

INSPECTION REPORT

ST JOHN SOUTHWORTH ROMAN CATHOLIC PRIMARY SCHOOL

Nelson

LEA area: Lancashire

Unique reference number: 119655

Headteacher: Mrs M Borman

Lead inspector: Mrs S E Hall

Dates of inspection: 7th – 10th June 2004

Inspection number: 257701

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;	167
School address:	Lomeshaye Road Nelson Lancashire
Postcode:	BB9 0DQ
Telephone number:	01282 613906
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr J N Price
Date of previous inspection:	11 th January 1999

CHARACTERISTICS OF THE SCHOOL

This slightly smaller than average sized school is in an urban area in Lancashire. The immediate area is below average in most socio-economic aspects. Pupils from outside the immediate area also attend the school because of its Roman Catholic standing. The proportion of pupils eligible for free school meals is largely average although several families do not register for free school meals. In the last three years the school changed its admissions policy to welcome pupils from outside the Catholic faith. There are 31 ethnic minority pupils supported in their learning of English, which is a higher than average number. Forty pupils are on the schools register of special educational need with four pupils having a Statement of Special Educational Need, which is above average. An average number of pupils join and leave the school other than at the usual time of admission although in some year groups this is higher. The attainment of children on entry to the school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Science Physical education The Foundation Stage curriculum Personal, social and health education and citizenship
9348	Mrs M de la Mage	Lay inspector	
22556	Mr E Morgan	Team inspector	Mathematics Information and communication technology Geography History Special educational needs
34175	Ms S El-Hassani	Team inspector	English Art and design Design and technology Music French English as an additional language.

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PART A: SUMMARY OF THE REPORT

The school provides a **satisfactory** standard of education for its pupils. Standards are average when the pupils leave the school. Achievement, teaching and learning are satisfactory overall. Leadership is satisfactory, but there are areas of management that are unsatisfactory. The school provides satisfactory value for money.

OVERALL EVALUATION

The school's main strengths and weaknesses are:

- The quality of teaching and learning for the children in the reception class is very good.
- There is a warm and supportive ethos in the school where all children are valued.
- The management of subjects and the monitoring and evaluation of different aspects of school life are unsatisfactory.
- Standards are below average in Years 1 and 2.
- Teaching in Years 1 and 2, whilst satisfactory overall, does not consistently meet the needs of all pupils well enough.
- Assessment information is not used well enough throughout the school to inform planning in order to provide the best level of challenge, especially for the higher-attaining pupils.
- Governance is good.
- Links with parents and the community are good.

The school has made satisfactory progress since the previous inspection when there were serious shortcomings in key areas of leadership and management. Following very lengthy procedures, a new headteacher, deputy and senior management team have been appointed within the last 18 months. There has been satisfactory improvement in recent months in developing management procedures, although more remains to be done in developing rigour in this area. There has been good improvement in pupils' behaviour, very good improvement in provision for the youngest children and satisfactory improvement in developing investigative work. Procedures to ensure pupils' punctuality have improved. Overall attainment has dipped because of a fall in standards in Year 2 at least partly linked to lower attainment on entry.

STANDARDS ACHIEVED

Year 6 results

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

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.

Whilst being very variable in different parts of the school, achievement is **satisfactory** overall. There is an above average number of pupils with special educational needs and a high proportion of pupils learning to speak English as an additional language in the lower years.

Children enter the reception class with skills that are below and sometimes well below average. These children achieve very well because of the consistently very high quality of teaching. Children reach the early learning goals¹ in mathematical, physical and in creative development. Although they make very good progress in the other areas of their development, they do not achieve the early learning goals in the key skills of speaking and listening, some aspects of their personal development and knowledge and understanding of the world. In Years 1 and 2, standards in reading, writing and mathematics are below average. Most pupils in Years 1 and 2, including the growing number of pupils new to speaking English, make reasonable progress and achieve satisfactorily. Standards in Years 3 to 6 in English, mathematics and science are average. Achievement is satisfactory overall and is good in some areas. Pupils often do better than in Years 1 and 2 because teaching is generally good. However, throughout the school the relatively small groups of higher-attaining pupils do not always achieve what they could, as not enough is demanded of them on a consistent basis.

Pupils' personal development is good. Their spiritual, moral, social and cultural development is **good**. Pupils have positive attitudes to their work and behaviour and relationships are generally good. Attendance and punctuality are good and have a positive impact on learning.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. The quality of teaching and learning is **satisfactory**. Teaching in the reception class is very good and provides a joyous learning experience for the youngest children. A lot is expected of them from a low start and they make rapid progress. The rate of progress slows in Years 1 and 2 where teaching and learning are satisfactory overall, but occasionally unsatisfactory in both classes. Staff work hard to provide a variety of activities but sometimes tasks are not well matched to the wide range of ability. Teaching and learning in Years 3 to 6 are generally good. There is a good pace to lessons and pupils are managed well. Assessment is satisfactory overall and procedures are being extended well, although the use of assessment information to inform planning to provide the highest level of challenge is not fully effective. Curriculum planning is satisfactory and is securely based upon national guidance. The quality of accommodation is satisfactory overall, although the lack of permanent outdoor equipment for the youngest children, and bare and uninviting play areas, provide unnecessary challenges for the staff to overcome.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **satisfactory**. The headteacher provides caring support to colleagues and has established a clear sense of a team in the school where staff and pupils are highly valued. However, management of the school is unsatisfactory because the school has been slow to identify where there are weaknesses in teaching and to establish rigorous monitoring of different aspects of school life. Subject co-ordinators do not have enough structured opportunities to monitor standards, teaching and learning in their subjects. Governance of the school is good and the governing body is very well led. Governors are keen and supportive and very aware of the school's strengths.

¹ **Early learning goals:** are a set of standards which it is expected that most children will achieve by the end of the Foundation Stage. They are set out into six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education offered which they think has improved in recent years. A small number have concerns about the behaviour of pupils at play and lunchtimes. Pupils enjoy school and the range of activities they are involved in, including the end-of-year activities for the older pupils.

