well, for example, children follow stories on story tapes and on computers. Children are learning to manipulate the mouse to operate the programme on the screen. They learn about a variety of materials when using construction toys, sand, water, clay and play-dough. Nursery children had sown cress and carrot tops to watch growth. However, teaching does not provide opportunities for children to select tools, techniques and resources and to adapt work and develop their personal opinions about the environment. This results in underachievement in designing and making. In assemblies and through song, children learn about the cultures of others. Children are not on course to meet the expected goals for all aspects by the end of Reception.

PHYSICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children move with control, and confidence on the large apparatus, and in games and dance.
- The curriculum provides a wide variety of opportunities to use tools with increasing control.

Commentary

55. The quality of teaching and learning is good overall and childrens' achievement is good. In the Nursery, staff allow children to be adventurous in climbing and balancing and jumping on and off equipment without jeopardising safety or reducing challenge. In Reception, children benefit from the good role-model provided in dance and consequently are able to move rhythmically. However, in these lessons children do not talk about the positive benefits of warming up and the effect of exercise on their heart rate. Children in Nursery learn to use a good range of tools, such as paintbrushes, sticky tape dispensers, dough cutters, and scissors and felt tips. In Reception, most hold these objects correctly and are beginning to learn to write with a pencil accurately. Children are likely to meet the expected goals by the end of Reception.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- There is good teaching about the ways in which a range of materials and media can be used.
- Children in Nursery learn a good repertoire of songs to support learning in other areas.
- Careful attention is being given to developing children's vocabulary and the use of a home school worker to enlist parental support.

Commentary

56. The quality of teaching and learning is good overall and childrens' achievement is good. Children are introduced to a range of media in Nursery and Reception, for example painting, song, dance and singing. Children have a good repertoire of songs and rhymes and most have memorised the words. In Reception, children had opportunities to play in their local train station and in the restaurant. They also dressed up as police officers, fire fighters and postal workers. However, because of their lack of vocabulary, they could not develop their play without adult help. The school has appointed a home school worker to support parents so that they can help their children in their learning. Children are on track to meet the expected goals by the end of Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision is **good**.

Results in the unpublished 2003 national tests were above average.

Main strengths and weaknesses

- Teachers use interesting and stimulating approaches in lessons.
- Tasks match abilities well.
- Good use of assessment to form teaching groups.
- Good use of literacy across the curriculum.
- Pupils who have been in the school since Year 2 have made very good progress and achieve well.
- There are not enough planned and carefully structured opportunities for pupils to learn specific vocabulary and to practise speaking and listening, especially in the infants.

Commentary

57. Standards by Year 6 are above average and achievement is good. Over the past four years, pupils' standards in reading and writing have risen consistently and are often above the national average in comparison with results for similar schools. Results in the unpublished 2003 statutory assessments indicate that pupils were close to the national average at the end of Year 2 and above the national average in Year 6. At the time of the last inspection, standards were well below average. Therefore improvement has been good. The current Year 6 pupils are working at close to above average levels and there are no significant differences in the performance of boys and girls. All pupils including those with special educational needs, and those who learn English as an additional language, make good progress and achieve well because of the good teaching and support they receive in reading, writing and spelling.
58. Speaking and listening skills are below average in the infants because a majority of pupils are at an early stage of learning English. By the end of Year 6, standards are average, although higher-attaining pupils speak confidently and articulately. Pupils in Year 1 and Year 2 often need support to answer questions because they do not understand the questions or lack the vocabulary to express themselves clearly. Teachers ask questions skilfully and plan good opportunities for dialogue but pupils need encouragement to join in with confidence. Pupils in Year 4 benefit from the opportunity to join in debates during their citizenship activities so that, by the time they are in Year 5 they are more able to express opinions and describe their feelings. Higher-attaining pupils in Year 6 discuss their favourite authors and books in a relaxed manner. They explain the dangers of becoming 'addicted' to certain authors and discuss a wide range of experiences. The school is aware that this is an area for continuing development.