IMPROVEMENTS NEEDED

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

- Raise achievement in Years 1 and 2.
- Improve the quality of teaching in Years 1 and 2
- Improve the management of the curriculum and put in place a detailed and rigorous programme of monitoring of all aspects of school life and use such information to inform strategic planning for school improvement.
- Make full use of assessment and tracking information to provide the best level of challenge for all groups of pupils, particularly the higher attaining pupils, throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is **satisfactory**. It is very good in the Foundation Stage, satisfactory but with some weaker aspects in Years 1 and 2 and satisfactory with some good aspects in Years 3 to 6.

Main strengths and weaknesses

- Children in the reception class achieve very well from a low start.
- Standards in Years 1 and 2 are below average and these pupils could achieve more if challenged on a more consistent basis.
- Pupils in Years 3 to 6 achieve satisfactorily and they achieve well in some subjects.

Commentary

Foundation Stage

1. Children enter the reception class with early learning skills, which are below, and often well below, average overall. This indicates a fall since the previous inspection. Assessment information shows that attainment on entry in the last five years has gradually declined in all the main areas of learning. A larger number of children enter the school with recognised special educational needs or with English as an additional language than previously. Children make very good progress in reception because of very good teaching. They learn very well and achieve the early learning goals in mathematics, creative and physical development. Children also make very good progress in their personal and social development, early reading and writing and their knowledge and understanding of the world. However, largely because of their limited speaking skills, children do not achieve all the goals in these three areas.

Key Stage 1

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

Standards in:	School results	National results
Reading	14.3 (15.0)	15.7 (15.8)
Writing	11.4 (14.3)	14.6 (14.4)
Mathematics	13.7 (14.9)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

2. The results of national tests at the age of seven show that in 2003 standards were well below national averages in reading, writing and mathematics and were amongst the lowest 5 per cent of schools in writing tests. Compared to schools with similar numbers of pupils eligible for free school meals, attainment was below average in reading and well below average in writing and mathematics. National test information shows that attainment in mathematics has been consistently below or well below

average in each of the last four years. Standards at the age of seven have declined since the previous inspection when they were judged to be average.

3. Inspection findings confirm that standards in reading, writing, mathematics and science are below average at the age of seven. Any differences between these judgements and those of national tests are because of the differences between the cohorts of pupils. Whilst a reasonable proportion are likely to achieve the expected level in national tests, relatively few pupils are on line to do well. The majority of pupils in Years 1 and 2 generally achieve satisfactorily. Most make reasonable progress in both year groups although more could be expected of some pupils. The sample of recent work indicates that some pupils who are capable of producing work of a higher level do not in fact do so. This is partly because not enough is expected of them in their written work and because tasks are too often the same or similar for all groups of pupils.

Key Stage 2

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

Standards in:	School results	National results
English	24.9 (27.3)	26.8 (27.0)
Mathematics	26.5 (26.7)	26.8 (26.7)
Science	28.4 (26.5)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

4. The National Curriculum tests for pupils aged eleven in 2003 show that standards were well below the national average in English, average in mathematics and below average in science. Compared to those in schools with similar numbers of pupils entitled to free school meals, standards were below average in English, but above average in mathematics and science. Standards in Year 6 have shown considerable variation in the last four years compared both to all schools and to those with similar numbers of pupils entitled to free school meals. Sometimes standards have been well above average in either English or mathematics whilst being below average in science. Inspection findings are that at the end of Year 6 standards are average in English, mathematics and science. Pupils in Years 3 to 6 achieve well because the quality of teaching is good. Standards at the age of eleven have remained similar to those seen in the previous inspection. Standards in information and communication technology (ICT) are average throughout the school and pupils achieve satisfactorily.
5. Younger pupils have limited speaking and listening skills, although they improve to a satisfactory standard as pupils move through the school and more is demanded of them. Pupils' skills in reading and writing also improve, with the older pupils making more progress when activities capture their interest and they try harder to improve. Most pupils, but not all, have a secure understanding of numbers and different aspects of mathematics. However, younger pupils are not confident in solving problems and they often wait to have things explained to them. Standards in science in Years 3 to 6 have improved recently, partly because of the purchase of a new commercial scheme of work that gives guidance to teachers, but also, more importantly, because of the further development of investigative activities. No pupils have been recognised as gifted in any specific area. Boys do better in national tests than girls do but the inspection process could find no significant reason for this. However, staff are beginning to realise

the importance of using tracking information to ensure that all groups make similar progress.

6. Pupils identified by the school as having special educational needs make satisfactory progress. They benefit from the help they get from experienced classroom teaching assistants and the specialist help they receive from other staff. The language needs of pupils who are learning to speak English as an additional language are assessed properly and pupils make satisfactory progress as they move through school. Some of these pupils now benefit from additional support from a recently appointed bi-lingual support assistant. Opportunities are made for paired work between pupils who share a home language, but who are at different stages of learning English. This enables pupils who are new to English to access the curriculum more easily and make progress.

Pupils' attitudes, values and other personal qualities

Throughout the school pupils' attitudes and behaviour are **good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is also **good**. Levels of attendance at the school and punctuality are **good**.

Main strengths and weaknesses

- Pupils are well managed and there is a clear structure for managing unacceptable behaviour.
- A high degree of racial harmony contributes to the happy supportive atmosphere in the school.
- Pupils have too few opportunities take responsibility for their learning.
- Pupils develop very good respect for the feelings, values and beliefs of others.