59. Attainment in reading is at the expected level for pupils in Year 2 and pupils have a good knowledge of sounds and letters to help them work out new words. Pupils enjoy regular group reading sessions and try hard to answer simple questions. There is a good range of interesting books for pupils to take home because the school has purchased additional books to appeal to boys and for older pupils who need to improve their confidence in reading. The library is small but has a suitable collection of fiction and non-fiction books. There are timetabled sessions for pupils to go to the library to learn how to select reference books and to see how books are stamped when they take them out for research.
60. By the end of Year 2, pupils' standards in writing are close to the expected national level and improving because of the use of a wider range of approaches and interesting activities. Pupils now build on their skills as they move through the school and all classes have a list of the most important features of good writing. Teachers regularly refer to these and all pupils know that they have to use 'ambitious' words in their writing. The samples of the writing seen during the inspection, show clearly how well pupils achieve over time. This is confirmed by the fact that two-thirds of pupils achieve very well in national tests in Year 6 when they have been in school from Year 2. According to official statistics, this puts them in the top 25 per cent of pupils nationally. Drama and art and design are planned into literacy lessons or before pupils do specific writing tasks. The school's links with Education Action Zone projects are enriching pupils' learning as 'creative arts' and 'humanities' are integrated very well into the basic literacy curriculum. Pupils write very moving and sensitive accounts of events in pictures because they have acted out scenes reflected in the pictures. Their use of language and imagery is developing effectively. Handwriting and spelling improve because specific time is given to these subjects each week and pupils try hard to present their work well.
61. Teaching and learning are good overall and there are frequent examples of very good teaching. Teachers have high expectations of what pupils will achieve and pupils gain confidence from their success. Teachers make learning fun and lessons stimulating. They work purposefully and effectively with the special needs co-ordinator and the teacher of English as an additional language to ensure that all pupils are able to join in the lesson and achieve success. Teachers and teaching assistants plan well to ensure that there are activities for all the different groups within the class. They make clear to pupils what they are to learn in lessons and check at the end of the lesson what pupils think they have achieved. Teachers ensure pupils have tasks they can succeed in and build on their strengths.
62. The subject is led and managed well by the co-ordinator who has a very clear vision of ways in which projects and other subjects can be linked together to stimulate and enrich learning. Results of assessments are used well for the formation of groups and to identify areas for improvement.

Language and literacy across the curriculum

63. Staff plan systematically to develop pupils' skills in language and literacy in all curriculum areas. Year 6 pupils learn how to spell, and can explain technical words used in science and geography in their weekly spelling test. In science, pupils write reports on their experiments and in design and technology they write detailed accounts of their planning. They comment upon any improvements they would make to their work. In the citizenship project, pupils write letters to a Member of Parliament that show great concern and feeling for the plight of poor people. They write about their visits and what they have learned and offer opinions about events in history.
64. ICT is used thoughtfully to support learning in most literacy lessons, either for word-processing, searching for information or to practise specific skills.

MATHEMATICS

Provision is good.

Main strengths and weaknesses

- Compared with similar schools, results in the unpublished 2003 national tests were high.
- 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

65. The pupils achieve well. Standards at the end of Year 2 were below average in the unpublished 2003 national tests. In the tests at the end of Year 6 they were above average. More able pupils and those from different backgrounds all achieve well as do boys and girls. Pupils' attitudes towards mathematics are good and the school has continued to make good progress since the previous inspection.
66. 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 can correctly identify two and three-dimensional shapes.
67. By Year 6, pupils confidently undertake work in addition and subtraction, as well as in a range of multiplication and division forms. Most 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.
68. The overall quality of teaching and learning is consistently good and this is reflected in the good standards pupils attain especially in Years 5 and 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 good and the school has continued to make good progress since the previous inspection.
69. Leadership and management are good and the co-ordinator has ensured that standards have been improved 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 improve standards.

Mathematics across the curriculum

70. The use of mathematics across the curriculum is good. Pupils use their mathematical skills in history, science and physical education. They 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 is **good**.

Main strengths and weaknesses

- The curriculum is well planned, ensuring full coverage of the national curriculum with appropriate provision for continuity and progression.
- The quality of leadership is good and provides a clear vision for the subject.
- Provision for the development of pupils' investigative skills is good, and there are good links to literacy.
- Teaching is good, especially in Years 5 and 6.
- Higher-attaining pupils are not sufficiently challenged.