Commentary

7. Provision in this area has improved significantly since the previous inspection when behaviour was unsatisfactory. Attitudes, behaviour and personal development are now all good. Pupils, including those with special educational needs and those speaking English as an additional language, have positive attitudes to the school and this helps with their good personal development. Regular contact and conversation with adults also develop pupils' social skills and build their self-esteem. Adults in the school know the pupils very well, and help them to learn acceptable patterns of behaviour.
8. The behaviour code is very well known by pupils and they are motivated by the rewards they can earn for behaving well. They also understand and respect the sanctions which are applied for unacceptable behaviour. Developing self-control is a key focus of the behaviour code and pupils in the school are given the encouragement and support necessary to take responsibility for their own behaviour. Consequently, the behaviour code makes a significant contribution to pupils' social and moral development. Staff work very well together as a team and consistently reinforce good behaviour. In the playground, when they have access to play equipment, pupils play together harmoniously and safely, but when they have no means of focusing their play, they sometimes resort to playing games that are too robust and supervision, whilst satisfactory, is not as effective as it could be.
9. All ethnic groups in the school work and play well together. Pupils respect and understand that everyone is different and have opportunities to learn formally about different faiths and cultures through religious education lessons and assemblies. However, the real learning happens in the playground and classroom where pupils mix

together happily, enjoying the similarities in their cultural backgrounds and being interested by the differences. This is a harmonious school, enabling all pupils to focus their efforts on their learning. There was no evidence of bullying occurring during the inspection but some parents are concerned about this and feel the school does not take a firm enough stand or follow up their concerns well enough. There has been one recent exclusion for unacceptable behaviour. The school followed the correct procedures.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	118	1	0
White – Irish	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Pakistani	28	0	0
Asian or Asian British – any other Asian background	13	0	0
Chinese	2	0	0
No ethnic group recorded	3	0	0

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

10. Pupils have few opportunities to make decisions about their learning. For example, in science, they sometimes use an activity from a textbook, rather than designing their own, and across the curriculum they are often unsure about what they need to do in order to improve. This means they are limited in the responsibility they can take for their own learning. Pupils have some opportunities to take responsibility and show initiative in wider aspects of the life of the school. They volunteer readily for tasks around school and have the opportunity to become school councillors.
11. Provision for pupils' spiritual, moral and social development is good. When working outside investigating habitats around the school, pupils are reminded of the respectful way they must treat the very smallest creatures. Pupils are clearly taught the difference between right and wrong and a particular strength is the respect they have for the feelings and beliefs of others.

Attendance

Attendance in the latest complete reporting year (%) 2002 / 03

Authorised absence

Unauthorised absence

School data:	4.6
National data:	5.4

School data:	0.2
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 overall quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory**. The curriculum is **satisfactory**. The provision for care, welfare, health and safety is **satisfactory**. Links with parents and the community are **good**.

Teaching and learning

Teaching and learning are very variable across the school, but are **satisfactory** overall as is assessment. Children are very well taught in the Foundation Stage and well taught in Years 3 to 6.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are very effective.
- Higher attaining pupils are not consistently challenged in Years 1 and 2.
- The use of assessment information to inform planning and to provide the highest level of challenge is variable, especially in Years 1 and 2.
- Teaching and learning in Years 3 to 6 are predominantly good.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	7	14	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

12. Teaching and learning in the Foundation Stage are very good and considerably improved since the previous inspection when this was a key issue for development. The Foundation Stage teacher appointed since this time provides high quality teaching in all areas of learning and has rightly been recognised as a lead teacher in the area. Teaching is lively and exciting and very good use is made of the outdoor area to stimulate the children's imagination in a wide range of interesting activities based on half-termly themes, such as travel or the current theme of bears. The Foundation Stage teacher and nursery nurse work closely and effectively together and with the special educational needs support assistant help children develop self-confidence which makes a significant impact on children's early learning.
13. The quality of teaching and learning in Years 1 and 2 is satisfactory. Staff work purposefully to provide a range of activities, but the activities sometimes fail to provide sufficiently different work for groups of pupils of varying abilities other than through the amount of work produced. Whilst tasks generally provide a satisfactory level of challenge for the majority of pupils of average and lower abilities, there is not enough challenge for higher-attaining pupils. The management of pupils in these year groups is satisfactory overall, but teachers and support staff are not consistent in what they demand of pupils. Staff do not always insist that pupils listen and sometimes teaching and support staff spend too much time saying 'sssh' and then ignoring misbehaviour.

Where teaching is unsatisfactory in both Years 1 and 2, it is because pupils' knowledge and skills are not developed well enough.

14. Teaching seen during the inspection was often satisfactory but evidence shows that over time the quality of teaching in Years 3 to 6 is predominantly good. Staff have good relationships with pupils, lessons generally proceed at a good pace and teachers manage pupils well. At times staff do not expect enough of pupils, particularly those of higher attainment.
15. Pupils with special educational needs receive satisfactory support from classroom assistants and those with Statements of Special Educational Need are supported for short periods of time by specialist staff. However, classwork is not consistently well matched to the targets set for these pupils on their individual educational plans. A part-time bi-lingual support assistant has very recently been appointed to support pupils speaking English as an additional language. This support is satisfactory.
16. Assessment routines are satisfactory overall and are very good in the Foundation Stage. They are very thorough and conscientiously carried out in all subjects. There are regular half-termly assessments and an assessment book containing samples of pupils' work is in place for all pupils. However, the use of the available information is variable. It is unsatisfactory in Years 1 and 2, where not enough account is taken of the information available to track progress and to provide a suitable level of challenge in the work set. Whilst assessment information is used more effectively in Years 3 to 6, it is an area for improvement across the school.

The curriculum

Provision for the curriculum is **satisfactory**. Opportunities for enrichment are **satisfactory**. The school's accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The Foundation Stage curriculum is strong in all six areas of learning.
- The school is very keen to include pupils from all ethnic groups but is at the early stages of reflecting diversity in curriculum planning.
- The curriculum for pupils with special educational needs is satisfactory but individual education plans are variable and not well enough focused on specific needs.
- Outdoor facilities are not developed well enough.