Commentary

71. Teachers' assessments at the end of Year 2 in 2003 indicate that 98 per cent of pupils achieved the average Level 2. In the unpublished tests in 2003, at the end of Year 6, 85 per cent of pupils achieved the average Level 4 or above. However, the proportion of pupils attaining the higher Level 5 is below the national average.
72. At this early stage in the school year, evidence indicates below average standards in Year 2. Pupils in Year 2 are beginning to distinguish between natural and man-made materials, and to understand why ice melts at different rates according to the conditions in which it is stored. Pupils in Year 6 have carried out fair tests, recorded their observations, and tried to explain why things happened as they did. In the lessons seen, pupils were beginning to extend their knowledge about the plants and animals found in different habitats and to understand how they are suited to their environments. Standards in Year 6 are broadly average with little evidence of above average levels of attainment.
73. Teaching and learning are good. Lessons are well planned throughout the school and pupils of all ages are given ample opportunities to work collaboratively in pairs and in groups. There is an appropriate emphasis on developing the skills of scientific enquiry, as well as thorough coverage of all aspects of the curriculum. Links with literacy are strong; a scrutiny of the work pupils did last year shows a developing ability to write for a range of purposes. In Year 2, teachers' subject knowledge, and appreciation of how young children learn, requires development. In Year 6, the lively pace of lessons, and teachers' very good questioning skills, challenge pupils' thinking and helps them to make good progress. During the inspection, both Year 6 classes were learning about a range of habitats and the differences in the plants and animals living in them. Teachers introduced the topic well, questioning pupils' recall of their previous learning and then building on this knowledge. The school grounds provided a useful resource for comparing woodland, grassland and the pond; during these lessons, the inability of some pupils to work independently meant they did not learn as much as they should have done. Pupils' knowledge and understanding are assessed at the end of each topic but the results are not used well to inform the teaching of pupils with different abilities. As a result, the more able pupils are not achieving the standards of which they are capable because tasks are not always well matched to their abilities. Pupils with special educational needs learn well because they are well supported by teaching assistants.
74. The subject leader provides clear vision and direction. This has resulted in good progress since the previous inspection; the quality of teaching has improved as the result of effective monitoring, and the curriculum is now well planned with due emphasis on scientific enquiry. Consequently, standards are higher as a result. The improvements in provision have yet to make their full impact on standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

Main strengths and weaknesses

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

Commentary

75. 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, when 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. Teaching and learning is satisfactory overall. Leadership and management are good. The co-ordinator has a very clear understanding of how to continue and build on previous improvements. 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 software to control all pupils' screens from the teacher's workstation. It is also too small.

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 could be largely due to staff confidence. This is now improving due to the opening of a new ICT suite and the school is aware that it is as a priority for development.

HUMANITIES

History and Geography

Provision is **satisfactory**.

Main strengths and weaknesses

- The history and geography curriculum is well planned and includes clearly identified links to literacy.
- The quality of leadership is good.
- A weakness is the lack of progression in the development of pupils' ability to make plans and maps.

Commentary

76. The limited evidence available indicates that standards are below average on entry to Year 1 and pupils achieve satisfactorily to reach average standards by the end of Year 6. Pupils make good use of the Internet to compare and contrast another locality with their home area, and they consider how to improve the local environment. Pupils recognise famous people in history and they use geographical vocabulary when referring to a study of the physical features of rivers. Findings are recorded well and in a variety of ways.

77. The curriculum is well planned, giving careful consideration to progression in the development of pupils' knowledge, understanding and acquisition of geographical skills. In Years 3 to 6, pupils' written work is well presented and indicates good links with literacy through writing

reports and explanations. Findings about other localities are well recorded, providing a firm basis for comparisons. The physical features of rivers are covered in detail; atlases are used to identify particular rivers in the British Isles and the wider world. However, pupils have little opportunity to make their own plans and maps. Teachers have high expectations and, particularly in Years 5 and 6, pupils are taught well. Pupils with special educational needs are well supported. There is insufficient differentiation in the tasks pupils are set to ensure that more able pupils are suitably challenged.