Commentary

17. The quality and range of learning opportunities for children in the Foundation Stage are very good. This has improved considerably since the previous inspection when this was a key issue for development. The curriculum is strong in all six areas of learning, with particular emphasis placed upon the development of communication, language and literacy, because of children's restricted communication skills on entry to the school. This has impacted very positively on the achievement of children in the Foundation Stage.
18. All National Curriculum subjects are given satisfactory coverage in the school curriculum. The school makes very limited provision for the teaching of a foreign language, which the inspection team was unable to inspect. In response to the increasing number of pupils from ethnic minority backgrounds entering the school, the school has introduced an annual multi-cultural week with a whole school focus, which

this year was food. The school does not, however, draw on opportunities to celebrate occasions such as Eid, although some celebrations occur in class. Although the school has actively sought to extend its pupil intake from within the local community and is clearly enthusiastic about this development, the curriculum does not sufficiently reflect the school's increasingly diverse pupil population.

19. The school's provision for pupils with special educational needs is satisfactory overall and very good in the Foundation Stage. Pupils have access to a full curriculum and where appropriate have short periods of intensive support outside the classroom. The school is aware of some children with special educational needs entering the reception class through its contacts with nursery groups. These children and any others identified with potential learning difficulties, are closely monitored by the reception teacher. This means that potential issues are highlighted at an early stage and children's progress is monitored well. Individual education plans for the children in reception are well designed, providing clear details of the children's needs and setting measurable targets for improvement. Overall, individual educational plans for pupils in the rest of the school are not always sufficiently detailed to have maximum use in directing the teaching and the help that can be provided, and do not consistently set sufficiently clear targets over specific periods of time.
20. The accommodation is satisfactory overall. Some classrooms are cramped, but full use is made of shared areas to provide pupils with a range of curriculum opportunities. Accommodation in the Foundation Stage is particularly cramped, but the staff make very good and creative use of the outdoor play area. The lack of permanent large play equipment, however, makes moving the equipment on a daily basis unnecessarily hard work for the staff. The playground used by all pupils is bare and uninviting and does little to encourage harmonious play.

Care, guidance and support

The steps taken by the school to ensure the care, welfare and safety of its pupils and the level of support, advice and guidance provided are **satisfactory**. The involvement of pupils in the work and development of the school is **good**.

Main strengths and weaknesses

- There are very good procedures to support the children's care and welfare in the Foundation Stage.
- The quality of relationships between adults and pupils is good, adding to the pupils' self-confidence and trust in staff.
- Pupils receive insufficient advice based on the monitoring of their learning.
- The school council involves pupils effectively in the life of the school.

Commentary

21. Provision in this area is satisfactory as it was in the previous inspection. All through the school, there are clear indications of good relationships between pupils and adults. Adults are generally patient, kind and supportive which means pupils feel secure and, therefore, willing to contribute ideas in lessons. This has a positive effect on pupils' feelings of self-worth, their attitudes to their learning, and school life in general. Experienced support staff work well with pupils. Some staff have yet to develop a wide range of effective strategies to manage misbehaviour. The organisation of lunchtimes has recently been greatly improved but there are still other steps to be considered to

further enhance this part of the school day. Despite the supportive ethos, the dietary requirements of Muslim pupils are not met by the meals available in school.

22. Pupils state there is at least one adult in the school they feel they can confide in. They know they will be treated fairly according to the school's behaviour policy. Adults in the school work particularly effectively at helping pupils understand how they are feeling when they misbehave and in helping them to control these feelings.
23. There are thorough assessment procedures in the school for all subjects. However, the use made of this information is inconsistent. Pupils only have written individual targets for English, but these are not set in all classes. As a result, pupils do not know what they need to do to improve. The school's procedures for identifying pupils with potential special educational needs is well established although individual plans are not yet consistent.
24. The school seeks and takes account of the views of its pupils well. The school council discusses all aspects of the life of the school, and every pupil in the school has a voice in the development of the school. The council has had a direct impact on the life of the school, most noticeably by gaining approval for girls to wear trousers as part of school uniform and in the redecoration of the toilets. However, some concerns raised by the council are not resolved as quickly as they could be. The council is particularly concerned at the moment about having more play equipment available in the playgrounds and how to raise money to provide it.

Partnership with parents, other schools and the community

The school has established **good**, effective links with the parents of its pupils and the local community. The school's links with other schools are **satisfactory**.

Main strengths and weaknesses

- The school has good means of communicating with parents particularly in relation to pupils' progress.
- The school has good links with the local community, which are mutually beneficial
- Transfer arrangements to secondary school are good.

Commentary

25. The school works well in partnership with parents and the community as it did in the previous inspection. All parents who expressed a view during the inspection process are very supportive of the school. They find it very open, approachable and feel valued. These views are endorsed by the inspection. The school is also responsive to parents who express concerns over their children and works with parents to resolve them. Parents receive a wide range of good quality information and are kept informed about day-to-day events at school.
26. The annual reports that parents receive about the progress of their children are good. They describe in detail what their child can do in English, mathematics and science and also include the National Curriculum level the child has achieved in these subjects. The reporting of foundation subjects is particularly strong, explaining not just what has been studied and the pupils' attitude to the subject, but also the new skills they have acquired. Reports include targets for pupils, but these are frequently too general to be of benefit to the pupil or their parents. Satisfactory arrangements are in place for providing information for parents of pupils with special educational needs. Statutory

requirements are met and reviews of pupils' progress are carried out in line with the recommendations set out in the Code of Practice.

27. Parents support the learning of their children by being involved in regular homework, supporting fund-raising events to provide additional resources for the school and by escorting school visits. Although the school informs the parents each half term what their children will be taught, class newsletters do not tell parents how they can support this learning, either at home or by offering any particular skills or knowledge to the school.
28. The 'Cross Roads' event for pupils in Year 6 brings together all the strands involved in making the move from primary to secondary school a very positive experience for the pupils. In the course of a day, pupils work and play with former pupils of the school who are now in Year 10. Pupils can raise any questions they may have with others who have already had the same experience they are anticipating. Later in the day their parents and the wider parish come together to support them at a mass prepared by the pupils and the day ends with a social event. All in all, this creates a very supportive 'rite of passage' for the Year 6 pupils.
29. The school has good links with the local community, especially the parish. Several members of the parish help in school on a regular basis, often listening to children read. Parish worship is held in the school on a regular basis and is very well supported, and the monthly Family Mass in the local church has significant school involvement. In addition, the school is part of the 'Building Bridges' project in the wider community, where members of several different faiths work together with pupils in Year 6 over a six-week period to build mutual respect between people of different beliefs or backgrounds. The Education Business Partnership is enabling the school to give pupils some experience of people at work.

LEADERSHIP AND MANAGEMENT

Following a lengthy period of uncertainty, overall leadership and management are satisfactory and improving. The quality of leadership of the headteacher and other key staff is **satisfactory**. The effectiveness of management is **unsatisfactory**. The governance of the school is **good**.

Main strengths and weaknesses

- Management systems and the monitoring and evaluation of different aspects of school life, including the curriculum, are ineffective and have had little impact on standards.
- Governors are very well led.
- Leadership and management of the Foundation Stage is very good and a model for the school.
- Financial management is good.

Commentary

30. In the previous inspection there were serious shortcomings in several areas of leadership and management, which have taken some time to resolve. Following a lengthy appointments procedure a new headteacher, deputy and senior management team have been appointed in the last 18 months. The headteacher has created an

increasingly effective team, which now shares her aspirations for the school and is committed to educational inclusion and the promotion of equality for all. The good school ethos and the concern for individuals provide pupils with a good learning environment. The school has, however, identified areas of weakness, particularly in the standards achieved in Years 1 and 2 and whilst different approaches to overcome this problem have been tried, the headteacher is aware that more remains to be done and is admirably seeking help from the local education authority

31. The school's management structure has only recently been re-established and has not had sufficient time to make a significant impact on standards. Procedures for monitoring and evaluating the quality of provision across the school are unsatisfactory as not enough has been done in this area and what has occurred informally has lacked clarity and rigour. There has not been enough monitoring of standards, planning, teaching and learning or general school organisation, such as lunchtime arrangements, in the last two years to identify where this is less effective than it needs to be. Performance data and the results of internal assessments are not used sufficiently to inform planning and to ensure that tasks are well matched to pupils' ability. Overall performance management is not firmly linked to improvement and the systems in place lack rigour and direction. However, the school day runs smoothly and curriculum leaders are in place for all subjects and other aspects, such as special educational needs and assessment.
32. Leadership and management of the Foundation Stage are very good and ensure that children have a very good start and are well prepared for the next stage of education. Planning and management systems for the youngest children are well established and rigorously monitored by the co-ordinator who has high levels of understanding of how to continually improve provision. Leadership and management of special needs provision is satisfactory. The good quality of the work with reception aged children is less evident in other parts of the school and needs to be monitored to ensure a rigorous approach to the tracking of pupils with special educational needs
33. Governance of the school is good. The governing body is a strong, highly articulate and critical group. Since the last inspection the effectiveness of the governing body has improved and they now make a good contribution to the leadership of the school. Governors are well aware of the strengths of the school and have played a primary role in addressing key issues identified in the previous report and in overseeing school improvement during lengthy appointment procedures and during temporary arrangements. The chair of the governing body works very effectively in liaising closely with the headteacher and has a very clear grasp of what the school still needs to achieve. Governors are increasingly challenging the school to account for standards. Governors are actively involved in strategic planning through their involvement in establishing the school improvement plan and in monitoring progress.
34. Financial planning and budget controls are good and carefully considered. The school is well aware of the principles of best value, and spending is directed at the educational priorities detailed in the school improvement plan. Expenditure last year was unusually high. The school has carefully budgeted for the improvement of identified areas including outdoor facilities and storage and to buy in support to help develop areas of leadership and management and some internal-remodelling of the building. Part of the previous under-spend has already been used to set up facilities for a play support worker. Detailed and up-to-date budget statements are available for both finance sub-committee meetings for governing body meetings. The day-to-day running of the school is unobtrusive and efficient.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	551 682
Total expenditure	617 251
Expenditure per pupil	3 674

Balances (£)	
Balance from previous year	118 909
Balance carried forward to the next	53 340

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

35. The quality of provision for children in the Foundation Stage was a key issue for development in the previous inspection. There has been very good improvement and it is now a main strength in the school. The teacher, nursery nurse and special needs support assistant all make a very valuable contribution to the quality of education. Curriculum leadership is now very good.
36. Assessment information gathered in the last five years shows a steady decline in children's skills when they enter school, with standards being below average in all areas. There is currently a high proportion of children with identified special educational needs and others at the early stages of learning English as an additional language. Although there is no bi-lingual support currently available for children at the early stages of English they make very good progress because of the high level of general support. Because of the very good teaching they receive, all children make very good progress and most achieve the goals children are expected to reach when they enter Year 1 in mathematical, physical and creative development. Very good assessment routines ensure that individual needs are catered for. The classroom base is very cramped for the number of children. The staff do all they can to minimise the problems caused but this places additional burdens upon them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The caring ethos, supportive environment and the quality of relationships are strong.

Commentary

37. The very good quality of teaching and learning and the strong emphasis on care and support enable the children to make rapid progress and achieve very well in this area from a low start. Children settle very well into this stimulating and happy environment where their efforts are valued. However, despite the very good progress they make children do not achieve all of the goals for their age by the time they leave reception. Relationships with adults and their peers develop well. Children are encouraged to share and take turns and there is a wide range of opportunities to make choices in the activities they undertake. While some children have a natural curiosity and show good independence in selecting and carrying out activities others do not and are dependent on adults for guidance. In areas of behaviour and self-control children learn to show care and concern for living things, although not all are able to consider the consequences of their words and actions on others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a very well planned range of role-play activities to extend speaking skills.
- Big Books and stories are used very effectively to stimulate interest in words.