78. The subject leader provides clear leadership and manages the subject well. Good progress has been made since the previous inspection; the curriculum is well planned and the quality of teaching has improved following monitoring and evaluation of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy their work.
- Displays of pupils work are of a good standard.
- Cross-curricular opportunities are not fully planned.

Commentary

79. Pupils attain average standards by Year 6. Pupils' achievement is satisfactory. In one lesson, Year 3 pupils were evaluating each other's work. They suggested some good modifications to their drawings, such as using brighter colours or not putting too many heart shapes as it detracts from the main picture. Year 1 pupils drew their portraits using chalks and crayons. They chose appropriate colours to match their skin colours. Teaching in these lessons was good. Teachers did not undertake a great deal of time in giving instruction but prudently used time to assess the needs and support appropriately. Sketchbooks, portfolios of pupils' work and displays indicate that the curriculum is satisfactorily covered. Visits are made to art galleries and pupils are encouraged to draw and paint in the style of famous artists such as Van Gogh and Picasso. There are no differences in the achievement of and provision for pupils from ethnic minority groups. The staff display pupils' work in classrooms and around the school well and this provides further stimulus for learning. The new co-coordinator's leadership and management role is developing well.

Design and technology

Provision is **satisfactory**.

Main strengths and weaknesses

- Good literacy and numeracy links.
- Good evaluation of how they can improve their work further.

Commentary

80. Standards are average and pupils make good progress and achieve well. All pupils, including those who speak English as an additional language and those who have special educational needs, are fully integrated. There are no differences in the achievement of and provision for pupils from ethnic minority groups. One very good lesson in Year 4 was observed. The teacher had a very good understanding of the needs of those pupils who speak English as an additional language and who have special educational needs. He ensured that all pupils

understood technical vocabulary such as 'levers', 'linkages', 'hinges', and 'brackets'. Then he demonstrated practically how a lever works. This supported all pupils' learning and achievement very well. Pupils were able to design a page for their moving book. There are good links established with literacy when pupils write their lists of equipment they need and the methods they used.

Music

Provision is **good**.

Main strengths and weaknesses

- Pupils' achievement is good, especially in singing.
- Curriculum enrichment is very good in music.
- Good community involvement.
- The enthusiasm of staff and pupils.
- High expectations by the school.
- A wide range of skills, especially for singing, taught well.

Commentary

81. Standards have been maintained since the last inspection and are average at the end of Year 2 and Year 6. Standards in singing, however, are above average.
82. All classes have a weekly lesson taken by a skilled specialist teacher. She is ably assisted by the class teacher and teaching assistants. This enables staff to develop confidence in teaching aspects of music in the classroom. Teaching and learning are consistently good because pupils' attitudes are very positive. They love to sing and move to the music. Pupils are involved in their learning and this leads to good achievement. The vocal warm-up encourages pupils to relax and concentrate on singing techniques. They listen well and follow the movements of adults with great care, matching clapping and words very accurately.
83. Teaching and learning are good. The teacher introduces new songs very thoughtfully. Many of the songs are from different countries and cultures. Others are from successful musicals or by artists such as 'The Beatles.' Pupils learn that singing rhythmic songs is great and singing them in rounds is even better! When a group adds instruments to the singing pupils enjoy hearing the additional rhythm. However, very few pupils could recall the names of the attractive cultural instruments used in previous lessons. Class teachers and teaching assistants manage any silliness or temporary lack of interest well and successfully ensure that pupils remain on task.
84. The co-ordinator has promoted music well. As a result, it has a high profile in the school and staff and pupils enjoy hymn practices and singing in assemblies. Singing is tuneful, diction clear and pauses are observed carefully. Pupils are keen to participate in musical activities. This is reflected in the sensitive singing during choir practice and pupils' keenness to be involved in activities with visiting artists and other schools. Pupils' singing at the church is greatly appreciated because it adds to the reverent joy of the service. There are many links with the community through creative arts projects and this year the choir will be involved in a 'Festival of Voices' concert with other schools.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching.
- Pupils attain high standards in team games because of the good teaching.
- The quality of leadership is 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

85. All pupils achieve well. Standards are average at the end of Year 2 and above average overall at the end of 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.
86. 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.
87. The subject leader provides 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	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	3
The governance of the school	3
The leadership of the headteacher	2
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).