Commentary

38. Children enter the school with low levels of speaking and listening skills. Staff carefully plan a very wide range of activities to encourage all forms of communication. Teaching is very good. However, despite the very good progress, children do not achieve all the early learning goals by the time they leave reception. Children are encouraged to join in a wide range of role-play activities such as those at the local station when finding out about travel. By acting as ticket collector, announcer, café staff and train driver they start to develop an appropriate vocabulary for each. However, despite the progress made, speaking skills are often limited.
39. Children enjoy looking at Big Books and re-telling different stories about bears and some higher attaining children start to develop early reading skills well. Several are keen to begin writing and there are very good strategies to support mark making and emergent writing skills when making train tickets, lists and captions for paintings. Particularly good use is made of the outdoor area to develop communication skills. The school has also recently appointed a part-time worker to provide the children with additional play activities in a new role-play area. However, this is as yet at the very early stages and there is room to improve the quality of this work by ensuring adult input extends pupils' speaking skills further.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- Practical activities are very well organised to enable children to learn about mathematics.

Commentary

40. This is a strong area of provision where, because of very good teaching, children achieve very well, and attain the early learning goals for their age. Staff plan carefully to provide a well thought-out range of practical activities, which are recorded in a variety of imaginative ways. The new theme of bears is explored through children going on a 'Bear Hunt' around the grounds and recording what they find on tally charts. Children enjoy counting activities and putting a variety of teddy bears belonging to the staff in size order. This leads to amusing discussions as to how old the bears are and whether they are putting the bears in order of length or girth. The sample of recent work shows that children make very good progress when using information to make simple charts and graphs and higher attainers learn how to identify shapes and formally record simple additions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area is **very good**.

Main strengths and weaknesses

- Staff make very good use of classroom computers.
- Very good use is made of visits to local places of interest.

Commentary

41. Children often have low levels of knowledge of life beyond their very immediate environment. With very good teaching they make very good progress and achieve very well from the low start but do not attain the early learning goals in all areas when they enter Year 1. The class teacher, as information and communication technology co-ordinator, has high levels of interest in the subject and ensures the children have the fullest possible access to computers. Children are able to use computers independently and can click and drag items around the screen and activate other programmes from a computer menu with confidence. Children enjoy finding out about the natural world by growing bean plants. They learn about their local area through a well-planned series of visits to places including the station, local shops, the park and the local radio station. However, despite the very good progress in some areas, children's sense of time and of place is limited by their inability to identify similarities and differences, patterns and change.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Very good use is made of the outdoor area to develop a range of skills.
- There is no covered area or permanent outdoor play equipment.

Commentary

42. Teaching, learning and achievement are very good and children attain the early learning goals in this area when they leave reception. The majority of children have average physical skills. Very effective use is made of the outdoor area, where children use trikes, scooters and push and pull equipment when the weather is suitable. They also use a range of materials satisfactorily, including ribbons for weaving dextrously through netting on the school fence and handle items to make home made drum kits from sweet tins and bowls. They demonstrate satisfactory skills of cutting, shaping and gluing when making a variety of items and handle pencils, paintbrushes and dough shaping cutters with a satisfactory level of skill. However, there is no cover for the outdoor area, no permanent play equipment or soft landing surfaces. This shortfall in equipment places extra burdens on staff time.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- Very effective use is made of role-play activities to stimulate imagination.

Commentary

43. Teaching, learning and achievement are very good and children attain the early learning goals by the time they go into Year 1. Very effective use is made of role-play materials and equipment, including a box model train and booking office to stimulate imagination and discussion. Children also enjoy exploring different media and materials. They find out what happens when they mix colours and make constructions, collages, paintings and drawings. Children's pictures are well displayed around the area, which raises their self-esteem. They enjoy experimenting with sound when using home made drums and join in singing in class and whole school activities. Good use is made of recorded music for the children to join in with singing or listening, for instance while finishing their milk.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

The school teaches **German** to pupils in Years 3 to 6 for half an hour per week. The inspection team was unable to observe any lessons or to gather sufficient evidence to make a judgement on provision, standards or achievement in this area.

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the age of seven and assessment in Years 1 and 2 is unsatisfactory.
- Planning is thorough and preparation is good across the school.
- There is a good range of work covered in literacy
- There are insufficient opportunities for extending the higher-attaining pupils.

Commentary

44. Pupils enter Year 1 with low and sometimes very low levels of communication skills. Staff have therefore prioritised speaking, listening and role-play in the school improvement plan and a recently appointed support worker has begun to organise role-play activities for pupils up to the age of seven in order to extend their social and communication skills.
45. In the national tests in 2003 for pupils aged seven, standards in reading were well below schools nationally and below average when compared with schools with similar numbers of pupils entitled to free school meals. Standards in writing were amongst the

lowest five per cent of schools nationally and were well below average when compared to similar schools. National tests for 11-year-olds showed standards that were well below the national average and below average when compared to similar schools. Although test results over the past four years indicate that boys do better than girls in English, no evidence was found to explain this difference.

46. Inspection findings are that at the age of seven, standards are below average and at the age of 11 attainment is average. Standards in Year 2 have fallen since the last inspection and those in Year 6 have remained at a similar level. Any differences in standards now to those in the national tests are because of the abilities of the different cohorts.
47. Overall achievement is satisfactory in Years 1 and 2. While the school's priority decision to develop pupils' skills in speaking and listening has begun to have a positive impact, there are still insufficient opportunities for pupils to discuss and collaborate. Although the thorough planning shows that teachers are clear about what they want pupils to learn by the end of the lesson, this is not always made clear to the pupils. As a result, they do not always achieve as well as they could. Pupils in Years 3 to 6 achieve satisfactorily overall, although progress is sometimes good in lessons. Pupils achieve well when they have regular opportunities to discuss their work in pairs and small groups. Pupils with special educational needs and those speaking English as an additional language achieve satisfactorily.
48. In reading, pupils of all ages and abilities achieve well and most reach the expected standard by the time they leave school at age 11. They have learned strategies to enable them to build words and to gain meaning from the text. Pupils throughout the school enjoy using the school library and by Year 6, pupils have developed good library skills. In writing, achievement is improving and is satisfactory overall as the school has spent considerable time and effort focusing on how to develop the skills of writing. However, pupils are not always clear about the quantity and quality of work required. Therefore, work is not always finished and is not consistently well presented especially in Year 2.
49. Teaching and learning are satisfactory in both key stages, with a small proportion of good teaching seen in Years 3 to 6. Thorough planning, covering a wide range of work and good preparation of resources, means that teachers are well organised in meeting the requirements of the National Literacy Strategy. Occasionally, however, teachers do not make the purpose of the lesson and their expectations explicit to pupils. The use of assessment information in Years 1 and 2 is unsatisfactory, as it is not used well enough to match the level of work to pupils' ability. There is little difference in the tasks given to pupils working at different levels, and therefore higher-attaining pupils are insufficiently extended. Relationships between adults and pupils are good. As a result, pupils respond well to lessons, particularly in Years 3 to 6. Experienced teaching assistants are used effectively by teachers and are involved in direct teaching of groups or individuals.
50. The leadership in English is satisfactory. The co-ordinator responds well to the needs of her colleagues and provides training to help them be more effective in the classroom. Management is satisfactory. The co-ordinator monitors her subject through scrutiny of pupils' work and teachers' planning and has a reasonable grasp of the issues for improvement. The information gained through scrutiny links to the use of assessment to inform planning the next steps of pupils' learning. She has had few opportunities to monitor teaching. Although the co-ordinator has set targets for the pupils in her own class to aim for, there is no consistent system for doing this

throughout school. Pupils are therefore insufficiently aware of what they should do in order to improve. Overall standards have fallen since the previous inspection and there has not been enough improvement over time, although there are signs that the school is now addressing the previous shortcomings.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Year 6 emphasises the development of pupils' mental strategies.
- Tasks are not sufficiently well matched to all pupils' abilities and prior attainment.
- Monitoring is not rigorous enough to ensure that all pupils are making good progress.

Commentary

51. In the 2003 National Curriculum tests for Year 2, pupils' attainment was well below both the national average and attainment in similar schools. Inspection findings indicate that standards are below average by the end of Year 2. A significant number of pupils make basic errors when undertaking simple calculations and for the most part pupils' presentation skills are below expectations resulting in poor diagrammatic representation and basic errors in their work.
52. The 2003 test results for Year 6 showed attainment to be in line with national averages but above average when compared to schools with similar numbers of pupils entitled to free school meals. Inspection findings indicate that standards are average by the end of Year 6. Achievement of all pupils, including those with special educational needs and those speaking English as an additional language, is satisfactory in Years 1 and 2 and satisfactory but often good in Years 3 to 6. The school has recognised the low attainment of pupils in Years 1 and 2 over the last three years and a modest improvement is apparent in the standards of the current Year 2. No significant gender differences were apparent during the inspection.
53. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6 where some pupils are starting to achieve well. Where the teaching is good, pupils know what they have to do and teaching strategies are well chosen to achieve lesson objectives. In these instances, lessons are well structured and begin with a mental session involving a series of well-directed questions designed to improve pupils' mental skills. This motivates pupils and sets a good focus for the whole lesson. These lessons proceed at a good pace with the teacher giving help where necessary. Purposeful intervention and praise for good work help to maintain pupils on task. In one such lesson in Year 6, the plenary session was used well to consolidate learning.
54. A significant weakness in several lessons, clear also in the sample of recent work, particularly in Years 1 and 2, is that tasks are not well matched to pupils' ability and prior attainment. This is a consequence of the inadequate use of assessment data to ensure that groups of pupils of different abilities have work that is appropriate to their needs and challenges them. Teachers' expectations are not always sufficiently high and pupils' work is often poorly presented.
55. Leadership of the subject is satisfactory. The mathematics co-ordinator is enthusiastic about her subject and is developing greater awareness of the current strengths and

weaknesses in the school's provision. Assessment is well established and national test results are now routinely analysed, but assessment data is insufficiently used to inform teachers' planning. However, due to the limited time available for monitoring the subject, including an evaluation of the curriculum and teaching, the management of the subject is unsatisfactory.

Mathematics across the curriculum

56. Satisfactory use is made of pupils' mathematical skills in other subjects. Pupils' mathematical skills are reinforced and enhanced in activities that require them to measure, as for example in science, to collate data and to illustrate their results graphically.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 2.
- Teaching in Years 3 to 6 is good and staff have been successful in developing experimental and investigative activities.
- The co-ordinator does not have sufficient opportunities to monitor the quality of teaching and learning in order to identify areas for further improvement.

Commentary

57. Standards at the age of seven are below those expected for this age. Pupils' achievement is satisfactory. This indicates a dip in attainment from the previous inspection. Pupils frequently enter Year 1 with limited knowledge and understanding of the world around them and several know little of life beyond their immediate area. In the previous inspection there were weaknesses in the development of investigative skills. Whilst these skills have improved to some extent there is room for further development. Skills often remain below average and pupils are dependent upon staff for ideas of what to do next.
58. Standards in Years 3 to 6 are average. This indicates attainment similar to the last inspection. Achievement is generally good. Pupils make good progress in several areas of factual knowledge of science, including life forces and living things. Because they are interested in the activities they retain information quite well especially when they have taken part in an investigation.
59. Teaching and learning in Years 1 and 2 are satisfactory. Girls and boys, those with special educational needs and those speaking English as an additional language all achieve satisfactorily. Teaching is successful where pupils are encouraged to plan investigations and then carry them out. Teachers have satisfactory subject knowledge and generally explain things quite clearly. However, the recording of work is often of limited quality and quantity. Some recording tasks do not demand enough of pupils and the use of the same or very similar formats for all groups of pupils, whatever their ability, does not challenge higher-attaining pupils well enough. Teaching in Years 3 to 6 is predominantly good, as illustrated in the sample of pupils' recent work where there is often a good level of challenge in the tasks set. However, occasionally staff organise

activities that are textbook based and this limits the development of pupils' investigative skills.

60. Leadership of the subject is satisfactory and the subject leader has developed a good understanding of the importance of using assessment information to inform planning and has a lot of potential to develop the role much further. The subject leader has identified previously low standards, especially in Key Stage 2, and has helped raise staff confidence in teaching the subject through the introduction of a commercial scheme of work to act as a 'backbone' to aid planning. However, very occasionally the over-adherence to textbooks limits the development of practical activities that would be more challenging. Management of the subject is unsatisfactory as the co-ordinator has few opportunities to monitor planning and no opportunities to evaluate the quality of teaching and learning. This makes it very difficult to identify areas for further development. Assessment procedures in both key stages are satisfactory and carried out conscientiously. However, information is not used well enough to inform planning especially in Years 1 and 2. There has been satisfactory overall improvement in the subject because there is better organisation of experimental and investigative activities.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Key skills are now taught well.
- The school's improved resources have helped to improve standards.
- Higher attaining pupils are not challenged as well as they could be.

Commentary

61. Standards are in line with national expectations by the end of Year 2 and Year 6 and continue to rise as teachers' competence improves and because of the regular access that pupils now have to computers. Pupils are achieving satisfactorily and there has been good improvement since the last inspection.
62. Pupils in Years 1 and 2 build on the very good skills and understanding established in reception. Pupils are currently developing skills at a good rate in Years 3 to 6, but it is only in the last two years that pupils have had regular access to computers in the computer suite. By the end of Year 6 most pupils are competent users of the technology. They are proficient at word processing and show satisfactory skills in setting up databases and can access information from them. Pupils are familiar with the use of computers for simulations and in control technology. They produce satisfactory Power Point presentations, but their understanding of the use of computers in the world of work is less well developed.
63. Teaching and learning are good. Teachers are competent users of computers and their enthusiasm motivates pupils, who in turn work diligently on tasks for sustained periods of time. In one lesson observed pupils were actively involved in solving a problem concerning different time intervals in a road traffic simulation exercise and pupils sustained their concentration until solutions were found. This was possible because pupils had listened attentively to their teacher and required very little further input from staff. Teachers' recent training has led to improvements in their confidence and expertise, enabling them to deal with minor problems as they arise. The teaching,

however, does not provide sufficiently challenging tasks for the higher-attaining pupils, which means that their full potential is not realised.

64. The leadership of the subject is satisfactory. The co-ordinator has a good knowledge of the subject and has a clear understanding of the way it is developing in the school. She is realistic in what has been achieved and the way forward. However, due to time constraints, management of the subject is unsatisfactory. Whilst the co-ordinator scrutinises pupils' work, formal monitoring of the curriculum and teaching does not take place on a regular basis. Pupils' work is not consistently assessed so that individual progress can be tracked; neither is the work well directed at pupils' differing abilities so as to challenge all pupils.

Information and communication technology across the curriculum

65. The use of computers to support teaching and learning is satisfactory and improved since the school developed a computer suite and computers in all classrooms. Pupils are increasingly competent in the use of web sites to obtain information in a range of subjects including historical research and in literacy work.

HUMANITIES

66. As a Church Aided school, **Religious Education** was not a focus of this inspection. No lessons were seen in **history** and only one lesson was seen in **geography**, and a judgement cannot, therefore, be made about provision, standards or achievement. A scrutiny of recent work indicates a satisfactory curriculum is in place. Opportunities for assessment and the monitoring of pupils' work are underdeveloped and largely informal. Time constraints mean that there is inadequate monitoring of the teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. It is not possible to make judgements of the quality of provision, standards, teaching and learning in **art and design** as only as only two lessons were seen. One of these was good and the other was unsatisfactory. Where teaching was effective, good planning and preparation of resources helped to ensure that productivity was high. Where teaching was unsatisfactory, pupils had insufficient opportunity to work creatively and to develop skills. The standard of art seen in a scrutiny of pupils' recent work and that on display around the school indicates there is a satisfactory curriculum in place with some good examples of colour mixing in both key stages. The artwork and resources seen did not adequately reflect the ethnic diversity of pupils in the school.
68. No lessons were seen in **design and technology** therefore it is not possible to make judgements about provision, standards, teaching and learning. The scrutiny of recent work and that on display show that the subject is well led and managed and that it is taught on a regular basis to all classes. Work samples clearly indicate that all pupils are expected to plan and evaluate their work. Photographic records of all work done by pupils are kept and passed on to the next teacher. This helps to ensure a progression of skills in the subject.
69. No overall judgements are possible about provision, standards, teaching and learning as no lessons were seen in **music**. In response to teachers' difficulty in delivering the music curriculum, the co-ordinator has recently introduced a music scheme across the

school. This scheme supports teachers in meeting National Curriculum requirements. It links closely with other subjects and topics. The co-ordinator plans to evaluate it at the end of this school year to make sure that it is effective in helping pupils to learn. Pupils have regular opportunities to perform in annual concerts. The school has a choir and pupils sing very well.

70. Only one lesson was seen in **physical education** and therefore it is not possible to make secure judgements about provision, standards, teaching or learning. From discussion with staff and pupils it is clear that a satisfactory curriculum is in place that covers all the required areas. In the lesson observed, pupils had average skills but some pupils had low level skills in running and improved their understanding of passing the baton in relay races well. Staff are aware that some of the pupils do not have a very high level of fitness and often do not have the appropriate kit for lessons. As the subject co-ordinator has no opportunity to monitor the quality of teaching and learning it is difficult for her to identify such barriers to learning or how to improve provision in the subject. The school has extensive grounds, which are not always used to their fullest effect.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. There is not enough evidence to make secure judgements about provision in this area. The school has introduced a programme of personal, social and health education. Whilst this is a feature of class timetables, planning for this is informal. Some classes also have the opportunity to take part in 'Circle Time' discussions. These activities provide pupils with opportunities to talk about their thoughts, feelings and interests, and help pupils to develop their self-esteem. The school gives good emphasis to the development of the whole child, which pleases parents, who feel their children are well supported in their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
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	4

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4

The leadership of other key staff	4
The effectiveness of management	5

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